# APPLYING CLASSICAL AND OPERANT CONDITIONING THEORY TO IMPROVE THE VOCABULARY OF THE FIRST YEAR STUDENTS AT MTS MADANI ALAUDDIN PAOPAO



#### A Thesis

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#### ABSTRACT

Thesis Title : Applying Classical and Operant Conditioning Theory to

Improve The Vocabulary of The First Year Students at MTs

Madani Alauddin Paopao

Year : 2017

Researcher : Syarifah Nurul Mulyana

Consultant I : Dr. H. Abd. Muis Said, M.Ed. TESOL.

Consultant II : Sitti Nurpahmi, S.Pd., M.Pd.

This research is about applying classical and operant conditioning to improve students' vocabulary. Most of the students have problems to achieve a better grade in vocabulary and it can be influence their other skills in learning English. Therefore, the researcher conducts this research to solve the problems. The objective of the research was to find out whether or not applying of classical and operant conditioning to improve students' vocabulary of the first year at MTs Madani Alauddin Paopao. This research focused on improving vocabulary in daily activity.

The method that is used in this research is quasi Experimental using "Nonequivalent Control Group Design". It was conducted at the first year of MTs Madani Alauddin Paopao. The class pointed to be the experimental class was VII B which consisted of 20 students and the controlled class was VII A which consisted of 20 students also.

The result of the research shows that there is significant difference between the achievements of the students after using classical and operant conditioning, their achievement was improved. The data were analyzed using descriptive statistic (frequency, mean score, and standard deviation) and inferential statistic (independent sample t-test). The mean score of post-test (91.3) in experimental class was greater than the mean score of post-test (71.6) in controlled class. The standard deviation of post-test (11.37) in experimental class was smaller than the standard deviation of post-test in controlled class (15.7). From t-test, the researcher found that the value of t-test (4.52) was greater than t-table (2.021) at the level of significance ( $\alpha$ ) 0.05 with degree of freedom (df) = 38.

Based on the data above, the researcher concludes that the implication of this research is classical and operant conditioning can improve the vocabulary of the students then the students more active, enjoy and enthusiasm in learning vocabulary after applying classical and operant conditioning. Therefore, the researcher suggests to all teachers in teaching vocabulary to apply classical and operant conditioning to improve the vocabulary of students. Meanwhile this theory can be apply in everyday life.

#### CHAPTER I

#### INTRODUCTION

This chapter consists of background, research problem, research objectives, research significance, research scope, and definition of the term.

## A. Background

Nowadays, English is very important to our lives. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. English is the necessary for some people because English is one of the global languages in the world that most of people using this language. Even sometimes at the someplace we have to using English so of course we have to know more about this one.

In Indonesia, English is one of the scary lessons for the students because most of the students think that it is difficult to be mastered. In learning English language there are four skills that should be master in learning; they are listening, speaking, reading, and writing. These skills are hoped to be mastered and applied by the students in their future life, equally important and taught with interesting. These are very important for English learners but the most important thing we have to master that are listening and speaking. Without listening we cannot understand what people around us talking about and without speaking we cannot share what we are want to talk about so without both of listening and speaking we cannot communication with other people. So, if we want to good achievement of them then we have to good in vocabulary. We have to risk our vocabulary because without vocabulary our English is nothing.

Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a new language. They will get difficulties in using English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they cannot communicate effectively of express their ideas both oral and written form. Vocabulary is a listing of the words used in some enterprise.

Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is important for beginning reading in that when a student sounds out a word, he or she is also determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, it is difficult to check for the word that fits. Vocabulary development is also a primary determinant of reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text.

Vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learned the more ideas they should have, so they can communicate by using their ideas more effectively. As Cahyono (2011:117) stated that vocabulary is believed to be the most significant element of English language teaching.

Learning vocabulary is a very important part of learning English.

According to Alqahtani (2015:24) although teaching still focuses more on

grammar than on vocabulary, students majoring in English rely heavily on their knowledge of vocabulary rather than on their knowledge of grammar in learning English. The more vocabulary students have at their disposal, the better they learn, regardless of their grammatical knowledge, although this is not to say that they should neglect grammar completely. If we make a grammar mistake, it may be "wrong" but very often people will understand us anyway. But if we do not know the exact word that we need, it is very frustrating for us and the person we are talking to. So, good English means having a big vocabulary.

However, students sometimes got difficulties to use or apply the vocabulary. Their difficulties in using vocabulary which have been studied can be caused some reasons. One of the reasons could be in the method which is used by the teacher in presenting the lesson in the classroom. That is why the appropriate method in delivering the lesson in the classroom should be considered.

According to Hwa (2009), one of the problems that have to be faced by English teachers, students, or other English learners is how to deal with vocabulary. Until nowadays, the students even in institution still get difficulties to improve or to risk their vocabularies so it is impact to their other skills in English. It is caused maybe their teachers did not give the interesting way to taught them or using the method in which it is not interesting for their students.

Oral language development and vocabulary development go hand in hand.

Some researchers suggest that language learning occurs through interaction.

Therefore, the point of learning language and interacting socially, is not to

master rules, but to make connections with other people and to make sense of experiences.

Pervin, Daniel and Oliver (2010:366) behaviorism approach potentially in aim to understanding developing, caring and losing some emotional reaction. By using behaviorism, the teacher in this case the researcher give the students a stimulus to change their behavior in term developing students vocabulary in learning especially in classical and operant conditioning of behaviorism theory.

Therefore the researcher exited to conduct an experimental research entitle "Applying Classical and Operant Conditiong Theory to Improve the Vocabulary of the First Year Students at MTs Madani Alauddin Paopao".

#### B. Research Problem

Based on the background above, the research problem was "To what extent is the applying classical and operant conditioning theory able to improve the vocabulary of the first year students at MTs Madani Alauddin Paopao?"

#### C. Research Objective UNIVERSITAS ISLAM NEGERI

Related to the research problem above, the research objective was to find out whether the applying of classical and operant conditioning theory able to improve the vocabulary of the first year students at MTs Madani Alauddin Paopao.

#### D. Research Significance

The significance of the research could be classified theoretically and practically, as the followed:

#### 1. Theoretical significance.

The researcher hoped that applying classical and operant conditioning can improve students' interest in English especially in learning vocabulary because the technique was more fun and enjoyable.

## 2. Practically significance:

The researcher hoped that the students would be interested to study English after using classical and operant conditioning especially to improve or to rich their vocabulary.

## E. Research Scope

The scope of this research was focused to use classical and operant conditioning of behaviorism theory to improve students' vocabulary. In this case, the researcher focused to increase or enrich students' vocabulary in daily activities.

## F. Operational Definition of Terms

By the title of this research there were some variables that consist as followed:

- 1. Classical conditioning is type of learning that focus on netral stimulus in which need capacity to stimulate respond naturally stimulate by another stimulus. In other words, classical conditioning focuses on giving stimulus as habituation.
- 2. Operant Conditioning is type of learning that focus on respons or action that controlled by consequences.

- 3. Improve. Junaid (2014: 5) improve was effort to make something or somebody better than before. Based on researcher perception, improve is a condition where something bad change be better within an effort. Without an effort, it is not improve.
- 4. Vocabulary. The researcher assumed that vocabulary is some letters that arrange sistematicly and have a meaning that use to communicate each other.



#### CHAPTER II

#### LITERATURE REVIEW

This section presents the review of related literature dealing with some related research findings, and some pertinent ideas.

#### A. Some Previous Related Research Findings

Many studies had been accomplished by the researcher related to the use of classical and operant conditioning in motivating the learner to learn English vocabulary. Some studies are as following:

Tanjung (2011) conducted a research at MTs Nurussalam Pondok Pinang, he found that after reinforcing students' vocabulary through scrabble game, the students had a positive response to the implementation of teaching vocabulary. The students' vocabulary ability can be improved through scrabble game, because in teaching vocabulary using scrabble game, they can more enjoy to learn and be more active in teaching learning process. When they got difficulty university is standard to learn vocabulary then they can reduce the problems. They can play each other. So it is fun and interested. They can be motivated, more enjoy and easier in learning vocabulary.

Ilwana (2010) conducted a research about the effectiveness of the thotal physical response to enhance students' vocabulary mastery. Based on her research, that TPR can give better result to enhance students' vocabulary mastery. It shows that the result of the research proves that there is a significant difference in English vocabulary achievement between group of students taught by Total Physical Response (TPR) and those taught by Grammar Translation

Method (GTM) and it also shows that Total Physical Response is effective to enhance students' vocabulary mastery.

In the same method, Sariyati (2013) conducted a researcher about "The Effectiveness of TPR (Total Physical Response) Method In English Vocabulary Mastery of Elementary School Children". Based on her research known that the students had good response toward Total Physical Response method used in the learning activity. During the learning process, the students paid attention well to the teacher's explanation. When the students seemed to hesitate or do the commands wrong, the teacher did as model in front of class and repeated the commands several times until they mastered them. They were often found laughing when the teacher made jokes or when they had to perform funny commands. They did not look stressed. Most of them participated enthusiastically and excitedly to the class activity. They understood both learning material and classroom instructions. However, quite many students were frequently over acting when performing the commands. Besides, there were still few students who were less enthusiastic, less nimble and shy. It can be inferred that the Total Physical Response method is effective and suitable to be used for elementary school children to learn English, especially English vocabulary as it makes them learn it more easily and happily.

The other research Mutiawati (2012), the result of her research *The Drilling Technique Used in Teaching Vocabulary to The Fifth Grade Students of SD Demaan Kudus* was improved students' vocabulary. It could be seem at the result of the post test higher than the pre-test.

Based on findings above, the researcher concluded that classical and operant conditioning was compatible to teach English vocabulary where the students were taught by using step by step phase and follows the arranging instruction from the teacher.

#### B. Some pertinents ideas

## 1. Behaviorism theory

#### a. Definition of Behaviorism

Yusuf and Juntika (2011:123) stated that behaviorism is theoritical orientation based on premis that scientific psychology must based on study observable behavior.

Meanwhile Santrock (2009: 231) assumed that behaviorism is the view that behavior should be explained by observable experiences, not by mental processes.

Seng, Richard, Sthepanie and Deborah (2009:200) stated that behaviorism is a theory which equates learning with changes in observeable behaviors.

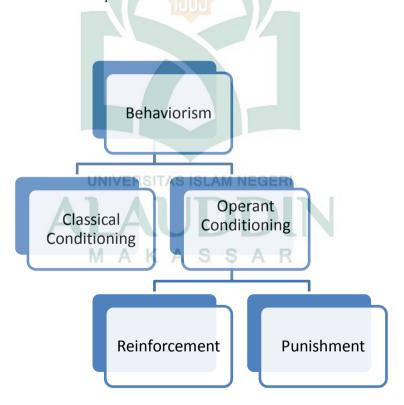
Based on Desyani (2014:25) perception that behaviorism is one of current psychology theory in which the study material is behavior do not related with awareness or mental structural.

