USING STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD) TO ENHANCE VOCABULARY MASTERY OF THE VII C STUDENTS OF SMP NEGERI 6 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Faculty of Teachers Training and Education
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Rofiadi, Ph.D.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, December 9th, 2014

The Writer

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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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ABSTRACT


One of the problems in learning English is English vocabulary. Vocabulary is one of the basic foundations which should be learned by the language learners. However, the VII C students of *SMP Negeri 6 Yogyakarta* had limited vocabulary which made them find difficulties to learn English.

The research aimed to know to what extent Student Teams-Achievement Divisions (STAD) enhances the students' vocabulary mastery. Student Teams-Achievement Divisions (STAD) was chosen because the researcher found that it was the most suitable teaching method to teach vocabulary to the VII C students of *SMP Negeri 6 Yogyakarta* considering the students’ characteristics.

This research used Class Action Research (CAR). The participants were thirty-four students of VII C class in *SMP Negeri 6 Yogyakarta*. There were three cycles which have been conducted. Each cycle spent one meeting. The meetings were conducted on April 21st, 2014, April 26th, 2014, and May 17th, 2014. The research instruments which were used were observation checklist, informal interview, questionnaire, and test.

The results of the research were the students found that they could learn vocabulary better through Student Teams-Achievement Divisions (STAD), the students’ motivation in learning vocabulary increased after learning vocabulary through Student Teams-Achievement Divisions (STAD), the students wanted to participate more in the teaching learning activity, and the students’ relationship with the other friends also got better.

Keywords: Student Teams-Achievement Divisions (STAD), Classroom Action Research, Vocabulary
ABSTRAK


Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana Student Teams-Achievement Divisions (STAD) meningkatkan kosakata yang dimiliki oleh siswa-siswa. Student Teams-Achievement Divisions (STAD) dipilih dengan alasan peneliti menemukan bahwa Student Teams-Achievement Divisions (STAD) adalah metode pembelajaran yang sesuai dengan karakteristik dari siswa-siswa kelas VII C SMP Negeri 6 Yogyakarta.


Hasil dari penelitian ini adalah siswa-siswa menemukan bahwa mereka dapat mempelajari kosakata dengan lebih baik melalui Student Teams-Achievement Divisions (STAD), motivasi siswa-siswa dalam mempelajari kosakata meningkat setelah mereka mempelajari kosakata melalui metode Student Teams-Achievement Divisions (STAD), siswa-siswa mau berpartisipasi dalam kegiatan belajar mengajar yang dilakukan di dalam kelas, dan hubungan antar siswa juga menjadi lebih baik.

Kata kunci: Student Teams-Achievement Divisions (STAD), Classroom Action Research, Vocabulary
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CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents the research background, the research problem, the problem limitation, the research objective, the research benefit, and the definition of terms in the research.

A. Research Background

There are many things which should be learnt by language learners. One of them is vocabulary. Wilkins mentions “without grammar very little could be conveyed, without vocabulary nothing could be conveyed” (as cited in Thornbury, 2002, p.13). In addition, Thornbury (2002) mentions “vocabulary acquisition is the largest and most important task facing the language learner” (p.14). Those statements above show that vocabulary is important for English learners to be learnt. This is because by learning vocabulary the learners would be able to speak, listen, write, and read well. This also makes the learners are able to learn more about the languages which were learnt.

However, many English learners in the VII C class of SMP Negeri 6 Yogyakarta found problems in learning English because of their limited vocabulary. The problem was discovered when the researcher had internship program in SMP Negeri 6 Yogyakarta and had to teach English in that class. The researcher found that the students had difficulties in understanding the reading
passage and also the questions given. They asked the researcher to translate most of the reading passage and the questions. Some students also found difficulty in understanding some simple words written in the text book.

As stated above, there is a correlation between vocabulary and reading mastery. Coleman says “teaching vocabulary knowledge increases reading performance” (as cited in Yonek, 2008, p.12). In addition, Beck and McKeown state “teaching words could improve comprehension of text.” (as cited in Yonek, 2008, p.13). The students who have more vocabulary would have good performance in reading the text. Thus, the students who have limited vocabulary would find more difficulties in reading and understanding the reading passage.

