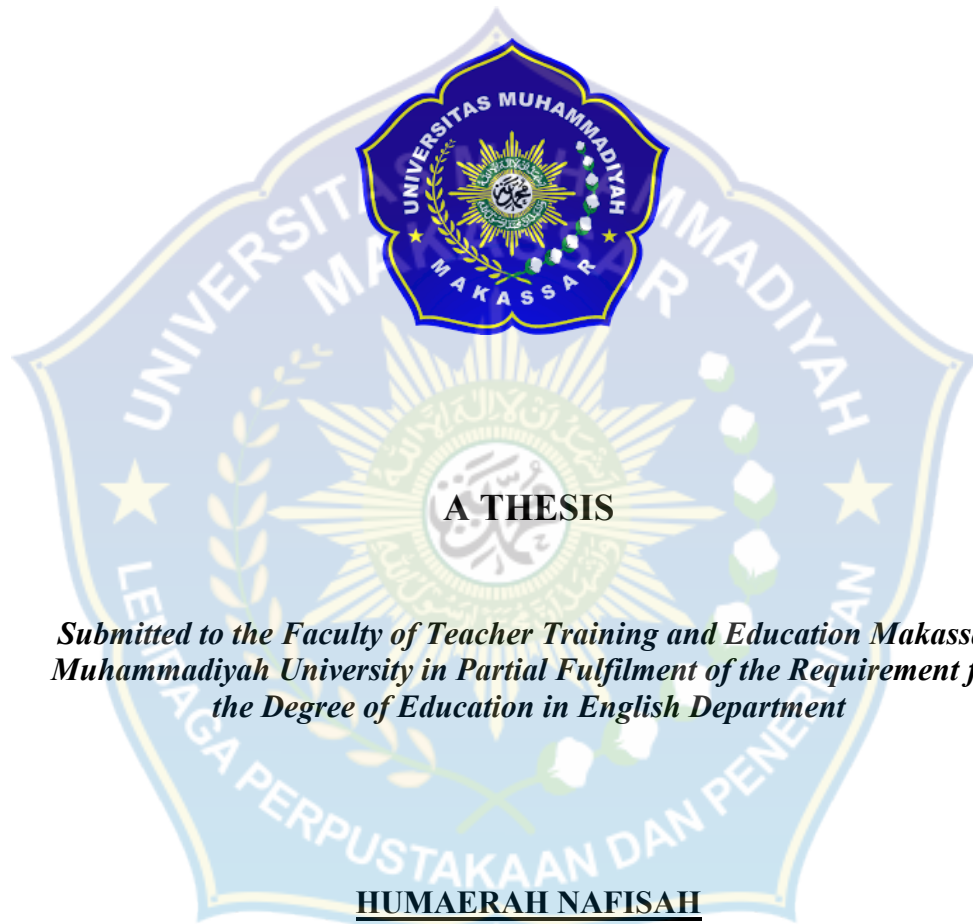# IMPROVING THE STUDENTS' VOCABULARY BY USING ENGLISH AREA AND PUNISHMENT METHOD
(*An Experimental Research at the Eleventh Grade Students of SMA Negeri 10 Gowa*)

A THESIS

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

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2019

بســـم الله الرحمن الرحيـــم

LEMBAR PENGESAHAN

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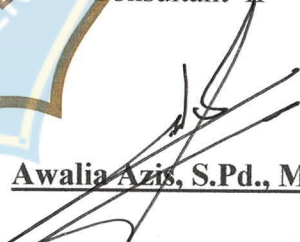
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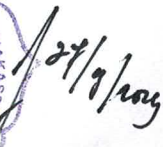
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Day / Date	Chapter	Note	Sign
		— Why English Area & Punishment Method ?	—
		Provide / use recent and sufficient references to support your argument. Preferably from research based article from reliable Journal.	
		— relate your finding to similar or relevants previous study.	

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Day / Date	Chapter	Note	Sign
01/04-19		Some Correction. See Abstract Aknowledgeant	
10/04-19		Mean score & standar Deviation pretest & post test - Table & grafic for each. Discussion just explanation from findys & Discussion.	
13/05-19		Conclusion & Suggestion Rpp	

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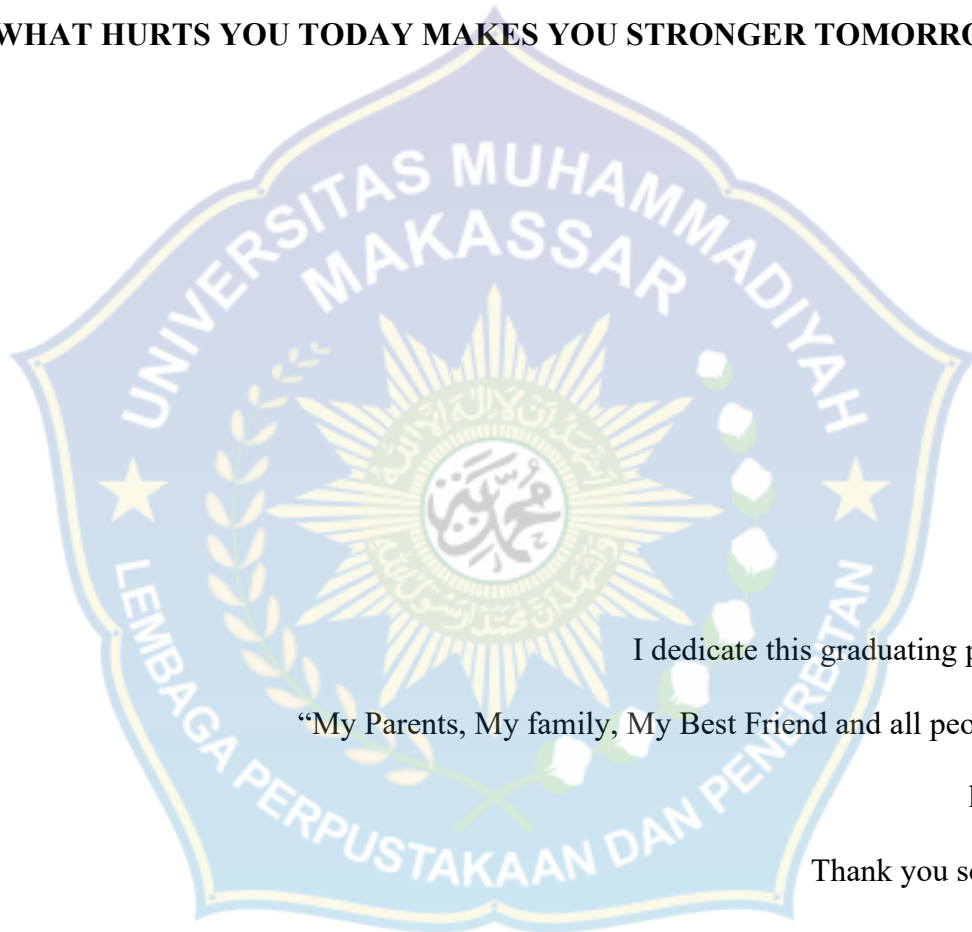Approved by:
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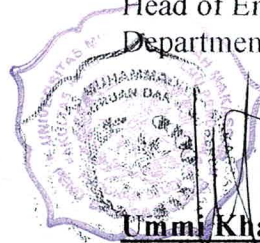
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MOTTO AND DEDICATION

"WHAT HURTS YOU TODAY MAKES YOU STRONGER TOMORROW"

I dedicate this graduating paper to:

"My Parents, My family, My Best Friend and all people who

love me.

Thank you so much"

ABSTRACT

HUMAERAH NAFISAH. 2019. *Improving Students' Vocabulary by Using English Area and Punishment Method at the Eleventh Grade of SMA Negeri 10 Gowa (An Experimental Research).* A Thesis of English Department, Faculty of Teachers Training and Education, Makassar Muhammadiyah University. (Supervised by Sulfasyah and Awalia Azis)

This research aim to improve students' vocabulary dealing with English Area and Punishment Method during teaching-learning in the classroom. Objective of the research was to prove the significant differences of students vocabulary.

This research employed Pre-Experimental design that the data collected in pre-test and post-test segment after four meetings treatment. The vocabulary focused on adjective and verb. Total population there are 165 students with 33 students as the sample.

The result of the research showed that the students vocabulary after treatment (post-test) using English Area and Punishment Method was higher than before (pre-test). There were significant improvement of students mean score pre test was 60,69 while post test 84,34 and the improvement of students pre test to post test was 38,8%. It can conclude that the use of English Area and Punishment Method was effective to improve students vocabulary.

Keywords: English Area, Punishment Method, Vocabulary.

ACKNOWLEDGEMENT

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All praise is to Allah SWT, lord of the world, who has owed strength and health upon the researcher to finishing this thesis entitled Improve the Students' Vocabulary by Using English Area and Punishment Method at SMA Negeri 10 Gowa. Shalawat and Salam are addressed to our prophet Muhammad SAW, his family, companions, and all his followers.

The researcher would like to thank to all of those who have given the contribution so that this thesis can be finished. The researcher would like to deliver this thank to:

1. The researcher's beloved parents **Irwansyah** and **Hasbiah**, for their love, support and pryers to the resercher.

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4. **Erwin Akib S.Pd., M.Pd., Ph.D** as the Dean Faculty of Teachers Training and Education.

5. **Ummi Khaerati Syam, S.Pd., M.Pd** as the Head of English Education Department.

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is really important to support the way to communicate. Nugroho (2007) states that vocabulary is one of the four language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separated from each other in language learning process, Since English as foreign language becomes an international language. No wonder, it becomes so important for foreign language learners to learn and master on it that it is a basic element of a language used before learning more about the foreign language.

Vocabulary has a close correlation with speaking, vocabulary is tool to improve the speaking skill. One of keys to mastering a language is vocabulary. Vocabulary is words through a language, develop with age and tools for communication. Without vocabulary it will so hard to understand or use a particular second or foreign language. It is defined as words that known, memories and use by someone. Words defined in various way, people learn and the words and it will be sentences.

There are four types of vocabulary, such as: Reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary. Vocabulary builds start from child, imitate words that hear and practice it with action. It means, listening vocabulary is the first step then speaking vocabulary follows.

1

According to Solcova (2011) Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. This is a difficult problem too, some methods and technics really needed. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When teaching and learning process takes place, problems would appear to the teachers. Problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and in teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. Teaching English for young learners is different from adults. The teachers have to know the characteristics of learners. Prepare good techniques and suitable material in order to gain the target of language teaching is really important. In fact, students have much vocabulary owing to English taught since in Junior High School moreover Elementary School. But, they do not use it maximal. Words that memories will lost without practice or habitual action. Learning vocabulary is the first steps in learning second language,

some methods are really need to help in this case because new words is not easily knows to memories and understand.

English area is one of rules that apply in many courses or private lesson. It is an efficient strategy to help students in particular to speak English. This strategy a little bit will force the students, but the result is satisfactory. English Area then collaborate with Punishment will help students more discipline and have enthusiasm during learning process.

According to Miolo (2017) in journal of education, the ability to speak English still low, especially in the school that far away in the areas that have access and learning facilities. Based on this matter, then conducted by the teacher to improve the ability to speak through program English Area. Teachers are placed at certain point where thee designated area, learn, and teach are required to use English. For students especially those who use English will be rewarded and those who does not are given punishment. The result shows English Area is well used to improve students achievement outcomes and makes students happy and interest in English.