According to the researcher studying about behaviorism theory it helps the researcher to attempt to explain the students' behavior that we see in the classroom as well as what may be going on in the minds of students emitting the behaviors.

## b. Concept of Behaviorism Theory

In behaviorism, some behaviorist explain how they change through experiences focuses on the overt and observable behavior change. At the core of this view learning is the idea that whenever two events occur together over and over again, they will become associated, so, at another time, when only one of the events occurs, the association will persist. The behaviorism theory emphasize the importance of students making connection between experiences and behavior.

Seng, Richard, Stephanie and Deborah (2009:197) assumed behaviorism theory based on content map below:



#### a) Classical conditioning

As Seng, Richard, Stephanie and Deborah (2009:203) stated that classical conditioning is type of behaviorist learning in which associations are established between automatic emotional or physiological responses and a new stimuli; also called "s-r pattern learning".

Meanwhile Santrock (2009:234) classical conditioning is a type of learning in which an organism learns to connect, or associate, stimuli. In classical conditioning a neutral stimulus becomes associated with a meaningful stimulus (such as food) and acquires to capacity to elicit a similar response. To fully understanding Ivan Pavlov's theory of classical conditioning, we need to understand two types of stimuli and two types of response: unconditioned stimulus (UCS), unconditioned response (UCR), conditioned stimulus (CS) and conditioned response (CR).

Santrock (2009:234) argue unconditioned stimulus (UCS) is a stimulus that automatically produces a response without any prior learning. Meanwhile Seng, Richard, Stephanie and Deborah (2009:203) stated unconditioned stimulus is stimulus which automatically evokes an emotional or physiological response. Food was the UCS in Pavlov's experiments.

Whereas in an unconditioned response, Santrock (2009:234) argue an unconditioned response (UCR) is an unlearned response that is automatically elicited by the UCS. Seng, Richard, Stephanie and Deborah (2009:203) assume unconditioned response is an automatic emotional or physiological response to

an unconditioned stimulus. In Pavlov's experiments, the dog's salivationin response to food was the UCR.

Furthermore according to Seng, Richard, Stephanie and Deborah (2009:203) conditioned stimulus (CS) is a previously neutral stimulus that eventually elicits a conditioned response after being associated with UCS. Among the conditioned stimuli in Pavlov's experiment were various sight and sounds that occured prior to the dog's actually eating the food, such as the sound of the door closing before the food was placed in the dog's dish.

A conditioned response (CR) is a learned reponse to the conditioned stimulus that occurs after UCS-CS pairing Santrock (2009:234). In classical conditioning there are two strategy that used to apply as follows:

#### (1) Habituation

Based on Seng, Richard, Stephanie and Deborah (2009:207) assume that habituation is strategy used to extinguish classical conditioning by repeated presentations of the conditioned stimulus until the conditioned response is lessened.

#### (2) Counterconditioning.

Meanwhile, counterconditioning is strategy that used to extinguis classical conditioning by pairing the conditioned stimulus with a new stimulus that will interfere with the association between the conditioned stimulus and conditioned response.

## b) Operant Conditioning

Based on Santhrock (2009:236) operant conditioning is a form of learning in which the the consequences of behavior produce changes in the probability that the behavior will occur. In other side, Seng, Richard, Stephanie and Deborah (2009:210) assume that operant conditioning is type of behaviorist learning in which voluntary behaviors are controlled by manipulation of follow-up stimuli.

Seng, Richard, Stephanie and Deborah (2009:210) assume that human preference repeating the response that following by effects pleasing and they preference to not repeating the response that not pleasing. All of them involve the reinforcement and punishment.

## (1) Reinforcement

According to Santhrock (2009:237) Reinforcement is a consequence that increase the probability that a behavior will occur. Skinner and other operant theorists believed that the primary mechanism for changing behavior was contingent reinforcement. That is by expanding upon Thorndike's Law of Effect, Skinner contended that a behavior that was followed by a desired event would be strengthened or reinforced. And if one were to make the reception of that pleasurable consequence contingent on the performance of a particular behavior, that behavior could be manipulated. A reinforce or a reinforcement would be anything that strengthened the response.

Reinforcement divided in two aspects as follows:

## (a) Positive reinforcement.

Positive reinforcement is reinforcement based on the principle that the frequency of a response increases because it is followed by a rewarding stimulus. Seng, Richard, Stephanie and Deborah (2009:211) assume that a positive reinforcer adds desirable consequating stimuli to a behavioral event in the hope that the event will increase in strength. In a study case, the teacher follow up students's infrequents attempt to participate with "Good try, Shanti!" or the teacher walk over and smile right at her. The teacher adding something the students like to their participations behavior to get her to participate more. Consider the way the science teacher employed a smile and a "Good!" as a way of positively reinforcing the students' effort and achievement.

#### (b) Negative reinforcement.

Negative reinforcements is reinforcements based on the principle that the frequency of the response increases because an aversive (unpleasant) stimulus is removed. Seng, Richard, Stephanie and Deborah (2009:212) assume that response that are followed by the escape from or removal of an undersirable situation are likely to be repeated and constitute negative reinforcement. Let's say that our science teacher is attempting to encourage a students to remember the characteristics of a chemical change. He stands over students commanding, "Again! Again!" when the students identifies all the characteristics correctly, the science teacher moves away from the students' desk and toward the front of the classroom. If the special attention the students was receiving was

"uncomfortable" for the student, then the removal of that special attention following correct response will reinforce the students' responding in class. Thus, the next time the teacher hover over his seat, the students may recall aloud all the facts correctly again.

The term positive and negative refer to the way a stimulus works to become a reinforcer. If the stimulus is added in the aftermath of a desired behavior and the intention is to get the behavior to increase in stength, then that reinforcer is positive. If the behavior is followed by the removal of an inhibiting stimulus, then the reinforcer is negative.

## (2) Punishment

Another mechanism often employed in operant conditioning is punishment. Santhrock (2009:238) punishment is a consequence that decreases the probability that a behavior will occur. Althogh most people would argue that punishment will reduce a behavior, this is not technically accurate. Behavior that results in some painful or undesirable consequence (a punishment) will most likely be surpressed by the learner but the learner's behavior has not been changed and the behavior potential remaind intact and may re-emergy. The presence of a punishment can lessen the frequency, duration, and intensity of an inappropriate behavior.

Seng, Richard, Stephanie and Deborah (2009:219) the use of punishment as a means of changing an individual's behavior or eliminating an undesirable behavior is somewhat complicated and in most cases an effective unless it is used in combination with the reinforcement of an appropriate, incompatible behavior.

Like reinforcement, the are two kinds of punishers:

#### (a) Presentation Punishment.

Seng, Richard, Stephanie and Deborah (2009:219) presentation punishment is probably the most familiar kind; it involves following an undesirable behavior with an aversive stimulus. Consider the case of David: David is annoying talker all through class, and you want him to stop. The next time he talks in an off-task manner, you yell at him "Shut up!". The loathsome yell is designed to decrease the likehood that David will talk out of turn again. The effects of such an application of a punishment has many potential consequences, most of which are highly undersirable.

#### (b) Removal Punishment.

Seng, Richard, Stephanie and Deborah (2009:219) removal punishment as an approach to decresing the frequency of undesirable behaviors. Removal punishment is the process in which we follow unacceptable behaviors with the removal of a desire stimulus. Something the students value is taken away after an undesirable behavior is displayed. In the case of David, when he talks inappropriately, you move his seat to another part of the classroom- away from his friends (the valued stimulus), or you withhold school privileges.

#### 2. Vocabulary

#### a. Definition of vocabulary

Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a new language. They will get difficulties in using English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they cannot communicate effectively of express their ideas both oral and written form. Vocabulary is a listing of the words used in some enterprise

Many authors have similar definitions about vocabulary. According to Nilawati (2009:9) vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his or her ideas in both oral and written form. Therefore the students should have to obtain vocabulary mastery.

In addition, Budi (2009:19) state that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses. Khatimah (2014:10) argue vocabulary is a list of words with their meanings especially one that accompanies a textbook in a foreign language.

Alqahtani (2015:25) suggest that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Furthermore, Diamond and Gutlohn (2006) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings.

From the definitions above, it can be concluded that vocabulary is is the total number of words which are needed to communicate ideas and express the speakers means. That is the reason why it is important to learn vocabulary.

## b. Types of Vocabulary

Vocabulary is necessary to give students' to hang on to when learning any kind of subject. Vocabulary also has many classifications as suggested by some experts as below:

Good in Zuhdy (2011: 9) divides vocabulary into four kinds. They are:

## 1) Oral Vocabulary

Oral vocabulary is refers to words that person employs them to expressing ideas orally and actively. It consists of word actively used in speech used that comes readily to tongue of the one's conversation.

## 2) Writing vocabulary

The writing vocabulary is refers to words commonly used in writing, it is stock of words that come readily to one's finger vocabulary it commonly in writing.

#### 3) Listening vocabulary

The listening vocabulary is refers to a person can understand when they are heard.

#### 4) Reading vocabulary

The reading vocabulary is refers to a person can recognize them when in written form.

Schall in Zuhdy (2011: 10) classified vocabulary into three types, namely:

1) Active vocabulary, the words are customarily used in speaking.

- 2) Reserve vocabulary, the words we know but we are rarely used them in ordinary speech. We use them in writing letter and searching for synonym.
- 3) Passive vocabulary, the words are recognize vaguely but we are sure of the meaning never use them is either speech or writing, we just know them because we see them before.

Haycraft, quoted by Hatch and Brown (1995: 369), divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

## 1) Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing.

#### 2) Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively inspeaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

#### c. Selecting Vocabulary to Learn

Learning vocabulary will be successful if we also consider what kind of vocabulary we need to study. As well as knowing the frequent general words and the general academic words, Sarwono (2013:191) there are two other types of

words learner need to know. The learner also need to know some of the less frequents word used in English and it is also necessary to know the specific words for the subjects. In the following parts, there are some vocabulary used in the fields below

- a) Business word; accrual, brand, cash, deposit, enterprise, fiscal, gross, hedge, inflation and so forth
- b) Computer science and internet; access, backbone, circuit, encode, firewall, graph, hacker and so forth.
- c) Health and medicine; abortion, bacteria, calorie, defect, genetics, immunity and so forth.
- d) Science and technology; accelerate, bandwith, calibration, decoder, emergencies, fuse, hazard, installations, leak and so forth.
- e) Social science; character, democracy, harmonius, urban, stimulus, response, revolution and so forth. (Sarwono, 2013:191-192)

#### d. Strategies to Build Vocabulary Capability NEGERI

According to Gillet in Sarwono (2009) there are many ways to build vocabulary. The following are the techniques to build it:

1) Dealing With The Meaning

There two aspects of meaning to consider, when we are learning vocabulary:

a) The type of meaning

Sarwono (2013:204) The various types of meaning that need to be learned are propositional meaning, register, methaporical meaning, and connotational meaning.