Fry (1965) mentions “Vocabulary helps to determine the difficulty of reading material.” (p. 1965: 133). In addition, Coleman states “teaching vocabulary knowledge increases reading performance” (as cited in Yonek, 2008, p.12). These show that the students’ difficulty in understanding the text could be seen from the students’ vocabulary size. Each student has different vocabulary size which means each student has their own difficulty in understanding the reading text. This shows that mastering vocabulary is important for the students. The students are expected to not only know the English words, but they must also know how to apply them into the appropriate context. Harmer (2007) mentions “students need to see words in context to see how they are used” (p.29). This is important in order to make the students more understand the English words better. As what Thornbury (2002) mentions “successful vocabulary learning clearly involves more than simply holding words in your mind for a few seconds. For words to be integrated into
long-term memory they need to be subjected to different kinds of operations” (p.23). By applying the words into the context, it is easier for the students to memorize them because the words become more meaningful.

From the aforementioned case of the VII C class of SMP Negeri 6 Yogyakarta, it could be seen that the students did not understand the reading passages and English sentences. Nation (1990) explains “if the purpose of the lesson is to develop learners’ reading vocabulary, then the teacher could afford to spend some time on particular vocabulary and on vocabulary learning strategies” (p.130). The statement above further shows that teaching the words which should be learnt by the students would help them to learn English words. Thus, by learning English words, the students would be able to develop their understanding on the reading passage.

In this research, the researcher uses Student Teams-Achievement Divisions (STAD) method to teach the VII C students of SMP Negeri 6 Yogyakarta. One of the reasons is because the students of VII C have mix ability in English. There were some students who were good at English and there were also some students who were not really good at English. Slavin (1995: 5) states that:

In STAD (Student Teams-Achievement Divisions), the students are assigned to four member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all members have mastered the lesson.

In groups containing 4-5 students with mixed ability, the students should work together and make sure that all members understand the material explained by the teacher. Student Teams-Achievement Divisions (STAD) itself is one of Cooperative Learning methods. The use of Student Teams-Achievement
Divisions (STAD) is suitable for the students because the students who are good in English could help their friends whose English is not really good. That is another reason of choosing Student Teams-Achievement Divisions (STAD) as the learning method used in this research. By being able to work together with other students, the relationship among the students would be better because the researcher found that the students could not cooperate well when they worked in groups in which the members were chosen by the English teacher.

Thornbury (2002) states “learners have to take responsibility themselves for vocabulary expansion” (p.30). Thornbury (2002) adds “learners need to be actively involved in the learning of words” (p.31). These statements show that the students must be active in the teaching learning activity. This is needed in order to help them to get more vocabulary. In Student Teams-Achievement Divisions (STAD) the students have their own role to make their teams get good scores. This is called individual accountability. Furthermore, Slavin (1995) explains two ways to achieve individual accountability in the following statement.

One is to have group scores be the sum up or average of individual quiz scores or other assessments, as in the Student Team Learning models. The other is task specialization, whereby each student is given a unique responsibility for part of the group task (p.12).

To help their friends who are not good in English, the students need to learn English individually and they must be responsible to help their friends in groups. For the students who are not really good in English, they must learn more about English so that they could participate in increasing their teams’ scores.
B. Research Problem

Based on the research background, the research problem in this research is formulated as follows.

To what extent does the use of Student Teams-Achievement Divisions (STAD) enhance the students' vocabulary mastery?

C. Problem Limitation

The VII C students of SMP Negeri 6 Yogyakarta’s problem was on their vocabulary mastery. Thus, in this research the writer focused on to what extent the use of Student Teams-Achievement Divisions (STAD) enhanced the vocabulary mastery of the VII C students of SMP Negeri 6 Yogyakarta. The participants of this research were the VII C students of SMP Negeri 6 Yogyakarta. There were thirty-four students in that class. This research was conducted at SMP 6 Yogyakarta.