Previous research above support this research, the researcher choose this method to apply in the classroom during learning process to see the significant result of students vocabulary. Students really need a special technique to build their interest and self confidence especially to speak. Vocabulary is the first key to support the speaking skill. Without vocabulary, students can not communicate using English to each other. In addition, the use of English Area and Punishment

not only improve students vocabulary, score or achievement, but students also can apply in day to day life. English as a subject, not only an object. Punishment to students is to memorize the new vocabulary to build students vocabulary knowledge.

There are many methods and strategies that can use in the way to teach-learn vocabulary. For example: Words Wall Method, Riddles Method, or by using games. Specially in this research, the researcher have an alternative to apply English Area and Punishment Method to improve students vocabulary in eleventh grade of Senior High School.

B. Research Question

In the school, most of students still difficult to communicate to each others using English it is owing to the students have low vocabulary that impact to the speaking. Related to the background mentioned, the problem statement as follows: Does the use of English Area and Punishment Method can improve students vocabulary?

C. Objective of The Research

Based on the problem statement above, the objective of the research is to find out the use of English Area and Punishment Method to improve the students vocabulary in eleventh grade of Senior High School.

D. Significance of The Research

The result of the study beneficial to individual and institutions as follows:

1. The result could be useful for teachers and students in learning process For teachers, to improve and develop the material. For students, to get new knowledge or information.

2. Influence students interest in English and its concerning the values to be contribute when the objective of the study has been obtained successfully.

E. Scope of The Study

The topic must be limited in order to investigate the problem more accurately, precisely, and correctly. Therefore, the research is limited in using English area and punishment in the class to improve students vocabulary. There are many kinds of vocabulary in this research focused on adjective and verbs.
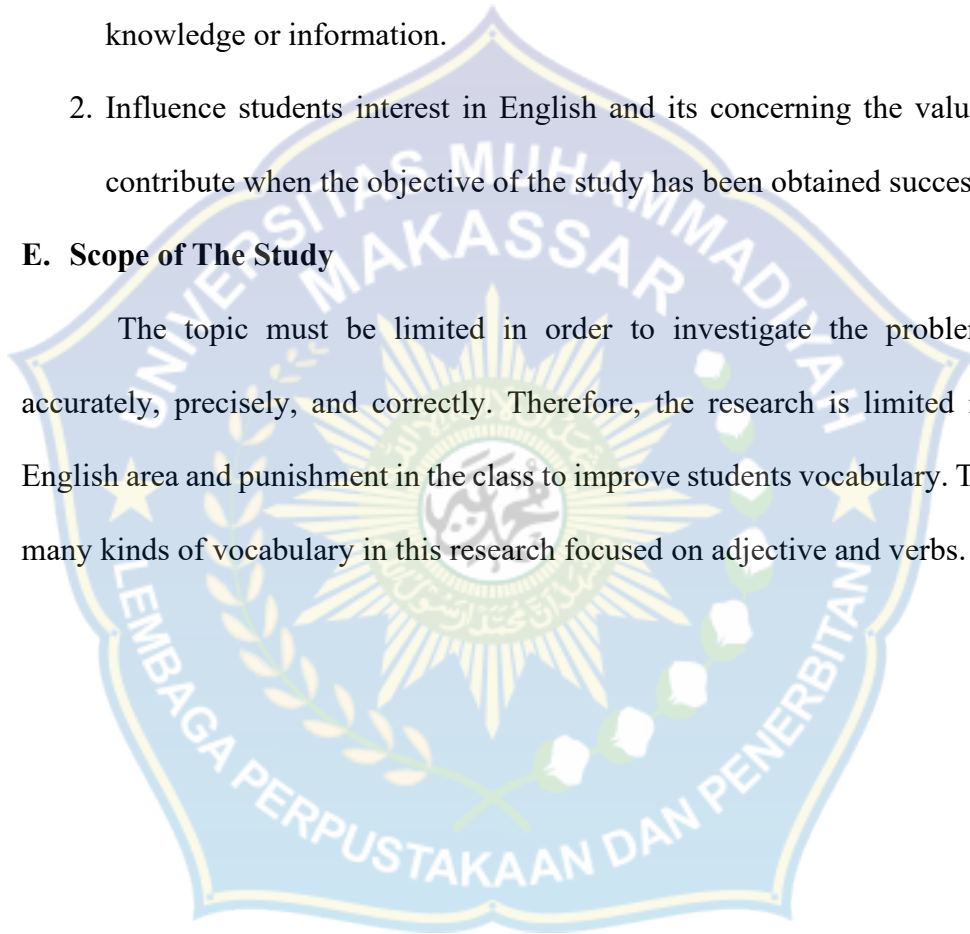
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

There are many researchers have been conducted dealing with using English Area, punishment and vocabulary. Some of them as follows:

a. Yu (2011) from her journal "Vocabulary Recognition and Memorization: A Comparison of Two Method". The result of her research is the result demonstrates that pupils who learn words using word lists only remember words in the short-term retention, while the sentence writing method results in greater long-term retention. she founds that there are many other factors that influencing the outcome of vocabulary learning , e.g. using different learning strategies, and the length of the target words are too easy or difficulty for learners.

b. Augustino (2013) from his thesis "The Effects of the Use of Punishments as School Management Tool on Secondary School Students' Behaviours " The findings of the current study have indicated that the use of physical punishments is not in favour of many respondents, that is teachers and students. Therefore, the study recommends introducing and using alternatives to physical punishments so as to help students build self discipline in secondary schools. However there is a need to manage classes using alternative to physical punishment.

c. Miolo, et.al (2017) from their journal "English Speaking Learning Through The "English Area" Program in SMK Negeri 1 Gorontalo". The results show that the "English Area" program is well used to improve students' English speaking skills and can motivate students to use English. stated that teachers who apply the technique of English Area in an effort to improve the ability to speak English-Speaking learners who involved fellow students and teachers English outside the classroom supported by students who have the ability more in speaking English .

From the research findings previously, there are similarities to this research such as: vocabulary learning, use punishment as classroom management and English Area. The difference of this research between Yu (2011) she focused on compare two method in the way to memorize the vocabulary, she use different learning strategy and method to influence and make the learning process more effective. From Augustino (2013) he focused on his target in secondary school while this research target in senior high school and concept of the punishment is physical punishment. In Miolo (2013) in their research, that apply out of the classroom.

B. **Some Pertinent Ideas**

1. **The Concept of Vocabulary**

    a) **Definition of Vocabulary**

        Vocabulary is one of the most important components of language, mastering vocabulary really helpful to the learners in the way

to learn foreign language. The quality of a language skill is depend by this one, the more master and memorize vocabulary the better use the language skill. The importance of vocabulary include in all 4 skill, listening skill, speaking skill, reading skill and writing skill. Define as collection of words that a person have and use to communicate in a community, place and environment. Improve the vocabulary in general not only focus to learn the foreign language, but improve skill in language that has been used too.

According to Berne, et al. (2008) that Vocabulary learning is an important part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning, this problem sometimes found during learning process especially in vocabulary learning. Finnocchiaro (1974) stated that teaching vocabulary plays is an important role in language acquisition because the mastery of vocabulary will help students in mastering all the language skills, such as reading, speaking, writing and listening, the students will practice easier about the structure which is useful for the students to do communication in daily life and

strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

While according to Lado (1977) vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more part similarity characterized. From these definitions, vocabulary is a knowledge of words and words meaning in oral and print language, it is a tool to help mastery a language.

Vocabulary used to refer to the kind of words that students must know with comprehension. Vocabulary as a necessary part in learning a language especially in learning foreign language. Learning vocabulary include all aspects such as know new words, find the meaning and understand the sense (comprehension). Learning vocabulary not only in the classroom during teaching-learning process but it also can learn by books, dictionary, novels, games, etc. vocabulary really influential to develop the language skill and ability.

b) **The Importance of Vocabulary**

Alqahtani (2015) stated that Vocabulary learning is an essential part in foreign language learning. As the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.

In learning there are two important components that support the four skill such as vocabulary and grammar. In the first phase of learning a foreign language, is vocabulary. Vocabulary easy to understand without formula and some roles and this is the first step to apply a language. The second component phase is grammar.

There are two ways to learn vocabulary, explicit and implicit. Explicit is learning vocabulary with lesson plan and every materials are arrange clearly. Implicit is learning vocabulary process that is not design or plan, new words can get from a text, magazine, song, etc. Some research reveal if students should practice in explicit way for the first step of learn. It is owing to students learn basics of vocabulary.

In the basic term, students are difficult to know, understand (comprehend) and memorize. After know the basics, students will easy to learn vocabulary by their self in other words, learn vocabulary in implicit way for example reading and listening the new words. The more students accustomed to learn vocabulary, their speaking skill will more fluently.

There are some importance of learning vocabulary, such as:

1) Vocabulary appears in every language skill.

2) Learning vocabulary can improve language ability quickly.

3) Communication vocabulary is more important that the grammar.

4) Students in the school are require to respond and express the meaning, this is based on the rules of curriculum.

5) If vocabulary is limited, chance to deliver the idea is limited too.

6) Acquisition of vocabulary is essential to support foreign language use and plays as an important role in the formation of complete spoken and written text.

From the definition above, vocabulary is an important factors in teaching a language. So, when the teaching and learning process takes place, problems would appear to the teachers. Teachers have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, strategies and methods which will be implemented to the students. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

c) **The Component of Vocabulary**

According to Montgomery (2007) there are four types of vocabulary, listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Listening vocabulary is words that hear and understand since in the womb because fetuses can detect sounds as early as in 16 weeks. Speaking vocabulary is the words use in speak. Speaking vocabulary is relatively limited: Most adults use a mere 5,000

to 10,000 words for all their conversations and instructions. Reading vocabulary is the words that understand when read a text. Read and understand many words that do not use in our speaking vocabulary. Writing vocabulary is the words use to write or to express something. It is strongly influenced by the words that can spell.

From the statement above about types of vocabulary shows that vocabulary is basic term in learning a language and continue to develop until the whole life. It is not only since the learning process in formal school but it start from mother tongue moreover start since a fetuses still in a womb. Vocabulary is divided into 4 kinds, such as: Adjective, Verb, Adverb, Noun. It also called part of speech:

1. Adjective

Adjective is a part of speech that used to describe a noun or pronoun. The purpose of adjective is to modify the noun to be more interesting. There are several kinds of adjective: descriptive adjective is the first adjective that commonly use, explain about the kind or quality of noun. example: "Erika is pretty, He is tired". Adjective of number is to explain the quantity, example: "there are 20 students pass the exam".

Demonstrative adjective use "this" and "that" to point out the noun or pronoun, example: "I used to buy this kind of bag". Possessive of adjective is to show ownership of possession, the characteristics is

using my, his or her. The last is interrogative adjective as the name it used to ask questions and follow by noun, example: "what movie are you watching?".

2. Verb

Verb is a word that shows an action, an event and a state. Verb is an important point of sentence because no sentence can be complete without verb. There are five types of verb that is: main verbs/action verbs, helping verbs, linking verbs, transitive verbs and intransitive verbs. Action verbs used to explain an action of something, example: "The cat jumps". Helping verbs is to support the main verbs. Linking verbs is explain a link between the subject of the sentence and a noun or adjective being linked to it.