(1) Propositional meaning: This means the basic meaning of a word given in simple dictionaries.

#### For example:

"excellent" means extremely good. However when we us excellent to describe things, it takes on additional meanings.

(2) Register: part of the meaning of a word is its register. Which types of language is the word used in: formal or informal, letters or reports, spoken or written, computer or bussines and so forth.

## For example:

- "thanks" is an informal word, typicall used in speech; "gratitude" is the more formal equivalent, common in academic writing
- "correlation" and "matrices" are typically used in statistics, whereas "expendicture" and "revenue" are used in business, and "interface" and "boot" are related to computer science. (Sarwono, 2013:204)
- (3) Methaporical Meaning. Sarwono (2013: 204) methaporical meaning is the meaning that a word has when it is first used in a new situation. When new ideas or products are made, very often old words are used for these new ideas and products. In same cases, the old meaning dissapears or becomes less well known. Computer science and business use many methapors.

### For example:

A "head" is the part of the body of animal, but it is now commonly used for the gighest person in a company or organization. For example: "Approval of drawing many may only be made by the Head of the Department."

- A "niche" is a hollow area in a wall for a statue or something, but it is used in business to mean a specialized market. For example: "finding our niche in the world market is similar to finding in the United States market."
- "Green" is a color but now it is connected with protecting the environmental research unit which analyses companies for TJM's green funds.'
- A "keyboard' is a musical instrument, but it is used for a device for computer input. For example: "most often this two-way communication is carried out through a keyboard, used to enter data into the computer, and a display monitor." (Sarwono, 2013:205)
- (4) Connotational Meaning. Furthermore Sarwono (2013: 205) connotational means an idea that is implied or suggested. Apart from the basic disctionary, dictionary meaning, words have other meanings. For example, a word may positive or negative word? These are different in different languages so it is important to know the association that a word may have in English.

#### For example:

- In social science, the word "homeless" is better to be used than "vagrant" since that word has negative connotations.
- In politics, the word "assassination" is more frequently used than "killing".

  (Sarwono, 2013: 205)

#### b) The Representation of Meaning

There are many ways in which the meaning of the words can be expressed: translation, definition, relationship, and in context.

## (1) Translation

Sarwono (2013: 205) state the easiest way to show the meaning of a word is to translate it into our own language. This is fine for some words and it helps us towards the meaning of the words, but many words are difficult to translate between languages. Since a certain word in English may not be found in other languages. This technique can be a very effective way to convey the meaning because it is not time consuming that might otherwise be spent on a complicated and largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention. The teacher give the 23 meaning directly, so the students did not need to get involve in the process in finding the meaning.

#### For example:

- The word "churn" in business will be difficult to translate in Indonesia.
- The word "browser" in internet will be difficult to be transleted in Indonesia.

  (Sarwono, 2013: 206) INIVERSITAS ISLAM NEGERI

#### (2) Definition

Some words can be easily defined in English but not in other languages.

#### For example:

The word "correlation" is defined as "a connection between two or more things, often one in which one of them causes or influences the other. While in Bahasa Indonesia, it is only defined as "hubungan". (Sarwono, 2013: 206).

## (3) Relationships

Often words are defined by their relationship with other words. For example, it is impossible to understand the meaning of "beautiful" without some understanding the meaning of "ugly". The following relationships may be useful in explaining word meanings;

- Similar meanings (synonyms): "overcome=surpass".
- Opposites (antonyms): "rich poor".
- General./specific (hyponyms): "vehicle/truck".
- Part/whole (meronyms): "wheels/motorcyle".
- Collocations (typical occurrences): "a steady decrease", "niche marketing", "compotitive price".
- Webs of meaning: "internet" is associated with computer, website and search engine". (Sarwono, 2013: 206).

#### (4) In Context

When we give an example of the word used in context is often enough to make the meaning clear.

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For example:

The meaning of "head" will be clear from the following text: "She has been appointed as the head of computer department." (Sarwono, 2013: 206).

#### c) Using Objects

Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps

pupils to memorize the word through visualization. Objects in the classroom can be used or things brought to the classroom.

#### d) Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic.

#### e) Using Illustrations and Pictures

There are plenty of vocabularies that can be introduced by using illustrations or pictures. The teacher can use learning materials provided by school. They can also make their own visual aids, or using pictures from magazines. Visual support helps pupils understand the meaning and helps tomake the world more memorable.

#### f) Contrast

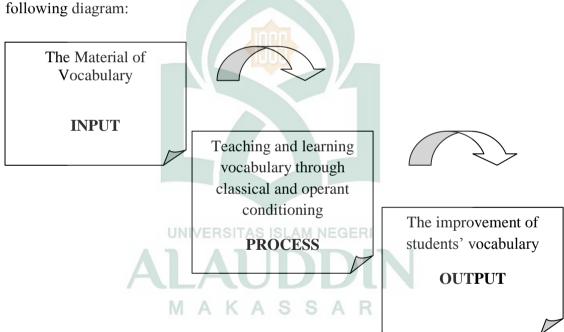
Some words are easily explained to student by contrasting it with its opposite, like the word *good* contrasted with *bad*. But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word *white* contrasted with *black*, there is an "in between" word *grey*.

#### C. Theoritical Framework

Vocabulary is an element supporting English language component skills. If the students have more vocabulary, it will make them easily in express their ideas, feelings, emotions, and so forth. Without vocabulary, the students will have problem in studying English. According to Hwa (2009), one of the problems that have to be faced by English teachers, students, or other English learners is

how to deal with vocabulary. It means that vocabulary mastery is very important in process of teaching and learning English. Meanwhile Pervin, Daniel and Oliver (2010:366) behaviorism approach potentially in aim to understanding developing, caring and losing some emotional reaction. By using behaviorism, the teacher in this case the researcher give the students a stimulus to change their behavior in term developing students vocabulary in learning especially in classical and operant conditioning of behaviorism theory.

The theoretical framework underlying in this research is given in the following diagram:



- 1. **Input:** refers to materials that will be applied in teaching vocabulary.
- Process: refers to the teaching and learning vocabulary through classical and operant conditioning.
- 3. **Output:** refers to the improvement students' vocabulary after using classical and operant conditioning.

In the diagram above, the researcher delivered experimental research to find out the improvement of the vocabulary of the students by using classical and operant conditing. Classical and operant conditioning are appears as one of the promising learn concept offering some new views in teaching and learning second language especially vocabulary learning. Classical and operant conditioning is appropriate for learning require mastering skill with practice, gives the learner the opportunity to think for them selves, compare their thinking with other learne. It is expected in teaching and learning vocabulary that memorizing and spelling the words will be gotten by understanding the meanig...

From the reason above it is expected the application of classical and operant conditioning can improve the vocabulary of the first year students at MTs Madani Alauddin Paopao.

#### D. Hypothesis

H<sub>0</sub>: The application of classical and operant conditioning cannot improve the vocabulary of the first year students at MTs Madani Alauddin Paopao.

H<sub>1</sub>: The application of classical and operant conditioning can improve the vocabulary of the first year students at MTs Madani Alauddin Paopao.

#### **CHAPTER III**

#### RESEARCH METHODOLOGY

This chapter presents about the research settings, research design, research variable, population and sample, and research instrument, procedures of collecting data, and technique of data analysis.

#### A. Research Settings

#### 1. Location

The researcher conducted this research at MTs Madani Alauddin Paopao on Bontotangnga street number 36, Gowa regency, South Sulawesi. It is near from Makassar city with travelled distance about 10 menit from border area Makassar-Gowa.

#### 2. Time

The research conducted as long as on November 2016. The research was held on Monday and Tuesday both of classes (controlled class and experimentall class). Before conduct this research, the researcher made observation first after that asked a permission to headmaster to conduct this research. The observation conducted when the researcher as student practice field experience at the same place in 2015.

#### 3. School profile

MTs Madani Alauddin Paopao is a islamic boarding school named Madani islamic boarding school. It is part of Alauddin State Islamic University of Makassar. Actually Madani consists of three level step there are; Madrasah Ibtidayah, Madrasah Tsanawiyah and Madrasah Aliyah.

Related to the school's physical appearance, it has good building and supporting facilities. There are teacher office, OSIS room, library, laboratory, classroom, mosque, canteens, parking area, and sport field. Overall, they are in good condition and well maintained. The surrounding atmosphere of this school can actually support the teaching- learning process. It is far from the public area and main high way.

#### B. Research Design

The research design applied in this research was Quasi-experimental which applied the nonequivalent control group design with pre-test and post-test. Sugiyono (2014) stated that in this design, there were two groups which were not chosen randomly. Two groups was given pre-test to find out whether or not there was the different between the experimental group and control group in the initial condition, then in the experimental group was given a treatment and the last both of group was given post-test. The design as follows:

Experimental Class 
$$0_1$$
 X  $0_2$  Control Class  $0_3$   $0_4$ 

Where:

X = treatment

 $0_1$ ,  $0_3$ = pre-test

 $0_2$   $0_4$ = post-test

(Sugiono, 2014: 116)

#### C. Research Variable

The kinds of variable related to research consist of independent and dependent variable. According to Arikunto (2010) stated that variable which is given an effect called the independent variable, while the variable that is influenced called the dependent variable. The independent variable in this research was classical and operant conditioning meanwhile the dependent variable was students' vocabulary.

#### D. Research Participant

#### 1. Population

Sugiyono (2014) said that population is the generalized composed of the object/subject that had certain qualities and characteristics were determined by the researcher to learn and then draw the conclusion.

The population of this research was the first year students of MTs Madani Alauddin Paopao. The population consisted of three classes and each class consisted of 20 students. So the population was 60 students.

#### 2. Sample

Sample is the representative of the population. Sugiyono (2014) stated that sample was the part of the number and characteristic that was possessed by the population.

The method was used by researcher in taking sample in this research was purposive sampling technique. It is the way to determine sample by certain judgment (Sugiyono, 2014: 124).