D. Research Objective

This research was conducted to analyze to what extent the use of Student Teams-Achievement Divisions (STAD) enhanced the VII C students of SMP Negeri 6 Yogyakarta’s vocabulary mastery. By applying Student Teams-Achievement Divisions (STAD), the students were expected to enhance their vocabulary and they could cooperate with the other students to learn English together.
E. Research Benefits

This research is conducted to bring benefits to the English teachers, other researchers and the readers. This research is expected to help the English teacher to find out the results of the implementation of Student Teams-Achievement Divisions (STAD) to teach vocabulary to the VII C students of SMP Negeri 6 Yogyakarta. This researcher is expected to help the English teacher of SMP Negeri 6 Yogyakarta to find the suitable teaching method which could be used to teach vocabulary to the students. This research is expected to help other researchers who are interested to talk about the similar topic. Thus, this research could be used as a reference which could help other researches to develop their researches. This research is also expected to help the readers to enlarge the readers’ understanding about the use of Student Teams-Achievement Divisions (STAD) to teach vocabulary to English as a Foreign Language (EFL) student.

F. Definition of Terms

1. Student Teams-Achievement Divisions (STAD)

In this research, the researcher uses Student Teams-Achievement Divisions (STAD). Student Teams-Achievement Divisions (STAD) is one of Cooperative Learning methods. The term Cooperative Learning is what Slavin (1995) states “it refers to a variety of teaching methods in which students work in small groups to help one another learn academic content” (p.2). Student Teams-Achievement Divisions (STAD) method refers to a learning method which involves the students to work with their friends. In groups containing 4-5 students with mixed in
gender, level of understanding the materials, and learning motivation. The students are expected to help other friends in their groups to learn English, as Slavin (1995: 16) states that:

Cooperative goal structures create a situation in which the only way group members can attain their own personal goals is if the group is successful. Therefore, to meet their personal goals, group members must help their groupmates to do whatever helps the group to succeed, and, perhaps more important, encourage their groupmates to exert maximum efforts.

As stated above, in Cooperative Learning methods, the students should work in groups and they have to help each other in order to get good scores. In this context, working together is considered as a social skill. Slavin (1995:16) explains that:

When the students work together toward a common goal, as they do when a cooperative reward structures is in place, their learning efforts help their group mates succeed. Students therefore encourage one another’s learning, reinforce one another’s academic efforts, and express norms favoring academic achievement.

The students’ interaction with their friends in group is considered as a social skill. Larsen and Anderson (2011) state that social skills such as acknowledging another’s contribution, asking others to contribute, and keeping the conversation calm need to be explicitly taught (p.190). In addition to the experts’ statement before, social skill should be taught in Cooperative Learning class.

2. Vocabulary Mastery

According to Kumala there are four indicators of vocabulary mastery. They are spelling, pronunciation, understanding meaning, and using the words in context (as cited in Himawati, 2011, p.8). In this research, what is meant by
vocabulary mastery is the students are able to understand the meaning of English words and they are able to use those words to make English sentences.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents theoretical review and theoretical framework of the research.

A. Theoretical Review

In this part, the researcher reviews the topics which are related to the study. There are three main topics discussed. They are vocabulary, Student Teams-Achievement Divisions (STAD), and review of related studies.

1. Vocabulary

In this section, the researcher provides the definition of vocabulary, vocabulary mastery, and teaching vocabulary. This is done in order to give more explanation about vocabulary.

a. The Definition of Vocabulary

Nunan (2003) states “there are three things which should be considered as vocabulary in a language course” (p.130-133). They are multiword units, word families, and core meanings. Multiword units are groups of words. Learning words as units helps the students to develop their fluency in speaking. Meanwhile counting word families is needed if the students want to know the number of words they need to know in order to read a text or book. The last is core meanings. There might be more than one core meaning in certain words. The
students need to know those core meanings in order to have a wider meaning of that word.

Nunan (1999: 101) defines “vocabulary is a list of target language words”. In addition, Read (2000) states “vocabulary is understood as all words in a language” (p.16). In this study, vocabulary refers to groups of words which are learnt by the students.

b. Vocabulary Mastery

Dale and O’Rourke (1971) argue “mastering vocabulary implies not only know and understand the meaning of vocabulary but also know the use of it correctly”. According to Kumala there are four indicators of vocabulary mastery. They are spelling, pronunciation, understanding meaning, and using the words in context (as cited in Himawati, 2011, p.8). The students are considered to master the vocabulary if they are able to spell and pronounce the words correctly, understand the meaning of the word, and know how to use the words into the correct sentences.