A transitive verb expresses an action directed towards a person, place or thing. The action expressed by a transitive verb passes from the doer or the subject to the receiver of the action. Words that receive the action of a transitive verb are called objects. A verb which does not need an object to make complete sense is called an intransitive verb. An intransitive verb tells something about the subject without the action passing to a receiver or object. It can stand alone in the predicate because its meaning is complete.

3. Adverb

Adverb is a part of speech that use to describe an adjective, a verb or the other adverb to explain "how, where and when" something was done. There are four types of adverb: manner, place, times, degree. Adjective of manner is adjective that explain how is something happened. Adjective of place is explain where something happened. Adjective of degree explain the level or extent that something is done or happened.

4. Noun

Noun is a word that use as the name of specific things such as person, object, place, state, animal, etc. Totally there are 10 types of noun: proper noun: is names of people or places, this noun always begin with capital letter. Common noun is words that common to people, general names like "Teachers, Birds, Trees" without specifically. Collective noun is explain a group of persons, animals, or things. Possessive noun is explain names of owns something the characteristics is there is an apostrophe.

Number noun is denote one or many things, animals or places. Compound noun is a noun that form by two nouns together. Noun that can be count called countable noun, people and animals are countable noun. Uncountable noun is noun that can not be count like salt, milk,

rain, etc. Masculine and feminine noun is gender noun that represent male or female for example: King, queen, girl, boy, man, woman, etc.

2. **The Concept of English Area**

a) **Definition of English Area**

Various methods, techniques or strategies are really needed to be applied in the way to teach English. English as a foreign language usually be a serious problem to mastery. Many reasons why various method is needed, one of them is English is not our language, foreign language and first language (mother tongue) is very different. The result of apply a method in teaching-learning process is to achieve that is increasing the motivation and ability of students using target language. In learning a foreign language a teacher have to be creative to deliver the materials because it is give a big impact to improve the ability of students.

There are many techniques in learning to improve students vocabulary and speaking skill. In this research, the technique that choose to apply is English Area. English Area many found and apply in course places. This techniques may force students to speak up. More over, speaking learning is a lesson that need habitual action and educate vocabulary ownership.

English Area is a program or technique that can help students in the way to improve speaking skill and self confidence. This technique can apply outside and inside the classroom. By apply this technique students

will a costumed to speak English. Speak English can not learn easily, English Area apply with some rules that impact in discipline of students. That is why English Area usually collaborate with reward or punishment method. Students will face some difficulties to operate this technique it is owing to the lack of vocabulary.

Students wants to speak but do not know the words in English. This is a reason why sometimes students lazy to speak but the use of English Area will force students in a good way to speak up. English Area also have a role as motivation to students to get more knowledge and new vocabulary then speak English fluently.

According to Miolo (2017) The English Area Program needs some preparation to get it right. Arrangement and selection of locations and places that allow discussion and conversation to occur naturally for learners as well as with teachers will occur interaction conversation. The selected venues are school parks with seats and tables, a courtyard near the sports center, the school cafeteria, next to the library as the usual place for students to gather. Besides determining and setting up strategic locations and points, language teachers prepare gifts of food and soft drinks that will be passed on to learners or students who participate more in conversations. At any point or location selected there are one or two English teachers and students who have been selected to help those with better language skills than other students to assist.

Based on the statement above, the researcher conclude that English Area is always need an interaction of students and each others. This technique need a preparation and a good location or place to practice, in this case classroom during teaching-learning process is a good choice too. Reward students with something will improve their interest to join or participate in this program.

b) **The Benefits of English Area**

In teaching-learning process, especially to improve the vocabulary in speaking skill, teacher should be creative to deliver the materials, even new breakthroughs are needed. Apply a technique, strategy or method definitely not only apply carelessly it has arranged clearly. Each method or technique has their own benefic.

According to Alimi (2014) in his research about the effectiveness of using English Area to improve the speaking skill, the result of his research is that English Area really help the students, after six meetings of using English Area, the mean of pre-test is 52.93 and the mean of post test (after treatment with English Area) is 70.29 the mean of post test is higher than the mean of post test. Based on the mean score of the research, it shows that English Area has an improvement and benefic of vocabulary and speaking skill of the students.

There are several benefic of the application of English Area to students such as:

1. English area is a strict rule that can be applied in the classroom during learning English. By apply this one in every meetings, students will be accustomed to not to break the rules and the most important dare to use English to interact each other.

2. Students are more interested and discipline in applying English in the classroom. English Area will support students' self confidence to speak English fluently. By using this technique new vocabulary is more easy to acquired. In fact every people have much vocabulary but unrealized it, the more using English all the vocabulary will using too.

3. English Area makes students more understand with everything things around in English, familiar with the school environment makes English not only as an object but a subject.

4. English area is an affective rule to learn English that suitable with all the materials and indoor-outdoor learning process (In the class room or out of the class room).

c) The Procedure of English Area

For the first time in first meeting, students and teacher should make a contract to apply a rules in the class room during English learning process called English Area. This technique require students to speak English or full English. Students divided into some groups, each group

there are four members to discuss about the material. There are four steps in apply English Area in the classroom, such as:

1. Teacher as facilitator, prepare a vocabulary card to all students, one vocabulary card for one student in every meeting. This vocabulary card is use to write down all new vocabulary that get during learning process.

2. In every meeting before learning start, students have to memorize 2 vocabulary, 1 vocabulary about adjective and 1 vocabulary about verb that given by teacher in previous meeting. Students memorize one by one when teacher check the attendance list. All vocabulary should write in vocabulary card.

3. If students do not know the English of a word, students can use a key sentence "*How to say ... in English*" all students in the classroom have responsibility to help each other. When the English of the word is found, it should write down in vocabulary card.

4. If students break the rule, the students will get the punishment.

3. The Concept of Punishment Method

a) The Definition of Punishment Method

Punishment is an action to affect something bad that happened or done by someone. According to Augustino (2013) Punishment can be defined as any consequence that decreases the like hood of recurrence of the behaviors that precipitated it. In organizations such as schools,

punishments are exercised as school management tool because any organization aims at the accomplishment of its collective goals hence any organization has to maintain discipline.

Punishment can be a positive briefing to make a good habit especially in the class room and school environment. There are many kinds of punishment method that many apply by teachers in the school, that is appropriate with the condition, background until the material. The use of punishments or questions involving all matter taught, or inviting the student to the class reveals an obsolete conception of the role of punishments, inadequate in relation to specific educational area.

Teachers often choose punishment when rules are not followed. The punishment usually involve with something that students can enjoys. Fear of punishment gets most students to follow the rules. This method effect students to operate all their full potential.

According to Costica (2013) in his research about Rules, Punishment and Rewards in Education. He asked some questions about punishment to 120 teachers in a training. The output of his research, he found most answers by the teachers is they apply a punishment due to this is really effective to help control the students behavior and habit. By this research the researcher conclude that punishment method can help the students to be more guided and discipline. In the other words, punishment

method makes teachers have more power to arrange and control the classroom during teaching learning process.

b) The Procedure of Punishment Method

There are many punishment method that useful and educate students to improve their knowledge. An educate punishment not only to punish the students but it can help students to get knowledge more than their formal lesson or their material in the class room. Punishment that is educate is use to additional lesson which is to support the important points and definitely increase the students learning outcomes.

Punishment method that choose to apply in this research is "Memorize Words" this method will make a good impact and input to students. Punishment with Memorize Words is effective to build students vocabulary knowledge. Memorize not only for new vocabulary but the aim is to repetition too.

The purpose of repetition is to repeat what students have been taught. A knowledge can not longer remember without repetition. Punishment with memorize words is appropriate with English Area that require students to practice. In the other words, English Area and punishment method have a strong connection in the way to influence students vocabulary and speaking skill.

Punishment method apply when students break the rules "English Area" during learning process. The group of student who break

the rule should memorize at least five or more new words   that given by the teacher. Every new vocabulary should write in vocabulary card of the students.

C. Conceptual Framework

The theoretical framework underlying in this research is given below:
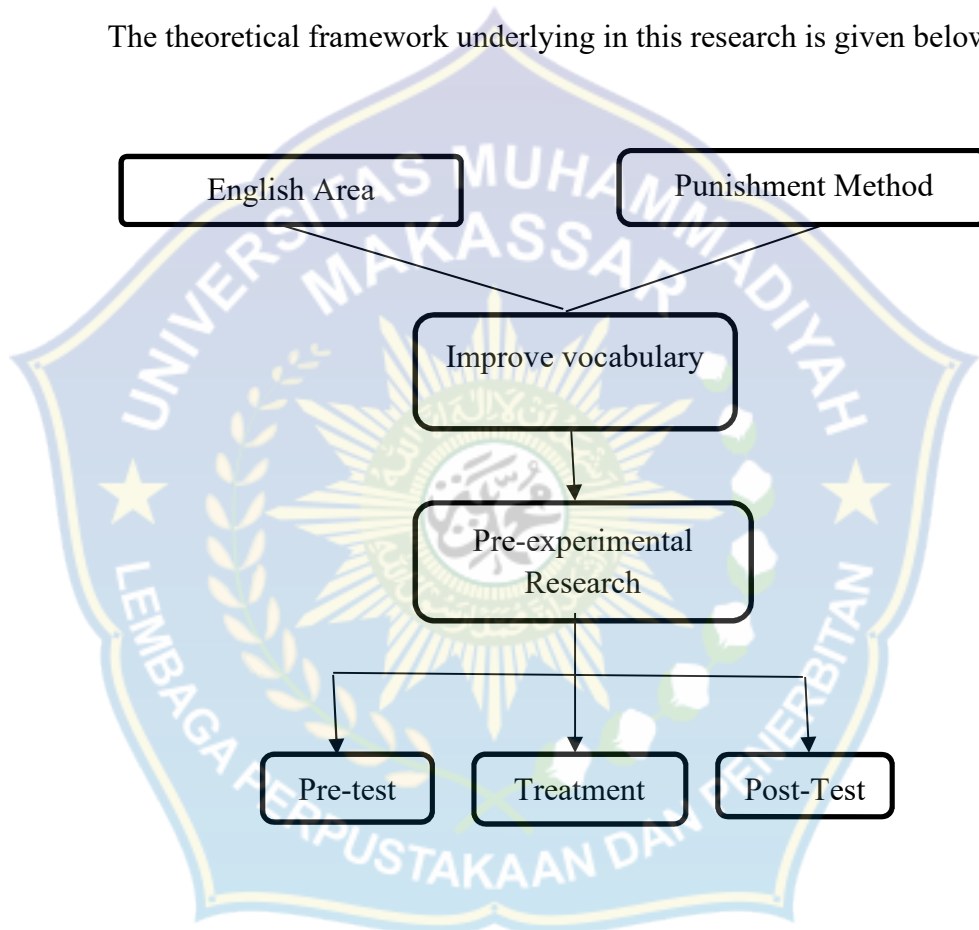
Figure 2.1 Conceptual Framework

The goals of the conceptual framework above is to find out the use of English Area and Punishment Method in the way to improve students vocabulary focused to two kinds of vocabulary, verbs and adjectives. In

verbs focused in action verbs, in adjectives focused to descriptive adjectives.