The researcher chose two of the registered classes of the first year students, MTs Madani Alauddin Paopao to be the sample of the research. The number of respondents chosen to be the sample was 20 students each class. One class was the experimental class in VII B and the other was the controlled class in VII A. The researcher chose both of them because the class was probably to do the research.

#### E. Research Instrument

The instrument of this research was test which aim to measure students' background knowledge especially in vocabulary. The instrument of the research was tests which aimed to measure the achievement of students on basic vocabulary. The test were in pre-test and post test. The test consisted of 25 numbers. There were 6 questions in fill in the blank, 6 questions in listing, 6 questions in matching word and 7 questions in identifying.

#### F. Data Collection Procedures

#### 1. Pre-test UNIVERSITAS ISLAM

Pre-test was given at the first meeting. Pre-test was given before the treatment. Also, the pre-test was given to both class; experimental class and controlled class. In pre-test, the researcher was given test to students. The test consisted of 25 numbers. There were 6 questions in fill in the blank, 6 questions in listing, 6 questions in matching word and 7 questions in identifying. The researcher was given 60 minutes to finish the test. This test apllied to measure students' basic knowledge about vocabulary before given treatment.

The stages in giving pre-test to students:

- a. The researcher asked the students to pay attention.
- b. The researcher explained about the purposes of this research.
- c. The researcher explained the instrument that given to the students.
- d. The researcher asked the students to do the test.

#### 2. Treatment

After given pre-test, the experimental class was given treatment which was applied classical and operant conditioning. Treatment just given to experimental class while the controlled class did not. The researcher gave the students especially in experimental class treatment in teaching and learning vocabulary. In teaching and learning vocabulary, the researcher used classical and operant conditioning as a treatment. Before giving the treatment, the researcher not gave treatment directly, but in step by step. The researcher was given the students warming up, delivered the learning prodecure to students, explained to students about classical and operant conditioning, gave students vocabulary, then gave the practiced in classical and operant conditioning. The researcher gave treatment in some meetings then in the last meeting of treatment, the researcher asked the students to mention the vocabulary that they have known.

Procedure of teaching vocabulary by classical and operant conditiong:

a) The researcher gave warming up before starting the materials such as: Sang a song *If You Happy* with action.

- b) The researcher gave some explanation about the learning process. In this part, the researcher explained to students what they did in learning process in beginning until the end of meeting at the day.
- c) The researcher introduced a material that delivered at the day as follow:

  Parts of Body
- d) The researcher expressed some vocabulary according to the material in two or three times and the students listening:

Head Nose Hair Eye

e) The researcher wrote down the vocabularies in whiteboard.

Head Nose Hair Eye

f) The researcher and the students wrote down at the whiteboard the meaning of the vocabularies such as:

Head = Kepala Nose = Hidung

Hair = Rambut Eye = Mata

g) The researcher gave the example of vocabulary in a sentence to make students more understood:

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I have black hair.

I have a pointed nose.

- h) The researcher asked the students to repeat after or imitated the sentence together then by group and by indivual.
- The students wrote down the example of vocabularies and sentences in their own book.
- j) The researcher asked the students to close their book and deleted the meaning of the vocabulary at the whiteboard then played the game.

k) The researcher mentioned a vocabulary then asked the students to point or touched it:

Touch your head! Touch your nose!

1) For the students who gave the right response got reward and for the students who gave the wrong response got no reward. But for the students who did not gave response got punishment.

For the first treatment, the researcher taught the students about noun at school, the second one about shopping list, the next treatment about parts of body and the last treatment about command and prohibition.

#### 3. Post test

In the last meeting, the researcher gave the post test to students to find out the students' achievement or progress in improving vocabulary. The test consisted of 25 numbers. There were 6 questions in fill in the blank, 6 questions in listing, 6 questions in matching word and 7 questions in identifying. The researcher was given 60 minutes to finish the test. From the test, we would know wheather there was a change after giving treatment in case classical and operant conditioning.

The stages in giving pre-test to the students:

- a. The researcher told the students that we would conduct a test, namely post-test.
- b. The researcher explained about what they had to do in this test.
- c. The students began to do the test individually.

#### G. Data Analysis Technique

The technique of data analysis used here were descriptive statistic and inferential statistic. Descriptive statistic analysis was used to looking for frequency, mean score and standard deviation, and inferential statistic analysis was used to test the hypothesis. The formula used to test the hypothesis was t-test with the level of significance ( $\alpha$ ) 0.05 (95%). Before the t-test, there were some steps which had to be done as follows:

1. The formula used to check students' score in both pre-test and post-test was:

$$Score = \frac{Student\ correct\ answer}{Total\ number\ of\ items} \times 100$$

(Baego, Ishak, & Syamsudduha, 2010: 114)

2. The scale used in classifying the student score was:

Scale	Classification	
95 - 100	Excellent	
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85 – 94	Very Good	
75 - 84	Good	
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65 – 74	Fairly Good	
55 – 64	Fair	
45 – 54	Poor	
0 – 44	Very Poor	

(Depdikbud in Arifin, 2013: 31)

3. The researcher calculated the mean score both experimental and controlled class used formula as followed:

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

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

 $\sum x$  = the sum of all score

N = the total number of subjects

(Gay, Mills, & Airasian, 2006: 320)

4. The researcher calculated the sum of square both experimental and controlled class using formula as followed:

$$SS = \sum X^2 - \frac{(\sum X)^2}{N1}$$

Where: SS = the sum of square

N = total number of the subjects

 $\sum X^2$  = the sum of all square; each score is squared and all the square are added up

(Gay, Mills, & Airasian, 2006: 322)

5. The researcher calculated the significant different between the pre-test and post-test by using formula as followed.

$$SD = \sqrt{\frac{SS}{N-1}}$$

Where: SD = Standard deviation

N = number of population

(Gay, Mills, & Airasian, 2006: 321)

6. Finally, the researcher computed the hypothesis significant. It was to know whether the Ho was accepted or not. For the sake of computation, it uses t-test formula as followed:

$$t = \frac{\overline{X^{1}} - \overline{X^{2}}}{\sqrt{(\frac{SS_{1} + SS_{2}}{n_{1} + n_{2} - 2})(\frac{1}{n_{1}} + \frac{1}{n_{2}})}}$$

Where:  $\overline{X}^1$  = Mean score of experiment group

 $\overline{X^2}$  = Mean score of control group

 $SS_1$  = Sum of square of experiment group

 $SS_2$  = Standard Deviation of control group

 $n_1$  = Total number of experiment group

 $n_2$  = Total number of control group

(Gay, Mills, & Airasian, 2006: 349)



#### **CHAPTER IV**

#### FINDING AND DISCUSSION

This chapter particularly presents the findings of the research which are presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings. In this chapter, the researcher analyzed the data consisting of the result of pre-test and post-test either in experimental class or control class.

#### A. Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The test consisted of pretest and post-test. The pre-test was given to find out the students' background knowledge on basic vocabulary before presenting classical and operant conditioning, and the post-test was given to find out the enhancement of the students' vocabulary after giving the treatment.

1. The Classification of Students' Pre-test and Post-test Scores in Experimental Class

The following table showed the distribution of frequency and percentage of final score of students' vocabulary at the first year of MTs Madani Alauddin Paopao in pre-test and post-test in experimental class.

Table 1

The distribution of frequency and percentage score of experimental class in pre-test and post test

No.	Scale	Classification	Pre	Pre-test		-test
			Frequency	Percentage	Frequency	Percentage
1.	95 – 100	Excellent	0	0%	13	65%
2.	85 – 94	Very Good	2	10%	1	5%
3.	75 – 84	Good	5	25%	4	20%
4.	65 – 74	Fairly Good	9	45%	1	5%
5.	55 – 64	Fair	4	20%	1	5%
6.	45 – 54	Poor	out	0%	0	0%
7.	0 – 44	Very Poor	0	0%	0	0%
	То	tal	20	100%	20	100%

Table 1 above showed the rate percentage score of experimental class in pre-test and post-test from 20 students. In the pre test, none of the student got excellent, 2 student (10%) got very good, 5 student (25%) got very good scores, 9 students (45%) got fairly good score, 4 students (20%) got fair score and none student (0%) got poor score and very poor score. While, in the post-test showed that there were 13 students (65%) got excellent score, 1 students (5%) got very good score, 4 students (20%) got good score, 1 students (5%) got fairly good score, 1 students (5%) got fair score, and none student (0%) got poor score and very poor score. Based on the result above, it can be concluded that the rate percentage in post-test was greater than the rate percentage in pre-test.

# 2. The Classification of Students' Pre-test and Post-test Scores in Controlled Class

The following table showed the distribution of frequency and percentage of final score of students' basic vocabulary at MTs Madani Alauddin Paopao in pre-test and post-test in controlled class.

Table 2

The distribution of frequency and percentage of controlled class score in pre-test

No Scale		Classificati	Pre-	-test	Post-test		
	·	on	Frequency	Percentage	Frequency	Percentage	
1.	95 – 100	Excellent	0	0%	5	25%	
2.	85 – 94	Very Good	0	0%	2	10%	
3.	75 – 84	Good	11	55%	5	25%	
4.	65 – 74	Fairly Good	4	20%	3	15%	
5.	55 – 64	Fair	ERSITAS ISL	AM 15% ERI	3	15%	
6.	45 – 54	Poor	<u></u>	10%	2	25%	
7.	0 – 44	Very Poor	A K <sub>0</sub> A S	S <sub>0</sub> % R	0	0%	
Total		20	100%	20	100%		

Table 2 showed the rate percentage score of controlled class in pre-test and post-test from 20 students. In the pretest, none of the student (0%) got excellent and very good score. 11 students (55%) got good score, 4 students (20%) got fairly good scores, 3 students (15%) got fair score, 2 students (10%)

got poor score, and none student (0%) got very poor score. While in the post-test above showed 5 students (25%) got excellent score, 2 students (10%) got very good score, and 5 students (25%) got good scores. There were 3 students (15%) got fairly good score, 3 students (15%) got fair score, 2 students (10%) got poor score, and none student (0%) got very poor score. Based on the table 2, it can be concluded that the rate percentage in post-test was lack greater than the rate percentage in pre-test

# The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Pre-test and Post-test

After calculating the result of the students score, the mean score and standard deviation of both classes can be presented in the following table

Table 3

The mean score and standard deviation of experimental class and controlled class in post-test

Class	UNI	Pre-test[AS ISLAM NE	GERI Post-test		
	Mean Score	Standard Deviation	Mean Score	Standard Deviation	
Experimental	73.1	8.62	91.3	11.37	
Controlled	78.2	9.9	71.6	15.7	

The table above showed that, the mean score of experimental class in pretest was (73.1) and the standard deviation of experimental class was (8.62), and the mean score of controlled class in pre-test was (78.2) and its standard deviation was (9.9). While the mean score of experimental class in post-test was (91.3) and the standard deviation of experimental class was (11.37), and the

controlled class in post-test was (71.6) and its standard deviation was (15.7). It can be concluded from both of the tests; the experimental class gained the greater mean score than the controlled group.