From the statement above, mastering vocabulary means the students understand the meaning of the words and are able to use them into the sentences or in the daily conversation correctly. By using those words in the daily conversation or in the sentences correctly, the students must understand the meaning of those words. When the students are able to understand the meaning and they are able to apply those words in their daily conversation or in the sentences correctly this is considered as mastering vocabulary.
c. Teaching Vocabulary

There are two reasons why teaching vocabulary is important. According to Nation (1990), those reasons are everybody sees vocabulary as being a very important and giving attention to vocabulary is unavoidable (p.2). In addition, Waldhorn and Zeiger (1957) mention “average people need from 8,000 to 10,000 words to use or read understandingly” (p.151). With this number of words, vocabulary becomes an essential thing which should be learnt by the students. Another reason why teaching vocabulary is important is because vocabulary is one of the subjects which becomes the basic steps for the students to learn a language. Considering the importance of teaching vocabulary, the principles for teaching vocabulary are needed. They are the guidance which could help the teaching and learning activity becomes more effective. Nunan (2003) states there are four principles for teaching vocabulary:

First, “Focus on the most useful vocabulary first.” Second, “Focus on the vocabulary in the most appropriate way.” Third, “Give attention to the high frequency words across the four strands of a course.” The last is “Encourage learners to reflect on and take responsibility for learning.” (p. 135-141).

Focus on the most vocabulary helps the teacher to teach high frequency words. According to Nunan (2003) “teaching useful vocabulary gives the best return for the students’ learning effort” (p.135). By doing this the students would get the best result in learning because they do not need to spend their time to learn low frequency words. In other words, the students enrich more vocabulary when the teacher teaches useful vocabulary.

Choosing the suitable teaching strategy is important for the teacher. Nunan (2003) mentions there are four vocabulary learning strategies. They are using
word parts, guessing from context, using word cards, and using dictionaries (p. 138). Using word parts and guessing from context are two useful ways in learning low frequency words. In guessing from context, Nunan (2003) explains “if the students develop their reading skill and also guessing skill from context, they would have an effective strategy to overcome low frequency words” (p.138). The third is using word cards. In this strategy, the teacher makes cards in which in each card there is an English word on one side and first language translation on another side. The cards are shown when the students have a free time. The last strategy is using dictionaries. Using dictionaries would help the students to cope the high frequency words.

The third principle is to give attention to the high frequency words across the four strands of a course. According to Nunan (2003) the four strands of a course are learning from meaning-focused input, deliberate learning, learning from meaning-focused output, and fluency development (p.133-134). In learning from meaning-focused the students need to know 98 percent of the words already. The 2 percent of the words would be learnt during the teaching learning activity. This strand involves learning from reading and listening. The next is deliberate learning. In this strand, the teacher pays attention to sounds, spelling, vocabulary, grammar, or discourse presented out of context. Learning from meaning-focused output involves learning through speaking and writing. The students’ main attention is on communication messages. The last strand is fluency development. Richards and Renandya (2002) mention the fluency in this strand means the students are able to maximally use the things which they already know (p. 269).
The aim of this strand is to help the students to develop their fluency in listening, speaking, reading, and writing. In this strand, the high frequency words need to be occurred in those four strands of a course.

The last principle is to encourage the students to reflect on and take responsibility for learning. In this principle, the students must be responsible with their own learning. Nunan (2003) states taking this responsibility requires (1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options (p.140). In learning vocabulary, even though the teacher provides help to the students, it is important for them to also be active in the teaching learning activity.