This framework presenting how the way to use by the researcher to apply

pre-experimental design. The experimental consist of pre-test, treatment

(English Area and Punishment Method) and post-test.

D. Research Hypothesis

Based on the theoretical framework of the research, the hypothesis of

the research are:

H0: There is no improvement of students vocabulary

H1: There is improvement of students vocabulary
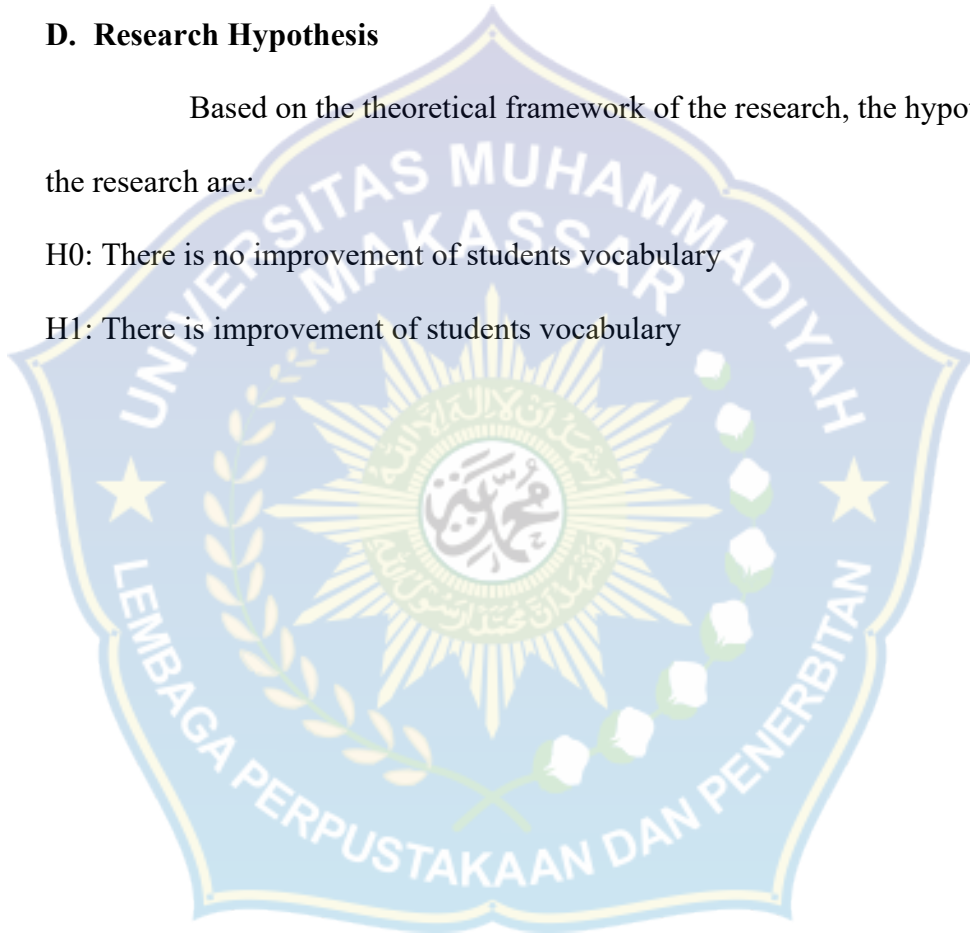
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

There are three kinds of experiment research namely pre-experimental design, true experimental design and quasi experimental design. In this research, the researcher uses pre-experimental design. The design of this study is experimental because the researcher wants to measure the use of English Area and Punishment Method to influence students vocabulary. Pre experimental is design of experimental which use one class that will investigated.

Below is the concept of pre-experimental design:

| E | O_1 | → | X | → | O_2 |

Figure 3.1 Design of Pre-experimental

O_1 : Pre-test

X   : Treatment

O_2 : Post-test

(Gay, 2006)

B. Research Variable and Indicator

a. Variables

In variable there are two parts of variable such as independent variable and dependent variable. The independent variable is variable that can influence another variable while dependent variable is variable that being studied and measures in the experiment. In this research, the independent variable is English Area and Punishment Method and dependent variable is students vocabulary.

b. Indicator

The indicator of this research is vocabulary students.

C. Population and Sample

a. Population

Population is the whole of subject used by the researcher. The population of this research is the eleventh grade of SMA Negeri 10 Gowa Academic year 2018/2019. In the eleventh grade of SMA Negeri 10 Gowa there are 5 classes that divided into XI.MIA.1, XI.MIA.2, XI.MIA.3, XI.IIS and XI.IBB. Total population, there are 165 students.

b. Sample

The sampling technique use in the research is cluster random sampling. The cluster random sampling is to choose one of the classes. The researcher write down number of the class in a piece of paper then mixed the paper in a box. A sample of the require size is selected. Take one class of the population as the sample. The researcher select XI.MIA.3. Total sample 33 students.

D. Research Instrument

In this research, the instrument is vocabulary test. It apply in pretest and posttest segment. Pretest aim to find out the prior knowledge of students vocabulary and it is conducted at the first meeting. While the posttest aim is design to find out the significant of the treatment after implementation and it is conducted in the last meeting.

E. Data Collection

The data of this research use the student's vocabulary achievement related to the adjective and verb. The researcher used test as the instrument. There were pre-test and post-test.

1. Pre-test

Pre-test was given in the beginning of attending class. Its purpose to know the students' knowledge of the material that will be thought. The instrument consisted of 20 items test of essay , 10 items multiple choice, total there are 30 items of test . The score of each item was 1 so the total was 30 numbers.

2. Treatment

Treatment was given after pre-test. The researcher gave the treatment to the students as practice to know their vocabulary achievement. The treatment was conducted in four meetings and spend 90 minutes every meetings.

First meeting in treatment the researcher explained about materials that want to teach during in learning process. The material was about Narrative text and the vocabulary focus to adjective and verb.

Second, third, fourth and fifth meeting, the researcher explained about the material, running the class and apply the methods. There were English Area and Punishment Method. Every students facilitate with a vocabulary card that all the punishment or vocabulary list are written there. In the engage phase it was about the way teacher to arouse students' interest in learning English. When a student broke the rules of English Area they should get the punishment. Punishment is memories the vocabulary in the next meeting after their name mentioned in attendance list. Vocabulary must be connected or related to the materials in the class.

3. Post-test

Post- test was given in the end of the research. It's aimed to measure the student's vocabulary after the treatment. The post-test was the same procedures with pre-test.

F. Data Analysis

1. Calculating the student's correct answer of test.

$$\text{Score} = \frac{\text{Total Correct Answer x 100}}{\text{Total Test Item}}$$

(Sudjana, 2008)

2. Scoring category of the student's pre-test and post-test by using scoring rubric items as follows:

Table 3.1 : The Scoring Category

No.	Score	Classification
1	96– 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Fairly Poor
7	0 – 35	Poor

(Depdikbud, 2007)

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

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

Notes:

X = Mean score
∑_X = The sum of all score
N = The number of students

(Gay, 2012)

4. The pe678rcentage of students' improvement

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

Notes:

P = Percentage
X2 = Post-test
X1 = Pre-test

(Gay, 2012)

5. Calculating the percentage of the students' activity in learning process using formula:

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

Note:

P : Percentage

F : Frequency

N : Total number of Subject

(Gay, 2012)

6. To find out standard deviation of the student's score in pre-test and post-test by applying formula below:

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

Where:

SD : Standard deviation

$\sum D$: the sum of all score

$\sum D^2$: the sum square of all score

N : total number of students

1 : a consonant number

(Gay, 2012)

7. The formula will be used in finding out the difference between students' score in Pre-Test and in Post-Test is:

$$t = \frac{\overline{D}}{SD/\sqrt{N}}$$

Where:

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

t   : test of significant

D   : total score difference

SD   : standard deviation

N   : total number of students

(Gay, 2012)

8. The criteria used to accept or reject the hypothesis.

Table 3.2: The Classifying of Testing

Testing	Null Hypothesis	Alternative Hypothesis
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Gay, 2012)

After calculating the value of t-test, it was compare with the value of t- table. It was found the value of t-test was greater than the value of t-table, it means that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted because there was significant difference between pre-test and post-test before and after being teaching vocabulary by using English Area and Punishment Method. Meanwhile, when the value of t-test was lower than the value of t-table, it mean that Null Hypothesis (H_0) was accepted and Alternative Hypothesis (H_1) was rejected because there was no significant difference between pre-test and post-test before and after being teaching vocabulary by using English Area and Punishment Method.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents two sections. The first section is the finding of the research and the second is discussion of the research. The finding of the research is cover classifications of the result of the data collected through the test. In the discussion part, the researcher presents the interpretation of the finding.

A. Findings

The findings of the research that teaching using English Area and Punishment Method could improve vocabulary. The research reports are based on the analysis of data by using test (Pretest and Posttest) for further interpretation of the data analysis are given below:

1. **The Mean Score and Standard Deviation of Pretest and Posttest**

Students' vocabulary had different in pre-test and post-test. In pre-test students still less understand about vocabulary but after applied English Area and Punishment Method the students more understand about vocabulary, the researcher presents the mean score and standard deviation of the students pretest and posttest.

Table 4.1: The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	60.69	8.69
Post-test	84.33	4.83

Graphic 4.1 : The Mean Score and Standard Deviation of Students Pre Test and Post Test.
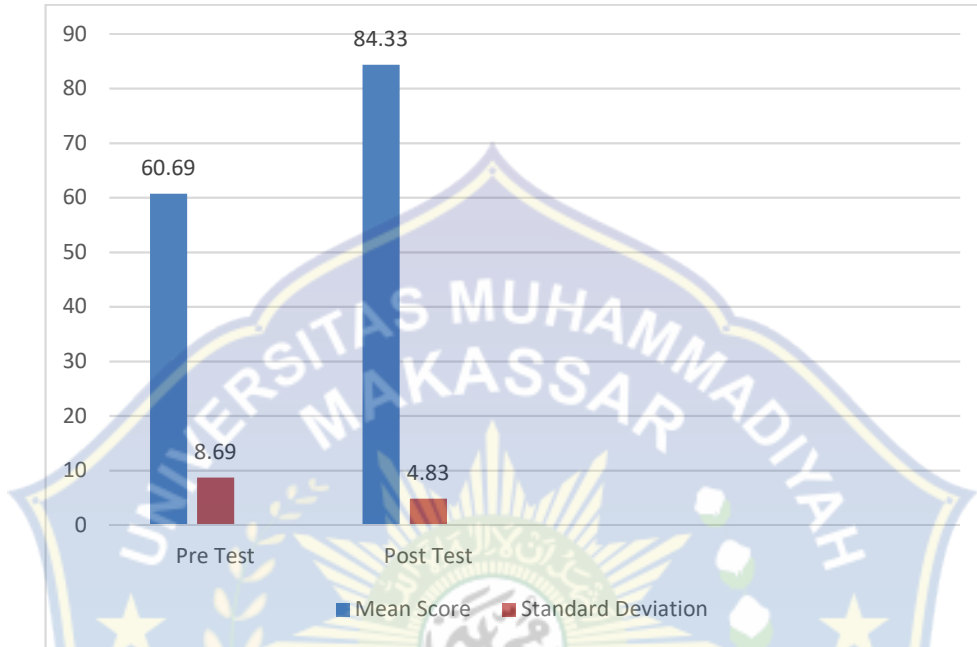
The table and graphic above showed that the students' mean score of pre-test was 60.69 while the students' mean score in post-test was 84.33. The standard deviation of the students' pre-test was 8.69 and the standard deviation of post-test was 4.83. It was analyzed that there was an improvement of the students' vocabulary after applied treatment of English Area and Punishment Method.