The significant score between experimental and controlled class can be identified by using t-test. The result of t-test can be seen in table 6 as follows:

Table 4
Distribution the value of t-test and t-table

Variable	t-test value	t-table value
Post test	4.52	2.021

From the result of statistic The table above showed that t-test value was greater than t-table. The result of the test showed there was significant difference between t-table and t-test (4.52 > 2.021), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis showed that there was significant difference between the experimental class who got treatment by using classical and operant conditioning with controlled class who got treatment by their teacher. The statement was proved by the t-test value (4.52) which was higher than t-table value (2.021), at the level of significance (α) 0.05 and the degree of freedom (df) 38. Because t-test value was greater than t-table, it means that hypothesis of the research is accepted. In which in this research, H<sub>1</sub>: The application of classical and operant conditioning can improve the vocabulary of the first year students at MTs Madani Alauddin Paopao or in other words there is significant difference between the results of teaching vocabulary by using

classical and operant conditioning in teaching vocabulary at the first year students at MTs Madani Alauddin Paopao.

#### B. Discussion

Classical and operant conditioning is suitable applied in the classroom in teaching English vocabulary. It can be alternative way to improve students in learning English vocabulary.

In this study, several things have been deduced. First, for both classes, they were inclined to have similar problem; they could not remember the right spelling of the vocabularies, they could not find the correct vocabularies, after that some of them got difficulties to categorize the kind of the vocabularies such as in matterial in shopping list. Most of them did the test using their instinct. Second, subject in experimental class showed their big desire in learning process. For instance, they were active to give some questions; they also active when the researcher asked them the meaning of the vocabularies. Third, before applying the classical and operant conditioning in experimental class, the students' mastery was very difference. Most of the students were in fairly good score. Fourth, after applying the classical and operant conditioning, students in experimental class showed their improvement. Most of them were in excellent score.

Analysis of the mean score gap in the post-test between the experimental and controlled ensured if the approach used was improve the vocabulary of students. The mean score of the experimental class was 91.3 and 71.6 for controlled class. It means the gap of the students' score of the experimental and

controlled class was 19.7. The explanation of the gap between the two classes indicates that the experimental class showed high increasing than the controlled class.

To sum up, based on the the result of this study, which showed the students' scores were much higher after the treatment in experimental class using classical and operant conditioning, the use of classical and operant conditioning were surely beneficial to improve the vocabulary of the students.

Yusuf and Juntika (2011:130) stated that positive reinforcement motivate daily behavior. It such as when the student study hard to get good point in class. The reinforcement in operant conditioning influenced the students' enthusiasm in learning vocabulary. It supported the condition in experimental class in this study; the students in experimental class were easily to learn vocabulary because it explained clearly and followed by reinforcement that is why the students enthusiasm to learn. Even they were not afraid to express other examples related matterial which had been explained. TAS ISLAM NEGERI

The main goal of this study is to improve the vocabulary of students especially at MTs Madani Alauddin Paopao. The goal has been achieved because the students' achievement improved after applying the classical and operant conditioning. The researcher asserted that classical and operant conditioning was important to apply on teaching vocabulary to students. Especially for those who want to improved their vocabulary in a fun way. It recommended to teacher to apply it to build up students' enthusiasm in learning vocabulary.

#### CHAPTER V

#### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions as well as few suggestions of this study. Suggestions are taken based on findings and conclusions obtained in this research.

#### A. Conclusions

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

- 1. From the result of analysing of this research indicate that the students's score of vocabulary is increased after applying classical and operant conditioning theory. It is proven from the result of the test which is the students get higher score in post test than in pre-test after applying classical and operant conditioning theory.
- 2. Applying classical and operant conditioning make the students more active and interest in learning English especially in this case to learn vocabulary. It is because when applying classical and operant conditioning the students more fun and enjoy in learning vocabulary.
- 3. Applying classical and operant conditioning make the class more active and alive
- 4. Applying classical and operant conditioning make the students more motivated in learning and to grasp the lesson.

### B. Suggestions

Considering the conclusion above, the researcher puts forward some suggestions as follows:

- 1. Classical and operant conditioning is suggested to use for teacher as an alternative approach to increase or improve the students' vocabulary
- 2. Teaching vocabulary by using classical and operant conditioning was proven beneficial to increase the students' vocabulary, so it is suggested for further researcher to find out the significance of classical and operant conditioning in other English skills elements of language.



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# APPENDICES UNIVERSITAS ISLAM NEGERI ALAUDDIN M A K A S S A R

APPENDIX A
The Row Score of the Students' Pre-test and Post-test in Experimental Class

NI.	Daman danta	Pre-	-test	Pos	t-test
No.	Respondents	Score (X)	$X_1^2$	Score (X)	$X_1^2$
1	Ary Affandhy Idha	in 60	3600	84	7056
2	Eka Saputra Rusli	74	5476	60	3600
3	Fadli Rifkiansyah	64	4096	100	10000
4	Hermawan Karta	72	5184	72	5184
5	Muh Arya Anugral	n 74	5476	80	6400
6	Muh Farhan	62	3844	96	9216
7	Muh Adryan	68	4624	100	10000
8	Muh Ilham	68	4624	80	6400
9	Muh Nurhidayat	74	5476	100	10000
10	Muh Reza	72	5184	96	9216
11	Jihan Latifah	86	7396	96	9216
12	Khaerunnisa	92	8464	100	10000
13	Khusnul Aini Syar	n 76	5776	100	10000
14	Lintang Suminar	72	5184	96	9216
15	Maya Aulia	84	7056	100	10000
16	Meisya Azaria	84	7056	94	8836
17	Nabila	62	3844	100	10000
18	Nana Khaerana	68	4624	96	9216
19	Ainun Respati	80	6400	96	9216
20	Wastmi	UNIVER70TAS	SL/4900EGE	ERI 80	6400
	Total	1462	108284	1826	169172

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APPENDIX B

The Row Score of the Students' Pre-test and Post-test in Controlled Class

NT-	Damandanta	Pre-1	test	Post-test		
No.	Respondents	Score (X)	$X_2^2$	Score (X)	$X_2^2$	
1	A. Muh Rivad	76	5776	98	9604	
2	Ardiansyah	84	7056	96	9216	
3	Achsan Rivaldi	80	6400	96	9216	
4	Andi Dwyan	68	4624	96	9216	
5	Andi Ince	76	5776	92	8464	
6	Aidhil	68	4624	60	3600	
7	Al Fatir	72	5184	72	5184	
8	Al Faril	80	6400	64	4096	
9	A.M Arwieq	76	5776	96	9216	
10	M. Ibrahim	60	3600	50	2500	
11	A.Eka Wahyuni	72	5184	82	6724	
12	Andi Dian	60	3600	76	5776	
13	Adibah Faiqatun	80	6400	80	6400	
14	Inne Tri	60	3600	70	4900	
15	Auliah Fiqar	52	2704	48	2304	
16	Elzah Inayanti	80	6400	64	4096	
17	Firdawati	52	2704	70	4900	
18	Hani	76	5776	94	8836	
19	Hanin Nabila	76	5776	80	6400	
20	Marzukah Maharani	84	7056	80	6400	
	Total	VE1432AS	s 104416	ERI 1564	127048	



# APPENDIX C

# The Mean Score of Experimental Class and Controlled Class

# A. Experimental Class

1. Pre-test

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

$$\overline{X}_1 = \frac{1462}{20}$$

$$\overline{X}_1 = 73,1$$

2. Post-test

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

$$\overline{X}_1 = \frac{1826}{20}$$

$$\overline{X}_1 = 91,3$$

- B. Controlled Class
- 1. Pre-test

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

$$\overline{X}_2 = \frac{1564}{20}$$

$$\overline{X}_2 = 78,2$$

2. Post-test

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

$$\overline{X}_2 = \frac{1432}{20}$$

$$\overline{X}_2 = 71,6$$

 $\overline{X}_2 = 71,6$  UNIVERSITAS ISLAM NEGERI



#### APPENDIX D

## Standard Deviation of Experimental Class and Controlled Class

# A. Experimental Class

1. Pre-test

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

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

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

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

$$SS_1 = 108284 - \frac{(1462)^2}{20}$$

$$SS_1 = 169172 - \frac{(1826)^2}{20}$$

$$SS_1 = 108284 - \frac{2137444}{20}$$

$$SS_1 = 169172 - \frac{3334276}{20}$$

$$SS_1 = 108284 - 106872,2$$

$$SS_1 = 169172 - 166713,8$$

$$SS_1 = 1411,8$$

$$SS_1 = 2458,2$$

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

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

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$$SD = \sqrt{\frac{1411,8}{20-1}}$$

$$SD = \sqrt{\frac{2458,3}{20-1}}$$

$$SD = \sqrt{\frac{1411,8}{19}}$$

M A K A S S A 
$$SD = \sqrt{\frac{2458,2}{19}}$$

$$SD = \sqrt{74,305}$$

$$SD = \sqrt{129,3}$$

$$SD = 8,62$$

$$SD = 11,37$$

#### B. Controlled Class

1. Pre-test

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

Where: 
$$SS_2 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$SS_2 = 104416 - \frac{(1432)^2}{20}$$

$$SS_2 = 104416 - \frac{2050624}{20}$$

$$SS_2 = 104416 - 102531,2$$

$$SS_2 = 1884,8$$

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

$$SD = \sqrt{\frac{1884,8}{20-1}}$$

$$SD = \sqrt{\frac{1884,8}{19}}$$

$$SD = \sqrt{99,2}$$

$$SD = 9,9$$

#### 2. Post-test

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

Where: 
$$SS_2 = \sum_{n=1}^{\infty} \sum_{n=1}^{\infty} \frac{(\sum X)^2}{n}$$

$$SS_2 = 127048 - \frac{(1564)^2}{20}$$

$$SS_2 = 127048 - \frac{2446096}{20}$$

$$SS_2 = 127048 - 122304,8$$

$$SS_2 = 4743,2$$

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

$$SD = \sqrt{\frac{4743,2}{20-1}}$$

$$SD = \sqrt{\frac{4743,2}{19}}$$

M A S 
$$SD = \sqrt{249,6}$$

$$SD = 15,7$$

#### APPENDIX E

### The Significance Different

$$\overline{X}_1 = 91,3$$
  $SS_1 = 2458,2$ 

$$\overline{X}_2 = 71,6$$
  $SS_2 = 4743,2$ 

#### 1. t-Test

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

$$t = \frac{91,3 - 71,6}{\sqrt{\left(\frac{2458,2 + 4743,2}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{19,7}{\sqrt{\left(\frac{7201,4}{38}\right)\left(\frac{2}{20}\right)}}$$

$$t = \frac{19,7}{\sqrt{(189,5)(0,1)}}$$

$$t = \frac{19,7}{\sqrt{18,95}}$$

$$t = \frac{19,7}{4,35}$$

$$t_{Hitung} = 4,52$$
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# 2. t-Table