Pitcairn (2009) mentions there are thirteen activities for presenting vocabulary. These activities are helpful to recall or store vocabulary. The activities are match-up, listen and circle/write, listen and match, eliciting, brainstorming, mind-mapping, word trees, mime, swap, concentration, circle memory drill, in authentic pictures or photos, and words bags/boxes. (p.2-3). In this research, the researcher used match-up, listen and circle/write, and mind-mapping. Match-up helps the students to learn vocabulary by matching up the words to the pictures/definitions. In listen and circle/write the students listens to a recording and they circle the word / picture or write the words. The last teaching activity used is mind-mapping. In this activity, the students start with the main word. The students must develop the main word by mentioning other related words they know to the main word. This could be done in a spider diagram or anything similar.
2. **Student Teams-Achievement Divisions (STAD)**

In this research, the researcher uses Student Teams-Achievement Divisions (STAD) to enhance the vocabulary mastery of the VII C students of *SMP Negeri 6 Yogyakarta*. Student Teams-Achievement Divisions (STAD) is one of Cooperative Learning methods. In Cooperative Learning, the focus is on the students. In other words Cooperative Learning is student-centered. The students must be active in the teaching learning activity to make their groups get the best scores.

According to Felder and Brent (2008) in Cooperative Learning, the students work in teams on structured learning tasks under conditions that meet five criteria. They are positive interdependence, individual accountability, face-to-face interaction, appropriate use of interpersonal skills, and regular self-assessment of group functioning (p.20). In positive interdependence each member relies on one another to reach their team’s goal. In cooperative learning, the students have to work in groups which are mixed in academic performance, sex, and race or ethnicity. There must be students who have good academic performance and there must be students who have poor academic performance in each group. The students have to help each other to achieve their teams’ goals. In individual accountability, each member has her/his own role in her/his group. Their roles are to do their parts or works, master the materials, and help each other in group. In face-to-face interaction even though each student has her/his own part, at the end, all team members must complete the task together. In appropriate use of interpersonal skills team members practice their leadership, decision-making, communication, and conflict management. In regular self-assessment of group
functioning. The team assesses their works in order to know whether they have already achieved their goal or not.

There are some methods in Cooperative Learning. One of them is Student Teams-Achievement Divisions (STAD). In this method, the students work in group and each team has their goals. The students motivate and help each other to attain their teams’ goals. Each student has her or his role to make the group becomes success.

The main idea behind Student Teams-Achievement Divisions is to motivate students to encourage and help each other master skills presented by the teacher. If students want their team to earn team rewards, they must help their teammates to learn the material. They must encourage their teammates to do their best, expressing norms that learning is important, valuable, and fun. (Slavin, 1995: 6)

According to Slavin (1995) there are five major components in Student Teams-Achievement Divisions (STAD). They are class presentation, teams, quizzes, individual improvement scores, and team recognition (p.71-73). In class presentations, the materials which are delivered focus on the STAD units. This is done in order to make the students pay attention to the presentation. In STAD, the students must work as teams. The groups are required to work in groups of 4-5 people. The students have different level of understanding English. They work within their teams and they have to make sure that all members in their groups have mastered the lesson. After doing the class presentation, the students would take the tests in which they have to work individually. Even though the students work together as a team, their individual scores are counted. They have to work hard to get good scores because the scores would contribute their team scores. The
last is team recognition. The teams would get award (see Appendix 17) if their scores surpass a certain criterion.

In Student Teams-Achievement Divisions (STAD) the students’ individual scores contribute to the teams’ scores. Slavin (1995: 80) explains a way to score the students’ improvement points. The teacher uses the students’ base scores and the students’ improvement score to score the students’ improvement points.

<table>
<thead>
<tr>
<th>Quiz Score</th>
<th>Improvement Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 10 points below base score</td>
<td>5</td>
</tr>
<tr>
<td>10 points below to 1 point below base score</td>
<td>10</td>
</tr>
<tr>
<td>Base score to 10 points above base score</td>
<td>20</td>
</tr>
<tr>
<td>More than 10 points above base score</td>
<td>30</td>
</tr>
<tr>
<td>Perfect paper (regardless of base score)</td>
<td>30</td>
</tr>
</tbody>
</table>

The students’ improvement points are used to score their teams’ scores. To score a team’s score the teacher needs to add each member’s improvement score. The result should be divided into the amount of the students in a group. The final result is used to give award to each team.
Table 2.2 Team Award

<table>
<thead>
<tr>
<th>Criterion (Team average)</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>GOODTEAM</td>
</tr>
<tr>
<td>20</td>
<td>GREATTEAM</td>
</tr>
<tr>
<td>25</td>
<td>SUPERTEAM</td>
</tr>
</tbody>
</table>