2. **The Frequency and Rate Percentage of the Students' Pre-test and Post-test Score**

   a. The frequency and rate percentage of the students' pre-test score

Table 4.2: Frequency and rate percentage of the students' pre-test score

Classification	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	1	3.04%
Fairly Good	66-75	12	36.36%
Fair	56-65	12	36.36%
Fairly Poor	36-55	8	24.24%
Poor	0-35	-	-
TOTAL		**33**	**100%**

Based on table 4.2 above shows that, there were 1 (3.03%) students got good score, 12 (3.37%) students got fairly good scores, 12 (3.37%) students got fair scores, 8 (24.24%) got fairly poor scores. None of 33 students got excellent, very good and poor scores.

To see clearly the students score frequency and percentage in a graphic. The graphic of pre test result:

Graphic 4.2 : The frequency and percentage of students vocabulary in pre test.
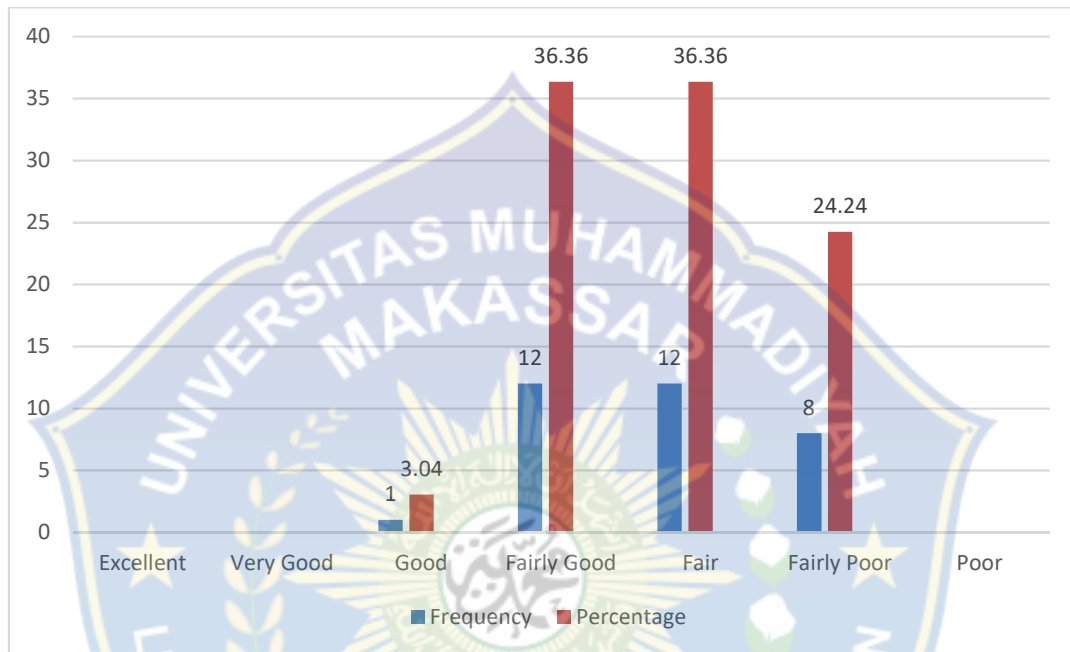
The graphic presented students vocabulary frequency and percentage scores. There were 1 (3.03%) students got good score, 12 (3.37%) students got fairly good scores, 12 (3.37%) students got fair scores, 8 (24.24%) got fairly poor scores. None of 33 students got excellent, very good and poor scores.

b. The frequency and rate percentage of the students' post-test score

Table 4.3: Frequency and rate percentage of the students' post-test score

Classification	Score	Frequency	Percentage (%)
Excellent	96-100	-	-
Very Good	86-95	14	42.43%
Good	76-85	19	57.57%
Fairly Good	66-75	-	-
Fair	56-65	-	-
Fairly Poor	36-55	-	-
Poor	0-35	-	-
TOTAL		**33**	**100%**

Table 4.3 above shows that, there were 14 (43.43%) students got very good scores, 19 (57.57%) students got good scores. None of 33 students got fairly good, fair, fairly poor and poor scores.

To see clearly the students score frequency and percentage in a graphic. The graphic of post test result:

Graphic 4.3 : The frequency and percentage of students vocabulary in post test.
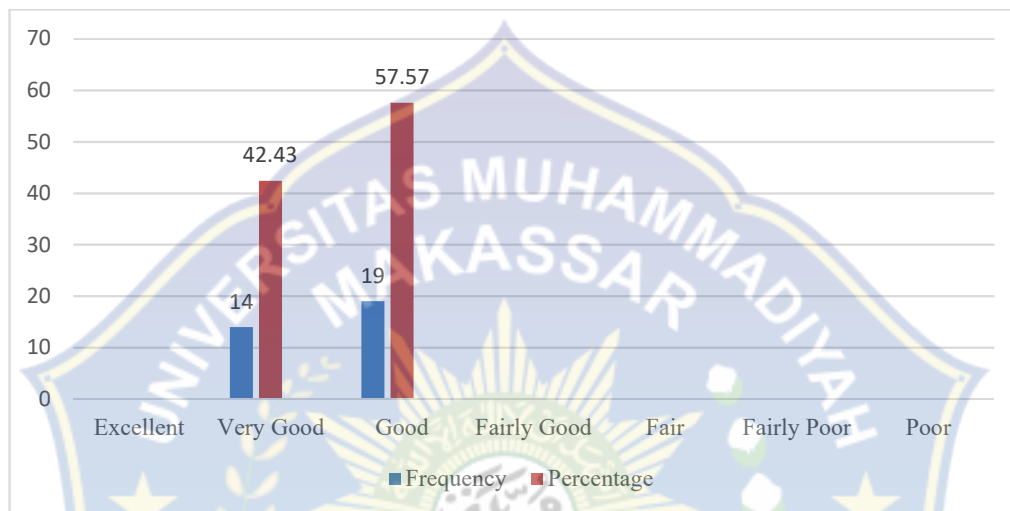
The graphic 4.3 presented the post test of students vocabulary score. there were 14 (43.43%) students got very good scores, 19 (57.57%) students got good scores. None of 33 students got fairly good, fair, fairly poor and poor scores.

In summary, it can be said that, the rate percentage of the students who got excellent, very good, good, fairly good, fair, fairly poor and poor. The rate percentage in the post-test was greater than the rate percentage in the pre-test.

3. Test of Significant

Table 4.4: T-test and t-table value of pre-test and post-test

Components	t-test values	t-table values
Adjective and Verb	23.507	1.694

To clearly see the significant difference of t-test and t-table in a graphic. The result:

Graphic 4.4 : T Test and T-Table value of students pre test and post test.
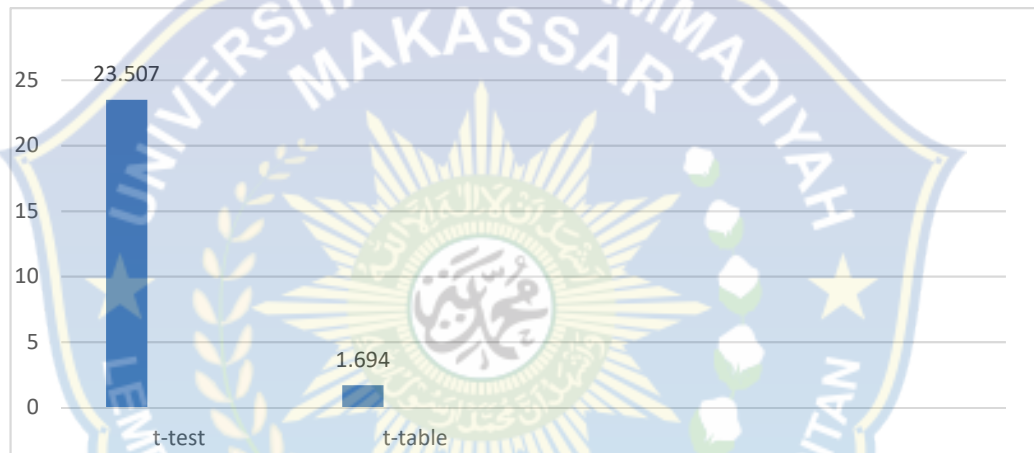
The table 4.4 and graphic 4.4 above showed the value of t-test and t-table. Value of t-test was 23.507 while the t-table was 1.699. t-test was greater than t-table (2.436>1.694). Using English Area and Punishment Method could significantly improve students vocabulary at the eleventh grade of SMA Negeri 10 Gowa.

4. **The Improvement of Students' Vocabulary by Using English Area and Punishment Method**

The improvement of students' vocabulary at the eleventh grade of SMA Negeri 10 Gowa by using English Area and Punishment Method was presented clearly in the table and graphic below:

Table 4.5 The improvement of the students' vocabulary

Components	Pre-test	Post-test	Improvement (%)
Adjective and Verb	60.69	84.33	38.9%

Table 4.5 above showed that the pre-test was 60.69 and post-test was 84.33. The score of post-test was higher than pre-test. From pre-test to post-test can improve on 38.9%.

To see clearly the improvement of students vocabulary by the graphic

Graphic 4.5 : the improvement of students vocabulary.
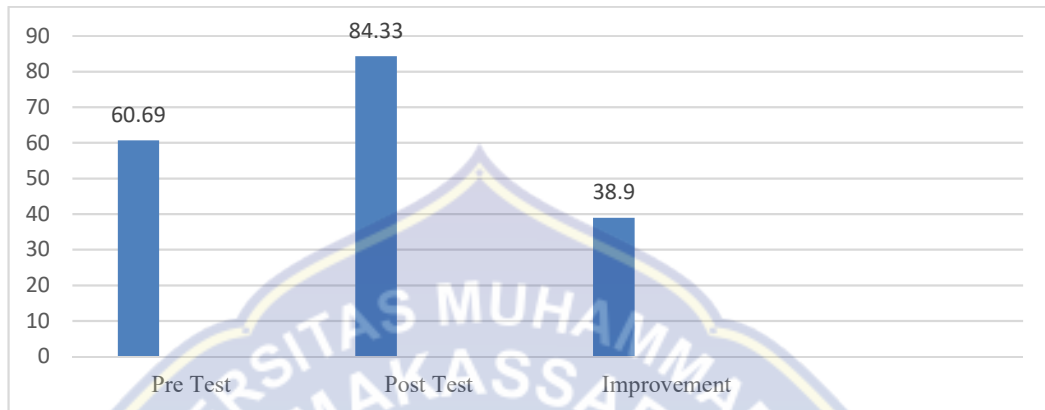
Graphic 4.5 above presented the pre-test was 60,69 and post-test was 84, 33. The score of post-test was higher than pre-test. From pre-test to post-test can improve on 38,9%.