For level of significance ( $\alpha$ ) = 0.05

Degree of freedom (df) = 
$$(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$$

$$t - Table = 2,021$$

 $\label{eq:APPENDIXF} \mbox{APPENDIX F}$  Distribution of t –Table

		Level	of Significanc	e for two-tai	led test	
df	0,5	0,2	0,1	0,05	0,02	0,01
		Level	of Significanc	e for one-tail	led test	
	0,25	0,1	0	0,025	0,01	0.005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,926
3	0,765	1,638	2,353	3,183	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	2,143	3,707
7	0,711	1,451	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,226	2,764	3,169
11	0,697	1,363	1,769	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,694	1,350	1,771	2,160	2,650	3,120
14	0,692	1,345	1,761	2,143	2,624	2,977
15	0,691	1,341	1,753	2,331	2,604	2,947
16	0,690	1,337	1,746	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	1,328	$1,729_{ISL}$	$_{AM}$ 2,093 $_{ERI}$	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,505	2,819
23	0,685	1,319	1,714 s	2,690	2,500	2,807
24	0,685	1,318	1,711	2,640	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	2,890	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,576



#### APPENDIX G

#### RENCANA PEMBELAJARAN

#### A. Satuan Identitas

Pendidikan : MTs. Madani Alauddin Paopao

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Aspek/Skill :Vocabulary
Alokasi Waktu : 2 X 40 Menit

Jenis Teks : Teks lisan fungsional
Tema : Noun at School

B. Standar Kompetensi: 1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk erinteraksi dengan lingkungan terdekat.

C. Kompetensi Dasar: 1.2. Merespons makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara lancar, akurat dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur; meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapakan kesantunan.

#### D. Indikator Pembelajaran:

#### 1. Kognitif

- Siswa mengidentifikasi daftar kosakata yang dibacakan oleh guru.
- Siswa menguraikan dengan kata-kata sendiri daftar benda berdasarkan materi.

2. Psikomotorik : Siswa menyesuaikan daftar benda yang ada di lingkungan terdekatnya.

#### 3. Afektif

- Siswa merespons atau menjawab pertanyaan mengenai vocabulary yang diberikan/ditanyakan oleh guru.
- Menyampaikan ide/gagasan yang berkaitan dengan materi yang diberikan.
- **E. Tujuan Pembelajaran:** Setelah mempelajari teks lisan fungsional pendek berupa instruksi dan daftar barang siswa mampu:
  - Siswa mampu menganalisa daftar benda yang dilafalkan oleh guru.
  - Siswa mampu memberi contoh daftar benda yang ada di lingkungan terdekat.
  - Siswa mampu menjawab dan merespons ungkapan yang dikemukakan oleh guru.

# F. Materi Pembelajaran UNIVERSITAS ISLAM NEGERI

1. Kosa kata yang berhubungan dengan noun at school.

Noun at school	Your friend 1/where?	Your friend 2 / where?
Marker		
Book		
Etc.		

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#### G. Metode Pembelajaran: Classical and Operant Conditioning

# H. Langkah-langkah Kegiatan 1

Rincian Waktu	Tahapan Pembelajaran	Kegiatan Pembelajaran	Kecakapan Hidup Yang Dikembangkan			
			1	2	3	4
	Kegiatan Awal					
10	Pendahuluan	<ol> <li>Menyapa siswa</li> <li>Memantau kesiapan siswa untuk belajar</li> <li>Menuntun siswa berdoa</li> <li>Memeriksa kehadiran siswa</li> <li>Menyampaikan kegiatan yang akan dilakukan</li> <li>Menyampaikan tujuan pembelajaran</li> <li>Memotivasi siswa</li> </ol>				
5	Koneksi  UNI  Kegiatan Inti	Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa     Menanyakan tentang kata benda di sekolah yang berkaitan dengan lingkungan terdekat				
10	Aplikasi	1. (Mengamati) Guru melafalkan kosakata noun at school dan siswa mendengarkan secara saksama kemudian guru menuliskan di papan tulis.  2. (Menanya) Guru meminta siswa mencari arti kosa kata yang di tuliskan dan menulisnya di papan tulis.  3. (Mengumpulkan Informasi) Guru menuliskan contoh				

		kosakata dalam sebuah kalimat dan meminta siswa menirukan kalimat.  4. (Mengasosiasikan) Siswa mencatat kosakata dan arti beserta contoh kalimatnya.  5. (Mengkomunikasikan) Guru menyebutkan kosakata dan siswa merespons dengan gerakan atau menunjuk benda dan memberi penghargaan.
	Kegiatan	F 5 5
	Penutup	
10	AL	1. Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.  2. Memberikan umpan balik terhadap proses dan hasil pembelajaran.  3. Siswa menuliskan pesan dan kesan mengenai pembelajaran.  4. Guru menuliskan kesannya selama proses pembelajaran.
5	Extention	Memberikan tugas di rumah kepada siswa untuk mencari tahu noun at school yang lainnya.      Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

# I. Sumber Belajar

• Dasar-Dasar Penguasaan Bahasa Inggris

#### J. Penilaian

Indikator	Penilaian				
mdikator	Teknik	Bentuk		Instrumen	
• Mengidentifikasi daftar benda	Test	Lisan	dan	1.Listen and write	
yang didengarkan yang ada		tulisan.		the noun at school	
pada dialog.				that mentioned by	
				teacher	
Memberi contoh daftar benda				2. Make the noun at	
yang ada di lingkungan				school based on	
terdekat.				things around you.	
Menjawab dan merespons				3.Listen the teacher	
ungkapan yang diberikan	1220			and point the things	
				that mentioned.	

#### Pedoman Penilaian

1. Skor minimal setiap performance: 4x4 = 16

2. Skor maksimal : 100

3. Nilai siswa : Skor perolehan X 100

Skor maksimal

## Rubrik Penilaian

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Match words to definition	Student is able to match only a few words to their definitions	Student is able to match some of the words to their definitions	Student is able to match most of the words to their definitions	Student is able to match all of the words to their definitions
Complete Sentences	Student is able to complete a few sentences with correct vocabulary words	Student is able to complete some of the sentences with the correct vocabulary words	Student is able to complete most of the sentences with the correct vocabulary words	Student is able to complete all of the sentences with the correct vocabulary words

Write definitions	Student is able to write only a few definitions	Student is able to write some of the definitions	Student is able to write most of the definitions	Student is able to write all of the definitions
Write original sentences	Student is able to write a sentences for only a few words	Student is able to write a sentences for some of the words	Student is able to write a sentence for most of the words	Student is able to write sentences for all of the words
Mechanics	Student often misspells, does not use correct punctuation	Students sometimes misspells, does not capitalize, does not use correct punctuation	Student seldom misspells, does not capitalize, does not use correct punctuation	Student never misspells, does not capitalize, does not use correct punctuation

Paopao, November 2016

Mahasiswa Peneliti

SyarifahNurulMulyana NIM: 20400112028

Mengetahui

Kepala Madrasah Tsanawiyah A S S Guru Mata Pelajaran

Abd. Rajab, S.Ag., M.Th.I. NIP.19790613 200901 1 012

Siti Rugayyah, S.Pd.

#### RENCANA PEMBELAJARAN

#### A. Satuan Identitas

Pendidikan : MTs. Madani Alauddin Paopao

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Aspek/Skill :Vocabulary Alokasi Waktu : 2 X 40 Menit

Jenis Teks : Teks lisan fungsional

Tema : Parts of Body

B. Standar Kompetensi: 12. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana vocabulary tentang parts of body untuk berinteraksi dengan lingkungan sekitar.

C. Kompetensi Dasar: 12.2. Memahami makna dan langkah retorikal sederhana tentang parts of body dengan melafalkan kata dan mengekspresikannya dalam bentuk tulisan yang akurat dan berterima untuk berinteraksi dengan lingkungan sekitar

#### D. Indikator Pembelajaran:

- Kognitif: Siswa mengidentifikasi daftar kosakata parts of body yang dibacakan oleh guru.
- 2. Psikomotorik : Siswa menyesuaikan parts of body.
- 3. Afektif
  - Siswa merespons atau menjawab pertanyaan mengenai
     vocabulary parts of body yang diberikan/ditanyakan oleh guru.
  - Menyampaikan ide/gagasan yang berkaitan dengan materi yang diberikan.

#### E. Tujuan Pembelajaran: Setelah mempelajari teks lisan fungsional pendek

berupa instruksi dan daftar barang siswa mampu:

- Siswa mampu melafalkan kosakata baru
- Siswa mampu menuliskan kosakata yang di dengarkan

#### F. Materi Pembelajaran

#### 1. Kosa kata yang berhubungan dengan parts of body

Parts of body :

- Head 6. Cheek 2. 7. Mouth Hair 3. Chin Ear 4. Eye 9. Neck 5. Nose 10. Shoulder
- G. Metode Pembelajaran: Classical and Operant Conditioning