3. Review of Related Studies

There is a research about classroom action research conducted by Somasari in 2013. The title of the research is ‘Using Word Games to Improve Vocabulary Mastery of XI Teknik Gambar Bangunan A Students in SMK 2 Depok’. The aim of the research was to examine how word games helped XI Teknik Gambar Bangunan A students in SMKN 2 Depok to improve their vocabulary mastery. The research was conducted in three cycles. Each cycle consisted of planning, acting, observing, and reflecting. For each meeting, the students were asked to fill in their vocabulary list as the pre-activity. In three meetings, the students were given word games such as: ‘Word Web’, “Find The Answer”, and “The Bingo Games” as the main activity. The researcher compared the pre-implementation’ score and post-implementation’ score to see the students’ progress. To gain more accurate data, the researcher also used other instruments. The research instruments used were field notes, interview checklist, observation checklist, questionnaire, semi-structured interview, and the students’ personal vocabulary list. The result of the researcher’s study was the students acquired improvement of their vocabulary in
every task given. It proved that the use of “Word Games” helped the students to
improve their vocabulary mastery.

In Somasari’s research the object of the research was the Senior High School
students. The result of the research was the students showed positive response and
result. In this study, the researcher chooses Junior High School students. This was
done in order to fill in the gap in the literature on research on action research.

B. Theoretical Framework

This section reviews the relationship between the research conducted by the
researcher and the related theories.

Learning vocabulary becomes an essential thing for the students. This
happens because vocabulary plays an important role in language learning. It is
important for the students to not only understand and know the meaning of the
words but also know how to use them correctly. By knowing the words, knowing
how to use them in the sentences, and understanding their meaning, it could be
concluded that the students master the vocabulary.

In learning English, the VII C students of SMP Negeri 6 Yogyakarta found
difficulty in learning English because of their limited vocabulary. The students’
limited vocabulary made the students found difficulty in understanding the
English sentences and the reading passage given.

After knowing the students’ problem, the researcher decided to use one of
Cooperative Learning methods known as Student Teams-Achievement Divisions
(STAD) to teach them vocabulary. Student Teams-Achievement Divisions
(STAD) was chosen because the researcher found that the students had different level of understanding English. Some of the students had good performance in English and some of them had poor performance in English. With this mixed level of performance, the use of STAD was expected to help the students to learn vocabulary. In this study there were thirty-four students in a class. The class was divided into eight groups. There were six groups consisting of four students and two groups consisting of five students. Each group had one captain. The captains were students who had good performance in English. The other members in groups were chosen randomly.

In Student Teams-Achievement Divisions (STAD), the students of SMP Negeri 6 Yogyakarta were required to work in groups. They should work together in groups consisting of 4-5 people. The students who were good in English must help their group-mates to understand the materials. This was done in order to help the group’s goals to be achieved. At the end of the classroom activity, the students were given tests to check whether they have progress in mastering vocabulary or not. However in the tests the students must do it individually. They were not allowed to help other students. The students’ scores would affect their teams’ scores. By applying Student Teams-Achievement Divisions (STAD) the VII C students of SMP Negeri 6 Yogyakarta were expected to be able to enhance their vocabulary mastery in order to help the students to learn English.
CHAPTER III

RESEARCH METHODOLOGY

This chapter is aimed to present the research method, research setting, research participants, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

To conduct this research, the researcher used Action Research. Mills (2003) as cited in Hopkins (2008) described the understanding of Action Research:

Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes. (p. 48)

From the expert definition above, it could be concluded that Action Research is aimed to gain information about the way of the teachers’ teaching and their students’ learning activity. After collecting the information about those things, the teacher could develop their teaching and help the students to study and understand the lesson better. Therefore, this research was conducted in order to analyze the implementation of Student Teams-Achievement Divisions (STAD) to teach vocabulary to the VII C students of SMP Negeri 6 Yogyakarta.
According to Lewin (1946) as cited in Hopkins (2008) Action Research, consisted of analysis fact-finding, conceptualization, planning execution, more fact-finding or evaluation, and then a repetition of this whole circle of activities. Hence, this research was conducted in the aforementioned circle. There were plan, action, observe, and reflect in each cycle of this research.