5. **Hypothesis Testing**

In order to see whether or not, there was a significant difference between the result of the pre-test and post-test was been applied. The test variable (pre-test and post-test) were statistically different on alpha level $\alpha = 0.05$, at the degree of freedom (df) N-1 = 33-1 = 32 to see the difference.

Table 4.6: Hypothesis Testing

Variable	t-test value	t-tabel
X2-X1	23.507	1.694

Based on the data above, that the value of t-test was greater than t-table. Null Hypothesis (H₀) was rejected and Alternative Hypothesis (H₁) was accepted because there was significant difference between pre-test and post-test before and after being

teaching vocabulary by using English Area and Punishment Method. English Area and Punishment Method can improve students' vocabulary.

B. Discussion

Based on the research explain previously, the use of English Area and Punishment was effective. It can be supported by Miolo (2014) stated that in the effort of teachers to develop and improve the achievement of students who are focused on speech skill of more language vocabulary then various way done by teachers. So that the language potential can be developed. Not only skill in vocabulary or speaking but also pronunciation and grammar. One way that teacher created to students to learn more and to be better is English Area.

The objective of the research were the eleventh grade of SMA Negeri 10 Gowa. The values were known after giving 3 steps of research, such as: Pre test, treatment and the last was post test. The result was effective to improve students vocabulary. Based on the condition of students during the research, in the first meeting applied English Area and Punishment Method. It was giving 30 numbers of test, after calculating total mean score was 60.69 while in classifying score, most of students were in fairly good and fair. Only one student got good score. After giving pre test, students got information and some rules about English Area and Punishment Method that applied during the treatment session of research.

The treatment was held in four meetings, applied the English Area and Punishment Method. Treatment fill with a material about narrative text. Narrative text

was connected with vocabulary focused that has been explained in chapter 2 (Adjective and Verb) students facilitated with a vocabulary card to write down the vocabulary list that should memorize. Students were so enthusiastic during learning process.

The post test was held to find out the result after giving treatment, applied English Area and Punishment Method, post test was in the last meeting. All the procedure was same with the pre test. The result showed that the mean score of students was 84.33. While in the classifying score, most of students were in very good and good score. None of students were in poor, fairly poor, fair and fairly good score. Result of the research also supported by the previous theory which stated that English Area and Punishment Method showed the progression to the students.

Based on result of mean score in pre-test and post-test and treatment using English Area and Punishment Method, the researcher report as the data above. One of the research about English Area and Punishment is conducted by Alimi (2014). He stated that the improvement of students score in pre test and post test after giving treatment significant difference. The result shown not only in students test but also impact to their practice.

Based on test of significant, t-test value with indicator by t-table. The value after treatment and applied method in the classroom, there was a significant difference. test variable were statistically different on alpha level $\alpha = 0.05$, at the degree of freedom (df) N-1 = 33-1 = 32. The value of t-test was 2.436 while t-table for 33 sample was 1.699 it showed significant improvement of students vocabulary.

The improvement of students vocabulary presented in percentage. Component as vocabulary focused was adjective and verb. In pre test was 60.69 and post test was 84.33. Counting the improvement on percentage, there were 38.9% improvement of students vocabulary in post test. It was significant improvement and prove that English Area and Punishment Method was affective to help students improve their vocabulary.

Based on data analysis the result after treatment was greater than before. The significant difference result proved the hypothesis testing. There are two hypothesis, Ho and H1. Data analysis showed 23.507>1.694 it means null hypothesis was rejected and alternative hypothesis was accepted. Some data analysis has been tried to prove the improvement and it showed clearly.

In this part, the discussion explain the research findings, as it was stated in second chapter. English area and Punishment Method was a technique that designed to students to learn vocabulary more obvious. Previous related findings also support and connected with this research, there are some similarities and differences, such as: objective, focus, target, skill, etc.

Based on the all findings above and the theory in chapter II, it can be concluded that using English Area and Punishment Method to improve students vocabulary was effective. It was important to apply during learning English process. Students learned vocabulary inadvertently because the key of learn a foreign language is in memorize and repetition.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts. The first part deals with conclusion of the finding, and the second parts deals with suggestion.

A. Conclusion

Based on the data in previous chapter, the researcher has found that the use of English Area and Punishment Method is effective to assist students' vocabulary in the eleventh grade of SMA Negeri 10 Gowa. English Area and Punishment Method is improve the students vocabulary shown by the mean score before and after giving treatment. It was 60.69 becomes 84.33. The data shows that students' vocabulary before and after treatment are significantly different.

B. Suggestion

There were a lot of learning strategies or methods to be used in teaching learning process. Using English Area was an alternative way of teaching to improve the vocabulary. Considering the conclusion above, the researcher put forward some suggestion as follows:

1. English Area and Punishment Method was suggested to use as an alternative strategy or method in teaching English especially vocabulary. For the students to be more discipline in apply or practice a method during learning process to easily mastering a subject.

2. The teacher should provide and facilitate the students with more chance to speak so that the students get more practice in the classroom and help them when they are getting difficulties during teaching-learning process.

3. Related to the suggestion above, for the next researchers are suggested to find out more references about English Area and Punishment Method and helping the students learning achievement in learning English.

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APPENDICES

APPENDIX A

ABSENSI

XI.MIA.3

SMA NEGERI 10 GOWA

NO	NAME	MEETING					
		1	**2**	**3**	**4**	**5**	**6**
1	A. ICHMY AULIYAH BAHAR						
2	A. SAGDHAR						
3	AHMAD FAJAR						
4	AHMAD WAHYUDI						
5	A. MUH. ARIEF AYRAS ACHMAD						
6	A. TENRI APRILIA SYAM						
7	ANNISA PUTRI ADNATIA						
8	DENTAMIRA PUTRI REGINA						
9	DESPRYANTO						
10	DEVITA NOVIANTI						
11	FAUZAN WAHYUDI TAMRIN						
12	FIKA DWI MAHARANI						
13	FIKRI AUDRIANSYAH						
14	HAMDANI						
15	IBNU MUNDZIR						
16	INDAR NURUL IKHSA						
17	IRMA HERAWATI						
18	MUH. ADNAN ADWINUGRAH						
19	MUH. FITRAH RAMADHAN S.						
20	MUH. HASAN AKBAR						
21	MUH. WAHYU ZAIN						
22	MUH. MUFLIH RADJAB						
23	NITA ASMARA						
24	NUR ANNISA NURDIN						
25	NUR HUDAYANI						
26	NURUL AIDIL FITRI						
27	NURUL HIDAYAH LUKMAN						
28	NUR WAHYUDIN						
29	SRI WAHYU PUTRI NINGSIH						

30	TAZKIA AWALIA ARIFIN						
31	WAHYU NURUL FITRI						
32	WIDYA AMALIA USDUR						
33	YESI WIDIA SARI						

APPENDIX B

Pre-Test and Post-Test Mean Score

NO	NAME	SCORE PRE-TEST	SCORE POST-TEST
1.	A ICHMY AULIYAH BAHAR	43	77
2.	A SAGDHAR SAID	60	83
3.	AHMAD FAJAR	50	77
4.	AHMAD WAHYUDI	47	77
5.	A MUH. ARIEF AYRAS	53	83
6.	A TENRI APRILIA SYAM	60	83
7.	ANNISA PUTRI ADNATIA	70	87
8.	DENTAMIRA PUTRI REGINA	67	83
9.	DESPRYANTO	67	87
10.	DEVITA NOVIANTI	60	83
11.	FAUZAN WAHYUDI T	63	87
12.	FIKA DWI MAHARANI	67	93
13.	FIKRI AUDRIANSYAH	67	87
14.	HAMDANI	70	93
15.	IBNU MUNDZIR	60	87
16.	INDAR NURUL IKHSA	73	93
17.	IRMA HERAWATI	43	77
18.	MUH. ADNAN ADWINUGRAH	53	83
19.	MUH. FITRAH RAMADHAN	53	80
20.	MUH. HASAN AKBAR	70	90
21.	MUH. WAHYU ZAIN	60	87
22.	MUH. MUFLIH RAJAB	60	80
23.	NITA ASMARA	63	83
24.	NUR ANNISA NURDIN	53	80
25.	NURHUDAYANI	60	80
26.	NUR AIDIL FITRI	60	90
27.	NURUL HIDAYAH LUKMAN	60	80
28.	NUR WAHYUDI	60	80
29.	SRI WAHYU PUTRI NINGSIH	67	87
30.	TAZKIA AWALIA ARIFIN	70	90
31.	WAHYU NURUL FITRI	47	83
32.	WIDYA AMALIA USDUR	77	90
33.	YESI WIDIA SARI	70	83
		$X_1 = 60.69$	$X_2 = 84.33$

APPENDIX C

Pre-Test and Post-Test Standard Deviation

SAMPLE	PRE-TEST		STANDARD DEVIATION		POST- TEST	
	X1	XI^2	D	D^2	X2	X2^2
1	43	1849	34	1156	77	5929
2	60	3600	23	529	83	6889
3	50	2500	27	729	77	5929
4	47	2209	30	900	77	5929
5	53	2809	30	900	83	6889
6	60	3600	23	529	83	6889
7	70	4900	17	289	87	7569
8	67	4489	20	400	83	6889
9	67	4489	20	400	87	7569
10	60	3600	23	529	83	6889
11	63	3969	24	576	87	7569
12	67	4489	26	676	93	8649
13	67	4489	20	400	87	7569
14	70	4900	23	529	93	8649
15	60	3600	27	729	87	7569
16	73	5329	20	400	93	8649
17	43	1849	34	1156	77	5929
18	53	2809	30	900	83	6889

19	53	2809	27	729	80	6400
20	70	4900	20	400	90	8100
21	60	3600	27	729	87	7569
22	60	3600	20	400	80	6400
23	63	3969	20	400	83	6889
24	53	2809	27	729	80	6400
25	60	3600	20	400	80	6400
26	60	3600	30	900	90	8100
27	60	3600	20	400	80	6400
28	60	3600	20	400	80	6400
29	67	4489	20	400	87	7569
30	70	4900	20	400	90	8100
31	47	2209	36	1296	83	6889
32	77	5929	13	169	90	8100
33	70	4900	13	169	83	6889
TOTAL	$\sum X1 = 2003$	$\sum X1^2 = 123993$	$\sum D = 780$	$\sum D^2 = 19504$	$\sum X2 = 2783$	$\sum X2^2 = 235447$

APPENDIX D

The Row Score of Students' Pre-Test and Post-Test

NUMBER OF STUDENT	PRE-TEST		POST-TEST	
	SCORE	CLASSIFICATION	SCORE	CLASSIFICATION
1	43	Fairly Poor	77	Good
2	60	Fair	83	Good
3	50	Fairly Poor	77	Good
4	47	Fairly Poor	77	Good
5	53	Fair	83	Good
6	60	Fairly Good	83	Good
7	70	Fairly Good	87	Very Good
8	67	Fairly Good	83	Good
9	67	Fairly Good	87	Very Good
10	60	Fair	83	Good
11	63	Fair	87	Very Good
12	67	Fairly Good	93	Very Good
13	67	Fairly Good	87	Very Good
14	70	Fairly Good	93	Very Good
15	60	Fair	87	Very Good
16	73	Fairly Good	93	Very Good
17	43	Fairly Poor	77	Good
18	53	Fairly Poor	83	Good
19	53	Fairly Poor	80	Good
20	70	Fairly Good	90	Very Good
21	60	Fair	87	Very Good
22	60	Fair	80	Good
23	63	Fair	83	Good
24	53	Fairly Poor	80	Good
25	60	Fair	80	Good
26	60	Fair	90	Very Good
27	60	Fair	80	Good
28	60	Fair	80	Good
29	67	Fairly Good	87	Very Good
30	70	Fairly Good	90	Very Good
31	47	Fairly Poor	83	Good
32	77	Good	90	Very Good
33	70	Fairly Good	83	Good