#### H. Langkah-langkah Kegiatan 1

Rincian Waktu	Tahapan Pembelajaran Kegiatan Pembelajaran		pan Hidup 'ang ibangkan
		1 2	3 4
	Kegiatan Awal		
10	Pendahuluan UNI	<ol> <li>Menyapa siswa</li> <li>Memantau kesiapan siswauntuk belajar</li> <li>Menuntun siswa berdoa</li> <li>Memeriksa kehadiran siswa</li> <li>Menyampaikan kegiatan yang akan dilakukan.</li> <li>Menyampaikan tujuan pembelajaran</li> <li>Memotivasi siswa</li> </ol>	
5	Koneksi	Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa     Menanyakan tentang kata benda di sekolah yang berkaitan dengan	

		lingkungan terdekat
		impiangan tordonar
	Kegiatan Inti	
10	Aplikasi	1. (Mengamati) Guru
		melafalkan kosakata parts
		of body dan siswa
		mendengarkan secara
		saksama kemudian guru
		menuliskan di papan tulis.
		2. (Menanya) Guru meminta
		siswa mencari arti kosa
		kata yang di tuliskan dan
		menulisnya di papan tulis.
		3. (Mengumpulkan Informasi)
		Guru menuliskan contoh
		kosakata dalam sebuah
		kalimat dan meminta siswa
		men <mark>irukan</mark> kalimat.
		4. (Mengasosiasikan) Siswa
		mencatat kosakata dan arti
		beserta contoh kalimatnya.
		5. (Mengkomunikasikan)
		Guru menyebutkan
		kosakata dan siswa
		merespons dengan gerakan
	LIMIN	atau menunjuk parts of
	UNIV	/ERbodyS IS dan NE memberi
	Kegiatan	penghargaan
	Penutup	AUDDU
10	Refleksi M	1. Bersama-sama dengan
		peserta didik dan/atau
		sendiri membuat
		rangkuman/simpulan
		pelajaran.
		2. Memberikan umpan balik
		terhadap proses dan hasil
		pembelajaran.
		3. Siswa menuliskan pesan
		dan kesan mengenai
		pembelajaran
		4. Guru menuliskan kesannya
		selama proses

		pembelajaran.		
5	Extention	<ol> <li>Memberikan tugas di rumah kepada siswa untuk mencari tahu parts of body lainnya.</li> <li>Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ol>		

## I. Sumber Belajar

• Dasar-Dasar Penguasaan Bahasa Inggris

#### K. Penilaian

		Penilaian			
Indikator	Teknik	Bentuk	Instrumen		
• Mengidentifikasi daftar parts	Test	Lisan dan	1.Listen the list of		
of body yang didengarkan.		tulisan.	parts of		
			bodythenwrite		
• Memberi contoh daftar parts	JUUU		down.		
of body lainnya			2. Make lists another		
• Menjawab dan merespons			parts of body		
ungkapan yang diberikan			3. Listen the teacher		
			and point the parts		
			of body that		
			mentioned.		

#### Pedoman Penilaian

n Penilaian
Skor minimal setiap performance: 4x4 = 16

Skor maksimal : 100

Nilai siswa : skor perolehan X 100

Skor maksimal

#### Rubrik Penilaian

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Match words to definition	Student is able to match only a few words to their definitions	Student is able to match some of the words to their definitions	Student is able to match most of the words to their definitions	Student is able to match all of the words to their definitions

Complete Sentences	Student is able to complete a few sentences with correct vocabulary words	Student is able to complete some of the sentences with the correct vocabulary words	Student is able to complete most of the sentences with the correct vocabulary words	Student is able to complete all of the sentences with the correct vocabulary words
Write definitions	Student is able to write only a few definitions	Student is able to write some of the definitions	Student is able to write most of the definitions	Student is able to write all of the definitions
Write original sentences	Student is able to write a sentences for only a few words	Student is able to write a sentences for some of the words	Student is able to write a sentence for most of the words	Student is able to write sentences for all of the words
Mechanics	Student often misspells, does not use correct punctuation	Students sometimes misspells, does not capitalize, does not use correct punctuation	Student seldom misspells, does not capitalize, does not use correct punctuation	Student never misspells, does not capitalize, does not use correct punctuation

Paopao, November 2016

Mahasiswa Peneliti

UNIVERSITAS ISLAM NEGERI

Syarifah Nurul Mulyana NIM: 20400112028

NIM: 20400112028 M A K A S S A R

Mengetahui

Kepala Madrasah Tsanawiyah Guru Mata Pelajaran

Abd. Rajab, S.Ag., M.Th.I. NIP.19790613 200901 1 012 Siti Rugayyah, S.Pd.

#### RENCANA PEMBELAJARAN

#### A. Satuan Identitas

Pendidikan : MTs. Madani Alauddin Paopao

Mata Pelajaran : BahasaInggris

Kelas/Semester : VII/1

Aspek/Skill :Vocabulary
Alokasi Waktu : 2 X 40 Menit

Jenis Teks : Teks lisan fungsional

Tema : Shopping List

- **B. Standar Kompetensi**: 2. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- C. Kompetensi Dasar: 2.1 Merespons makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

#### D. Indikator Pembelajaran:

- 1. Kognitif:
  - Siswa mengidentifikasi daftar benda yang dibacakan oleh guru.
- Psikomotorik : Siswa menyesuaikan daftar benda yang ada di lingkungan terdekatnya.
- 3. Afektif
  - Siswa merespons atau menjawab pertanyaan mengenai diberikan/ditanyakan oleh guru.
  - Menyampaikan ide/gagasan yang berkaitan dengan materi yang diberikan.
- E. Tujuan Pembelajaran: Setelah mempelajari teks lisan fungsional pendek berupa instruksi dan daftar barang siswa mampu:

- Siswa mampu mengidentifikasi daftar benda yang didengarkan.
- Siswa mampu memberi contoh daftar benda yang ada di lingkungan terdekat.
- Siswa mampu menjawab dan merespons pertanyaan yang diberikan oleh guru.

## F. Materi Pembelajaran

1. Kosa kata yang berhubungan dengan pakaian (clothes)

T-shirt Sweater
Shirt Shoes
Cardigan Tie
Jacket Dress

## 2. Kosa kata yang berhubungan dengan makanan dan minuman

Fish	Meat	Vegetables	Fruits	Drinks
Shrimp	Beef	Spinach	Banana	Water
Lobster	Chicken	Cucumber	Apple	Milk
Crabs	Pork	Carrot	Grape	Coffee
Octopus	Mutton	Potato	Pineapple	Tea

#### G. Metode Pembelajaran: Classical and Operant Conditioning

## H. Langkah-langkah Kegiatan 1

Rincian Waktu	Tahapan Pembelajaran	Kegiatan Pembelajaran		Kecakapan Hid Yang Dikembangka		•
			1	2	3	4
	Kegiatan Awal					
10	Pendahuluan	<ol> <li>Menyapa siswa</li> <li>Memantau kesiapan siswa untuk belajar</li> <li>Menuntun siswa berdoa</li> <li>Memeriksa kehadiran siswa</li> <li>Menyampaikan kegiatan yang akan dilakukan</li> <li>Menyampaikan tujuan</li> </ol>				

	T	T	- T	 1	
		pembelajaran			
		7. Memotivasi siswa			
		8. Mereview kembali			
		pelajaran dipertemuan			
		sebelumnya			
5	Koneksi	1. Menjelaskan pentingnya			
		materi yang akan dipelajari			
		berikut kompetensi yang			
		harus dikuasai siswa			
		2. Menanyakan tentang			
		shopping list yang			
		berkaitan dengan			
		lingkungan terdekat			
	Kegiatan Inti				
10	Aplikasi	1. (Mengamati) Guru			
		melafalkan kosakata			
		shopping list dan siswa			
		mendengarkan secara			
		saks <mark>ama k</mark> emudian guru			
		menuliskan di papan tulis.			
		2. (Menanya) Guru meminta			
		siswa mencari arti kosa			
		kata yang di tuliskan dan			
		menulisnya di papan tulis.			
		3. (Mengumpulkan Informasi)			
		Guru menuliskan contoh			
		kosakata dalam sebuah			
	UNIV	kalimat dan meminta siswa			
	A 70	menirukan kalimat.			
		4. (Mengasosiasikan) Siswa			
		mencatat kosakata dan arti			
	M	beserta contoh kalimatnya.			
		5. (Mengkomunikasikan)			
		Guru menyebutkan			
		kosakata dan siswa			
		merespons dengan gerakan			
		atau menunjuk shopping			
		list dan memberi			
	77	penghargaan			
	Kegiatan				
10	Penutup	1 Danagana 22222 1-1-1			
10	Refleksi	1. Bersama-sama dengan			
		peserta didik dan/atau sendiri membuat			
		rangkuman/simpulan			

		pelajaran.  2. Memberikan umpan balik terhadap proses dan hasil pembelajaran.  3. Siswa menuliskan pesan dan kesan mengenai pembelajaran.  4. Guru menuliskan kesannya selama proses pembelajaran.	
5	Extention	Memberikan tugas di rumah kepada siswa untuk mencari shopping list lainnya     Menyampaikan rencana pembelajaran pada pertemuan berikutnya.	

# I. Sumber Belajar

• Dasar-Dasar Penguasaan Bahasa Inggris hal.

#### J. Penilaian

		Penilaian		
Indikator		Teknik	Bentuk	Instrumen
<ul> <li>Mengidentifikasi</li> </ul>	daftar	Test	Lisan dan	1. Listen the list of
shopping list	yang		tulisan.	shopping
didengarkan.				listthenwrite
• Memberi contoh	daftar			down.
shopping list lainnya	UNIVE	RSITAS ISL	AM NEGERI	2. Make lists another
	respons			shopping list
ungkapan yang diberik		AUL	ノレし	3. Listen the teacher
ungkapan jang areem	M A	K A C	C A D	and point the
	IVI A	K A S	SAK	shopping list that
				mentioned.

## Pedoman Penilaian

Skor minimal setiap performance : 4x4 = 16

Skor maksimal : 100

Nilaisiswa : skor perolehan X 100

Skor maksimal

#### Rubrik Penilaian

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Match words to definition	Student is able to match only a few words to their definitions	Student is able to match some of the words to their definitions	Student is able to match most of the words to their definitions	Student is able to match all of the words to their definitions
Complete Sentences	Student is able to complete a few sentences with correct vocabulary words	Student is able to complete some of the sentences with the correct vocabulary words	Student is able to complete most of the sentences with the correct vocabulary words	Student is able to complete all of the sentences with the correct vocabulary words
Write definitions	Student is able to write only a few definitions	Student is able to write some of the definitions	Student is able to write most of the definitions	Student is able to write all of the definitions
Write original sentences	Student is able to write a sentences for only a few words	Student is able to write a sentences for some of the words	Student is able to write a sentence for most of the words	Student is able to write sentences for all of the words
Mechanics	Student often misspells, does not use correct punctuation	Students sometimes misspells, does not capitalize, does not use SSIT correct punctuation	Student seldom misspells, does not capitalize, does not use IEG correct punctuation	Student never misspells, does not capitalize, does not use correct punctuation

Paopao, November 2016

Mahasiswa Peneliti 🛕 📮

### <u>SyarifahNurulMulyana</u> NIM: 20400112028

Mengetahui

Kepala Madrasah Tsanawiyah Guru Mata Pelajaran

Abd. Rajab, S.Ag., M.Th.I. NIP.19790613 200901 1 012 Siti Rugayyah, S.Pd.

#### RENCANA PEMBELAJARAN

#### A. Satuan Identitas

Pendidikan : MTS. Madani Alauddin Paopao

Mata Pelajaran : BahasaInggris

Kelas/Semester : VII/1

Aspek/Skill :Vocabulary
Alokasi Waktu : 2 X 40 Menit

Jenis Teks : Transaksional / Interpersonal

**Tema** : Command and Prohibition Expression

**B. Standar Kompetensi**: 4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

C. Kompetensi Dasar: 4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam kehidupan sehari-hari tentang tindak tutur command and prohibition.

#### D. Indikator Pembelajaran:

- 1. Kognitif
  - Siswa mengidentifikasi command and prohibition yang dibacakan oleh guru.
- 2. Psikomotorik: MAKASSAR
  - Siswa menyesuaikan daftar benda yang ada di lingkungan terdekatnya.

#### 3. Afektif

Siswa menjawab ungkapan berdasarkan gambar yang diperlihatkan guru.

- Menyampaikan ide/gagasan yang berkaitan dengan materi yang diberikan.
- **E. Tujuan Pembelajaran:** Setelah mempelajari teks lisan fungsional pendek berupa instruksi dan daftar barang siswa mampu:
  - Siswa mampu mengidentifikasi ungkapan command and prohibition yang didengarkan.
  - Siswa mampu memberi contoh ungkapan command and prohibition yang ada di lingkungan terdekat.
  - Siswa mampu menjawab dan merespons pertanyaan yang diberikan oleh guru.

#### F. Materi Pembelajaran

Giving Command	Expressing prohibition
• Stand up, please!	• Don't come late
• Sit down, please!	<ul> <li>Don't be noisy in the</li> </ul>
• Raise your hand, please!	library
<ul> <li>Open your book.</li> </ul>	<ul><li>Please, don't throw away</li></ul>
Close your book	the rubbish here
• Repeat after me!	• Don't take a picture
<ul> <li>Take your friends book</li> </ul>	• Don't eat in the class.
• Clean the whiteboard	<ul> <li>Don't bring phone.</li> </ul>
• Please, come forward!	No Smoking
Get the boardmarker	
• Close the door!	

#### G. Metode Pembelajaran: Classical and operant conditioning.

# H. Langkah-langkah Kegiatan 1

Rincian Waktu	Tahapan	Kegiatan Pembelajaran		Y	oan H ang	
waktu	Pembelajaran		1	2	bangl 3	4
	Kegiatan Awal				3	
10	Pendahuluan	Menyapa siswa				
	Tendanurdan	<ol> <li>Memantau kesiapan siswa untuk belajar</li> <li>Menuntun siswa berdoa</li> <li>Memeriksa kehadiran siswa</li> <li>Menyampaikan kegiatan yang akan dilakukan</li> <li>Menyampaikan tujuan pembelajaran</li> <li>Memotivasi siswa</li> <li>Mereview kembali pelajaran</li> </ol>				
		dipertemuan sebelumnya				
5	Koneksi	<ol> <li>Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa</li> <li>Menanyakan tentang ungkapan instruksi yang berkaitan dengan lingkungan terdekat</li> </ol>				
	Kegiatan Inti	ABITOTOLO				
10	Aplikasi	1. (Mengamati)Guru melafalkan kosakata ungkapan command and prohibition dan siswa mendengarkan secara saksama kemudian guru menuliskan di papan tulis.  2. (Menanya) Gurumeminta siswa mencari arti kosa kata yang di tuliskan dan menulisnya di papan tulis.  3. (Mengumpulkan Informasi) Guru menuliskan contoh kosakata dalam sebuah kalimat dan meminta siswa menirukan kalimat.				

		<ul> <li>4. (Mengasosiasikan) Siswa mencatat kosakata dan arti beserta contoh kalimatnya.</li> <li>5. (Mengkomunikasikan) Guru menyebutkan kosakata dan siswa merespons dengan gerakan atau menunjuk ungkapan command and</li> </ul>
		prohibition dan memberi penghargaan
	Kegiatan Penutup	pong.m.g.m.i
10	Refleksi	1. Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.  2. Memberikan umpan balik terhadap proses dan hasil pembelajaran.  3. Siswa menuliskan pesan dan kesan mengenai ungkapan command and prohibition  4. Guru menuliskan kesannya selama proses pembelajaran.
5	Extention	Memberikan tugas di rumah kepada siswa untuk membuat dialog secara berpasangan mengenai ungkapan instruksi.      Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

# I. Sumber Belajar

• Dasar-Dasar Penguasaan Bahasa Inggris hal. 148

# J. Penilaian

Indikator	Penilaian					
markator	Teknik	Bentuk	Instrumen			
• Mengidentifikasi daftar	Unjuk kerja	Unjuk	1. Listen the list			
ungkapan command and	dan test	kerja, lisan	command and			
prohibition yang		dan tulisan.	prohibition			
didengarkan.			thenwrite down			
			2. Make lists			
• Memberi contoh			another			

ungkapan command and prohibition lainnya		command prohibition.	and
Menjawab dan merespons ungkapan yang diberikan	3.	Listen teacher pointor thecommand prohibition mentioned	

## Pedoman Penilaian

1. Skor minimal setiap performance : 4x4 = 16

2. Skor maksimal : 100

3. Nilaisiswa : Skor perolehan x 100

Skor maksimal

## Rubrik Penilaian

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Match words to definition	Student is able to match only a few words to their definitions	Student is able to match some of the words to their definitions	Student is able to match most of the words to their definitions	Student is able to match all of the words to their definitions
Complete Sentences	Student is able to complete a few sentences with correct vocabulary words	Student is able to complete some of the sentences with the correct vocabulary words	Student is able to complete most of the sentences with the correct vocabulary words	Student is able to complete all of the sentences with the correct vocabulary words
Write definitions	Student is able to write only a few definitions	Student is able to write some of the definitions	Student is able to write most of the definitions	Student is able to write all of the definitions
Write original sentences	Student is able to write a sentences for only a few words	Student is able to write a sentences for some of the words	Student is able to write a sentence for most of the words	Student is able to write sentences for all of the words

Mechanics	Student often misspells, does not use correct punctuation	Students sometimes misspells, does not capitalize, does not use correct punctuation	Student seldom misspells, does not capitalize, does not use correct punctuation	Student never misspells, does not capitalize, does not use correct punctuation
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Paopao, November 2016

Mahasiswa Peneliti

Syarifah Nurul Mulyana NIM: 20400112028

Mengetahui

Kepala Madrasah Tsanawiyah

Guru Mata Pelajaran

Abd. Rajab, S.Ag., M.Th.I. NIP.19790613 200901 1 012 Siti Rugayyah, S.Pd.

ALAUDDIN M A K A S S A R

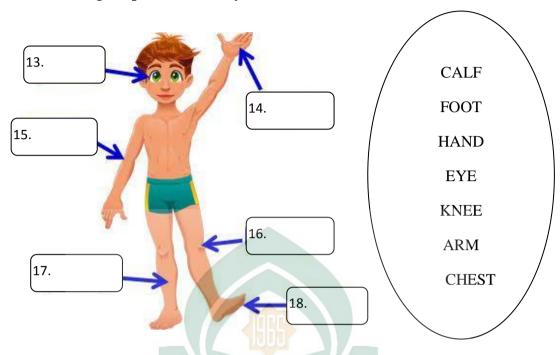
## APPENDIX H

## PRE-TEST

Nama:

Cla	ss:
A.	Complete the missing letters below
	1. Papan tulis = B b d.
	2. Bangunan = B g.
	3. Kursi = i
	4. Spidol = r.
	5. Lemari =
	6. Bendera =
В.	Read the dialogue below then find five of the shopping list that mentioned in the dialogue and write down the category of them!
	Dian: Hello Mila. I want to go shopping so can you help me?
	Mila: Hello Dian, yes of course. So what we need? I'll make shopping list.
	Dian: I need chicken, spinach, and carrot.
	Mila: What about fruits?
	Dian: Yes I need it also. I want to buy mangoes and banana. Don't forget to
	buy milk. MAKASSAR
	Mila: Ok. Let's shopping
	7. <u> </u>
	8· ⇒
	9· ⇒
	10· ⇒
	11 ⇒
	12

# C. Matching the parts of the body based on answer



# D. Write the command and prohibition from these pictures below

19. 20. 21. 21. 22. M 23. K S A R 24.

25.



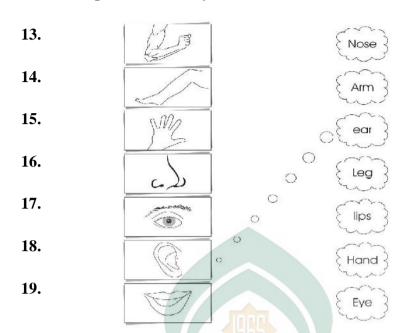
# POST TEST

Nama:

Class:								
A.	Co	Complete the missing letters below.						
	1.	Papan tulis = W b d.						
	2.	Guru =a						
	3.	Komputer =						
	4.	Spidol = r.						
	5.	Lemari =						
	6.	Bendera =						
В.		ead the dialogue below then find the shopping list that mentioned in ialogue and write down the category of them!						
	Ma	ya: Hi Lisa. I want to go shopping so can you help me?						
	Lis	a: Hi Maya, yes of course. So what we need? I'll make shopping list.						
	Maya: I need spinach, shrimp, and beef  Lisa: What about fruits?							
	Ma	ya: Yes I need it also. I want to buy apple.						
	Lis	sa: You need to buy drinks also. I recommended you to buy green tea						
	Ma	ya: Ok just put it on our shopping list. The last,I want to buy a sweater.						
	Lis	a : Ok, let's shopping. A K A S S A R						

Fish	Meat	Vegetables	Fruits	Drinks	Clothes
7.	8.	9.	10.	11.	12.

# C. Match the parts of the body based on the available answer



# D. Write the command and prohibition from these pictures below

20. 21. 22.





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23. 24. 25. R



26.



# APPENDIX I

# Documentation









#### CURRICULUM VITAE



The writer, Syarifah Nurul Mulyana, was born on August 29<sup>th,</sup> 1995 in Barru, South Sulawesi. She has two sisters and no brother. She is the last child of Syekh Abdul Nashar, S.Sos and Hj. Husnany

In 1999, she started her education in RA DDI At Taufiq Pekkae and graduated in 2000. She continued her

study in SD Inpres Pekkae for 3 months and moved to SD Inpres Lompengeng and graduated in 2006. She continued her study in SMPN 1 Tanete Rilau and graduated in 2009. Then she continued her study in SMAN 1 Barru and graduated in 2012.

In following years, she continued her study at Alauddin State Islamic University of Makassar 2012-2017.