APPENDIX E

T-Table

T TABLE STATISTICS

Df	Signifikan Level		Df	Signifikan Level	
	0.025	0.05		0.025	0.05
1	12.706	6.314	41	2.020	1.683
2	4.303	2.920	42	2.018	1.682
3	3.182	2.353	43	2.017	1.681
4	2.776	2.132	44	2.015	1.680
5	2.571	2.015	45	2.014	1.679
6	2.447	1.943	46	2.013	1.679
7	2.365	1.895	47	2.012	1.678
8	2.306	1.860	48	2.011	1.677
9	2.262	1.833	49	2.010	1.677
10	2.228	1.812	50	2.009	1.676
11	2.201	1.796	51	2.008	1.675
12	2.179	1.782	52	2.007	1.675
13	2.160	1.771	53	2.006	1.674
14	2.145	1.761	54	2.005	1.674
15	2.131	1.753	55	2.004	1.673
16	2.120	1.746	56	2.003	1.673
17	2.110	1.740	57	2.002	1.672
18	2.101	1.734	58	2.002	1.672
19	2.093	1.729	59	2.001	1.671
20	2.086	1.725	60	2.000	1.671
21	2.080	1.721	61	2.000	1.670
22	2.074	1.717	62	1.999	1.670
23	2.069	1.714	63	1.998	1.669
24	2.064	1.711	64	1.998	1.669
25	2.060	1.708	65	1.997	1.669
26	2.056	1.706	66	1.997	1.668
27	2.052	1.703	67	1.996	1.668
28	2.048	1.701	68	1.995	1.668
29	2.045	1.699	69	1.995	1.667
30	2.042	1.697	70	1.994	1.667
31	2.040	1.696	71	1.994	1.666
32	2.037	1.694	72	1.993	1.666
33	2.035	1.692	73	1.993	1.666
34	2.032	1.691	74	1.992	1.665
35	2.030	1.690	75	1.992	1.665
36	2.028	1.688	76	1.991	1.665
37	2.026	1.687	77	1.991	1.664
38	2.024	1.686	78	1.990	1.664
39	2.023	1.685	79	1.990	
40	2.021	1.684	80		

Sumber: Function Statistical Microsoft Exce

APPENDIX F

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMA Negeri 10 Gowa

Mata Pelajaran   : English

Kelas   : XI

Materi   : Narrative Text

Alokasi Waktu   : 6 Meetings

A. Kompetensi Inti

1. Memahami dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku yang jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan , teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

4. Mencoba mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

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

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik mampu:

1. Peserta didik mampu mengidentifikasi kosa kata, kata sifat dan kata kerja.

C. Kompetensi Dasar dan Indikator Pencapaian

Narrative Text

2.2. Merespon makna dalam teks monolog yang menggunakan ragam Bahasa lisan secara akurat,lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentik narrative

4.2. Mengungkapkan makna dalam teks monoog dengan menggunakan ragam Bahasa lisan secara akurat, lancer, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

D. Materi Pembelajaran

a. Pengertian Narrative Text

Narrative Text adalah satu dari 13 jenis teks bahasa inggris (genre) yang lahir dari kalangan Narration seperti halnya Recount Text, Anecdote Text, Spoof Text dan

News Items Text yang mana berfungsi untuk menceritakan kisah masa lampau dan untuk hiburan.

b. Tujuan Komunikatif Narrative Text

Tujuan Komunikatif Narrative Text seperti yang dijelaskan di atas adalah untuk menghibur pendengar atau pembaca tentang suatu kisah atau cerita masa lampau yang bertalian dengan pengalaman nyata, khayal atau peristiwa-peristiwa pelik yang mengarah ke suatu krisis, yang pada akhirnya menemukan suatu penyelesaian.

c. Generic Structure Narrative Text

Setiap jenis teks bahasa Inggris (genre) memiliki struktur teks-nya sendiri-sendiri. Struktur dari Narrative Text terdiri dari tiga bagian yaitu :

1. Orientation : Pada bagian Orientation atau pengenalan berisi tentang pengenalan tokoh dalam cerita serta waktu dan tempat kejadiannya.

2. Complication : Pada bagian Complication berisi tentang gambaran munculnya krisis atau masalah yang di alami oleh tokoh pada cerita tersebut yang harus dipecahkan.

3. Resolution : Pada bagian Resolution berisi tentang bagaiman tokoh dari cerita tersebut memecahkan masalah yang ada pada bagian Complication. Biasanya terdapat lebih dari satu Resolution untuk satu Complication.

d. Ciri Kebahasan Narrative Text

Pada Narrative Text, terdapat beberapa ciri-ciri antara lain sebagai berikut :

1. Mengunakan Action Verb dalam bentuk Past Tense. Misalnya : Climbed, Turned, Brought, dsb.

2. Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the king, the queen, dsb.

3. Menggunakan Adjectives yang membentuk noun phrase. Misalnya : long black hair, two red apples, dsb.

4. Menggunakan Time Connectives dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya : then, before, after, soon, dsb.

5. Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya : here, in the mountain, happily ever after, dsb.

6. Menggunakan past tense dan kata sambung

7. Focus pada satu tokoh atau pelaku.

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough

money to take Snow White. Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping.

Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

E. Metode Pembelajaran

1. English Area
2. Punishment Method

F. Media Pembelajaran

Media : Worksheet (lembar kerja siswa), notes, vocabulary card, lembar penilaian.

G. Sumber

1. Internet
2. Kamus Bahasa Inggris

3. Buku Bahasa Inggris

H. Langkah-Langkah Kegiatan

Pertemuan 1

1. Kegiatan Pendahuluan (15 menit)

- Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta disetiap pertemuan.

- Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.

- Guru mengajak peserta didik memulai pelajaran dengan berdoa.

- Guru memperkenalkan diri.

- Guru mengecek daftar hadir peserta didik.

- Guru memperkenalkan aturan English Area and Punishment Method berikut aturan-aturan dan jenis hukuman yang peserta didik dapatkan apabila melanggar ketentuan.

- Guru memperkenalkan vocabulary card yang akan siswa gunakan mencatat semua vocabulary list yang harus dihafalkan.

2. Kegiatan Inti (65 menit)

- Guru menjelaskan pengertian, generic structure dan contoh narrative text.

- Guru menjelaskan pengertian adjective dan verb beserta contoh yang terkandung dalam narrative text

- Guru dan peserta didik bersama-sama mengidentifikasi narrative text.

- Guru membagi peserta didik dalam beberapa grup.

3. Penutup **(**10 menit)

- Guru memberikan kesempatan untuk bertanya bagi peserta didik atau menyampaikan sesuatu yang belum mereka pahami.

- Peserta didik diminta untuk berdiri dan mengucapkan satu kata untuk pembelajaran hari ini.

- Guru menyampaikan vocabulary list yang harus dihafalkan pada pertemuan selanjutnya di vocabulary card.

- Guru memberikan kosakata baru untuk pelajaran selanjutnya.

- Guru mengajak siswa untuk bersyukur kepada Allah tentang apa yang sudah mereka dapatkan.

- Guru menutup kelasnya dengan membaca hamdalah bersama-sama

- Guru menutup pembelajaran dengan memastikan tidak ada pertanyaan, memberi motivasi dan mengajak peserta didik berdoa bersama.

Pertemuan 2

1. Kegiatan Pendahuluan (15 menit)

   - Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta disetiap pertemuan.

   - Guru mengajak peserta didik memulai pelajaran dengan berdoa.

   - Guru mengecek daftar hadir peserta didik.

   - Guru mengecek hafalan vocabulary siswa yang berbeda disetiap pertemuan.

2. Kegiatan Inti (65 menit)

   - Peserta didik yang telah terbagi dalam grup, masing-masing diberikan sebuah narrative text.

   - Setiap grup harus menerjemahkan dan mengidentifikasi kandungan adjective dan noun pada narrative.

   - Setiap perwakilan grup, mewakili untuk menceritakan kembali mengenai narrative text.

3. Penutup (10 menit)

- Guru menyampaikan vocabulary list yang harus dihafalkan pada pertemuan selanjutnya di vocabulary card

- Guru memberikan kesempatan untuk bertanya bagi peserta didik atau menyampaikan sesuatu yang belum mereka pahami.

- Peserta didik diminta untuk berdiri dan mengucapkan satu kata untuk pembelajaran hari ini.

- Guru menutup pembelajaran dengan memastikan tidak ada pertanyaan, memberi motivasi dan mengajak peserta didik berdoa bersama.

Pertemuan 3

1. Kegiatan Pendahuluan (15 menit)

   - Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta disetiap pertemuan.

   - Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.

   - Guru mengajak peserta didik memulai pelajaran dengan berdoa.

   - Guru mengecek daftar hadir peserta didik.

   - Guru mengecek hafalan vocabulary siswa.

2. Kegiatan Inti (65 menit)

- Peserta didik yang telah terbagi dalam beberapa kelompok bekerja bersama untuk mengidentifikasi generic structure, lesson and moral message di dalam narrative text.

- Setiap perwakilan grup diminta untuk menceritakan kembali cerita mengenai narrative text.

- Setiap grup mempersentasekan hasil kerja kelompok mengenai narrative text.

1. Penutup (10 menit)

- Guru menyampaikan vocabulary list yang harus dihafalkan pada pertemuan selanjutnya di vocabulary card

- Guru memberikan kesempatan untuk bertanya bagi peserta didik atau menyampaikan sesuatu yang belum mereka pahami.

- Peserta didik diminta untuk berdiri dan mengucapkan satu kata untuk pembelajaran hari ini.

- Guru menutup pembelajaran dengan memastikan tidak ada pertanyaan, memberi motivasi dan mengajak peserta didik berdoa bersama.

Pertemuan 4

1. Kegiatan Pendahuluan (15 menit)

- Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.

- Guru mengajak peserta didik memulai pelajaran dengan berdoa.

- Guru mengecek daftar hadir peserta didik.

- Guru mengecek hafalan vocabulary siswa

2. Kegiatan Inti (65 menit)

- Guru memberikan tugas individu kepada peserta didik

- Peserta didik mengidentifikasi generic structure, adjective dan verb yang terdapat dalam suatu narrative text

3. Penutup (10 menit)

- Guru memberikan kesempatan untuk bertanya bagi peserta didik atau menyampaikan sesuatu yang belum mereka pahami.

- Peserta didik diminta untuk berdiri dan membuat kesimpulan untuk pembelajaran hari ini.

- Guru menutup pembelajaran dengan memastikan tidak ada pertanyaan, memberi motivasi dan mengajak peserta didik berdoa bersama.

Gowa,   april 2019

Mengetahui

Guru Mata Pelajaran   Mahasiswa

Nurmayanti, S.Pd.   Humaerah Nafisah

Appendix G: Research Instrument

| PRE-TEST |

Name :
No. :
Class :

ADJECTIVES

A. Find out 10 adjectives in the text below!

A Crying Stone

On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother.

One day, they went down to a village for shopping. A market was far away from their house. They walked there. The girl got dressed very nice and walked in front of her mother. While the widow walked behind, carried a basket, wore dirty clothes. Nobody knew they were mother and daughter.

While entering village, people looked at them. Young men were so fascinated by girl's beauty. However, she was in contrast to a woman walking behind her. It made people wonder. Some young men asked her whether woman was her mother. But girl arrogantly replied that she was her maid. More people asked her along the way to market. She gave a same answer that widow was her slave.

Eventually, mother's heart hurt to hear her daughter's answer. Mother prayed to God to punish her ungodly daughter. Suddenly, girl stopped then slowly turned to be a stone. Daughter cried; she apologized to her mother. But it was too late. A pretty girl was turned into a stone but continued to tear; it's called A Crying Stone.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

B. For each sentence, choose the adjective that makes the most sense to complete the sentence.

1. The chicken soup is very _____ (tasty/ floppy)
2. My mom's spaghetti is _____ (delicious/sharp)
3. The birthday party is _____ (ugly/fun)
4. The _____ children has no place to sleep (poor/fluffy)
5. My shoes are _____ (soft/angry)
6. My sister's body mist is _____ (frilly/smelly)
7. Andi's music is _____ (generous/energizing)
8. The theatre show is _____ (dramatic/furry)
9. Their home is very _____ (challenging/comfortable)
10. Our school is _____ (salty/large)

C. Choose the right answer

1. Beat (Past Tense).
   a. Bet   c. Beat
   b. Beaten

2. Come (Past Participle).
   a. Come   c. Comes
   b. Came

3. Drink (Past Participle).
   a. Drenk   c. Drunk
   b. Drank

4. Lose (Past Tense).
   a. Loose   c. Lost
   b. Losen

5. You should have … (see) Dewi's face when she got her surprise.
   a. Saw   c. Sent
   b. Seen

6. This is the ninth time that pitcher has … (Throw) a four ball
   a. Threw   c. Thrown
   b.

7. We … (Flay) to Jakarta yesterday
   a. Flaw   c. Flew
   b. Flown

8. I have … (Buy) five books since last week.
   a. Brought   c. Bougn
   b. Bought

9. She … (be) busy last night.
   a. Was   c. Been
   b. Is

10. I … (meet) Yayat when he … (Be) attending a party.
    a. Met – Was   c. Met – Is
    b. Ment – Was

Name :
No. :
Class :

ADJECTIVES

A. Find out 10 adjectives in the text below!

Putri Gading Cempaka

Putri Gading Cempaka was very beautiful and kind. There were so many noble man came to their kingdom to propose the princess but her father, king Ratu Agung, refused all of them because for him Putri Gading Cempaka was still too young to get married.

One day, the king summon all of his children into his room. At that moment he was so weak and thin, he said to all of them "My children, I think my time has come to leave you...A couple days later, the king passed away.

An arrogant prince was come to propose the pretty princess but it was rejected. The prince so angry to hear the news from his counselor. He felt that king Anak Dalam and his brother had insulted him with their decision. So he challenged king Anak Dalam to a war. The big war was inevitable and it last for days with so many casualties. At that moment, king Anak Dalam and his brothers realized that this may be the right time to cary out their father's second will. So they decided to bring anything they can and they flee to Bungkuk mountain with some survivors of the war.

A couple weeks later, a wise man by the name Maharaja Sakti came to the land and brought all of the noble men into an agreement.

The noble men realized that they cannot be a king so they asked Maharaja Sakti to be their king and claimed Bangkahulu kingdom...

They canceled the ceremony and they waited for the storm to be over. Maharaja Sakti was curious about the storm, it was as if as he was not meant to held the crowning ceremony. Maharaja Sakti sent some of his soldiers and his counselor to go to Bungkuk mountain to deliver his message to the princess and her brother. When they arrived at Bungkuk mountain, they went to Putri Gading Cempaka's location right away and they stated their intention to her and her brother. Putri Gading Cempaka and her brothers realized that this was exactly the same as their father told them before he die, so they gladly accept the proposal. Putri Gading Cempaka was so happy.

6.

7.

8.

9.

10.

6.

7.

8.

9.

10.

B. For each sentence, choose the adjective that makes the most sense to complete the sentence.

1. The birthday cake is very _____ (sweet/salty)

2. My sister's soup is _____ (tasty/sharp)
3. The wedding party is _____ (ugly/awesome)
4. The _____ people has a big house (handsome/rich)
5. My blanket is _____ (angry/soft)
6. Fina's home is very _____ (delicious/comfortable)
7. The theatre show is _____ (furry/dramatic)
8. Andi's music is _____ (generous/energizing)
9. Our school is _____ (salty/large)
10. My sister's body mist is _____ (smelly/frilly)

C. Choose the right answer

1. Become (past tense)
   a. Becomed
   b. Became
   c. Become

2. Blow (Past Participle)
   a. Blew
   b. Blowed
   c. Blown

3. Catch (Past Tense)
   a. Catched
   b. Caught
   c. Cought

4. Draw (Past Participle)
   a. Drawed
   b. Drawn
   c. Drew

5. Hide (Past Tense)
   a. Hid
   b. Hided
   c. Hidden

6. Lose (Past Tense).
   a. Loose
   b. Losen
   c. Lost

7. Budi .... (Drink) water too much last night.
   a. Drenk
   b. Drank
   c. Drunk

8. I have ... (Buy) ten chairs since last week.
   a. Brought
   b. Bought
   c. Bougn

9. We .... (Play) to Bandung yesterday
   a. Flaw
   b. Flew
   c. Flown

10. I ... (meet) Tri when he ... (Be) attending a party.
    a. Met – Is
    b. Ment – Was
    c. Met – Was

APPENDIX H

Key Answer of the Instrument

PRE TEST

1. **Find out 10 Adjectives**
   1) Poor
   2) Beautiful
   3) Lazy
   4) Dirty
   5) Arrogant
   6) Pretty
   7) Spoiled
   8) Nice
   9) Ungodly
   10) Late

2. **Adjective to complete the sentences**
   1) Tasty
   2) Delicious
   3) Fun
   4) Poor
   5) Soft
   6) Smelly
   7) Energizing
   8) Dramatic
   9) Comfortable
   10) Large

3. **Choose the right verbs**

1) C	6) C
2) A	7) C
3) C	8) B
4) C	9) A
5) B	10) A

POST TEST

1. **Find out 10 Adjectives**
   1) Beautiful
   2) Kind
   3) Weak
   4) Thin
   5) Arrogant
   6) Pretty
   7) Angry
   8) Big
   9) Wise
   10) Happy

2. **Adjective to complete the sentences**
   1) Sweet
   2) Tasty
   3) Awesome
   4) Rich
   5) Soft
   6) Comfortable
   7) Dramatic
   8) Energizing
   9) Large
   10) Smelly

3. **Choose the right verbs**

1. B	6) C
2. C	7) B
3. B	8) B
4. B	9) B
5. A	10) C

APPENDIX I

Data Analysis

a. **Calculating the mean score and standard deviation in pre-test**

1. The mean score of students' pre-test

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

$$= \frac{2003}{33}$$

$$= 60.69$$

2. Standard deviation of pre-test

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

$$= \sqrt{\frac{123.993 - \frac{(2003)^2}{33}}{33-1}}$$

$$= \sqrt{\frac{123.993 - \frac{4,012,009}{33}}{32}}$$

$$= \sqrt{\frac{123.993 - 121.576}{32}}$$

$$= \sqrt{\frac{2.417}{32}}$$

$$= \sqrt{75,531}$$

$$= 8.69$$

b. **Calculating the mean score and standard deviation in post-test**

   1. The mean score of students' post-test

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

$$= \frac{2783}{33}$$

$$= 84.33$$

   2. Standard deviation of post-test

$$\mathbf{SD} = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{235447 - \frac{(2.783)^2}{33}}{33-1}}$$

$$= \sqrt{\frac{235447 - \frac{7,745,089}{33}}{32}}$$

$$= \sqrt{\frac{235447 - 234,699}{32}}$$

$$= \sqrt{\frac{748}{32}}$$

$$= \sqrt{23,375}$$

$$= 4.83$$

c. **Calculating the mean score of standard deviation in pre-test and post-test**

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

$$= \sqrt{\frac{1}{33-1}\left\{19504 - \frac{(780)^2}{33}\right\}}$$

$$= \sqrt{\frac{1}{32}\left\{19504 - \frac{608.400}{33}\right\}}$$

$$= \sqrt{\frac{1}{32}\left\{19504 - 18436.3636\right\}}$$

$$= \sqrt{\frac{1}{32}\left\{19504 - 18436.3636\right\}}$$

$$= \sqrt{\frac{1}{32}\left\{1067.636\right\}}$$

$$= \sqrt{33.3636}$$

$$= 5.776$$

d. The persentage of students' improvement

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

$$= \frac{84.33 - 60.69}{60.69} \; 100\%$$

$$= \frac{23.64}{60.69} \; 100\%$$

$$= 0.389 \times 100\%$$

$$= 38.9\,\%$$

e. Finding out the mean of difference score between pre-test and post-test

  To find out the mean of difference score between pre-test and post-test of the students, the following formulas is presented as follow:

$$D = \frac{\Sigma D}{N}$$

Where:

$$\Sigma D = X_2 - X_1$$

$$= 2.783 - 2.003$$

$$= 780$$

Found:

$$D = \frac{\Sigma D}{N}$$

$$= \frac{780}{33}$$

$$= 23.636$$

$$t = \frac{-D}{SD/\sqrt{N}}$$

$$t = \frac{-23.636}{\frac{5.776}{\sqrt{33}}}$$

$$t = \frac{-23.636}{\frac{5.776}{5.744}}$$

$$t = \frac{-23.636}{\frac{5.776}{5.744}}$$

$$t = \frac{-23.636}{1.0055}$$

$$t = -23.507$$

$$t = |-23,507| = \textbf{23.507}$$

APPENDIX J

Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	60,70	33	8,691	1,513
	POST_TEST	84,33	33	4,833	,841

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	33	,780	,000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE_TEST - POST_TEST	-23,636	5,776	1,005	-25,684	-21,588	-23,507	32	,000

|-23,507| = 23,507

APPENDIX K

Documentation

Pretest

Treatment

Post-Test

CURRICULUM VITAE

The researcher, HUMAERAH NAFISAH was born on July 29th 1997 in Maros, South Sulawesi. She is the first child of four siblings from the marriage of Irwansyah and Hasbiah Ratu. She began her study at SD Inpres Kaluku and graduated in 2008. She continued her study in SMP Negeri 1 Tanralili. Afterwards, she continued her study in SMA Negeri 8 Maros and graduated in 2014.

In year 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah Makassar University. During her study at university she joined organization, English Department Students Association (EDSA). She also active in social activities, she is a founder of Maros Berbagi. At the end of her study, she could finish her thesis by the title *Improving the Students Vocabulary by Using English Area and Punishment Method (An Experimental Research at the Eleventh Grade students of SMA Negeri 10 Gowa).*

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