![Figure 3.1 Action Research Process](image)

1. **Step 1**: Plan

   According to Ary, Jacobs, and Sorensen (2010) “a plan is developed for taking action and/or gathering information and data in order to observe or capture the experience or monitor the practice” (p. 519). In this step, the researcher made plans to do the research and made the research instruments to gather the data.
2. Step 2 : Act

Ary et al. (2010) explain “the researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources” (p.519). In this step, the researcher collected the data by conducting the teaching activity and research. The instruments which were used were observation checklist, interview guide, questionnaire, and test.

3. Step 3 : Observe

According to Ary et al (2010) “in this step the researcher synthesizes and analyzes the data collected” (p. 519). The data from the observation checklist, interview guide, questionnaire, and test which had been collected were synthesized and analyzed.

4. Step 4 : Reflect

Ary et al (2010) state “the researcher reflects on and interprets the information and communicates or reports it” (p. 519). In this step, the researcher made the conclusion of the problems which were faced by the students based on the gathered data.

B. Research Setting

This research was conducted in SMP Negeri 6 Yogyakarta on April 2014. The research was conducted on 21st April 2014, 26th April 2014, and 17th May 2014. There were three cycles in this research and each cycle took one meeting.
C. Research Participants

The participants of this research were the students of VII C of SMP Negeri 6 Yogyakarta. There were 34 students in the class. Students of VII C were chosen because the researcher found out that they had problem with their vocabulary mastery. This was found out when the researcher did the internship program. When they were given the tasks, they asked the researcher to translate the English questions, the reading passage, and the instruction into Bahasa Indonesia. Considering the problem which was confronted by the students, the researcher used Student Teams-Achievement Divisions (STAD) and observed to what extent that teaching method enhanced the students’ vocabulary mastery.

D. Instruments and Data Gathering Technique

In gathering data, the instruments were divided into three types. There were the instruments before the implementation of the cycles, the instruments during the implementation of the cycles, and the instruments after the implementation of the cycles. This kind of data gathering was needed because the researcher wanted to find out the students’ enhancement after they learnt vocabulary through Student Teams-Achievement Divisions (STAD).

1. Research Instruments before the Implementation of the Cycles

a. Observation Checklist

The researcher observed the teaching learning activity by using observation checklist. The researcher came to the classroom and observed the teaching learning activity which happened in the classroom. This was aimed to find out
how the teaching learning activity happened in the classroom, how the students’
attitude in the classroom, and how the teacher taught the students.

b. Interview Guide

This instrument was aimed to find out more information about the teaching
learning activity which was conducted by the teacher (see Appendix 8). The
researcher addressed the questions to ten participants.

2. Research Instruments during the Implementation of the Cycles

a. Test

The researcher held tests in every cycle. There were two tests in each cycle.
They were the pre-implementation test and the post-implementation test. The pre-
implementation test was aimed to give clues to the students about the teaching
topic, to introduce the teaching topic, and to make the students were accustomed
to the English words which were taught on that day. The post-implementation test
was aimed to check the students’ understanding about the material which was
taught. Another reason was to check the students’ progress after the
implementation of Student Teams-Achievement Divisions (STAD).

3. Research Instruments after the Implementation of the Cycles

a. Questionnaire

In this research instrument, the researcher distributed the questionnaire to the
students. The questionnaire was distributed after the three cycles had been
conducted. This research instrument was aimed to know the students’ changes and
opinions after the implementation of Student Teams-Achievement Divisions
(STAD).
b. Interview Guide

After implementing Student Teams-Achievement Divisions (STAD), the researcher conducted an interview. The questions were about the students’ opinion about the implementation of it (see Appendix 10). There were thirty four students in the VII C class but the researcher only chose ten students to become the participants. There were four male students and six female students. Those students were chosen randomly.

E. Data Analysis Technique

The data gathered were analyzed in order to know to what extent the use of Student Teams-Achievement Divisions (STAD) enhanced the students’ vocabulary. Before conducting the cycles, the researcher observed the learning teaching activity which was conducted by the teacher and analyzed the classroom situation. The researcher also analyzed the students’ tests scores before and after the implementation of the teaching method. This was done in order to see the students’ progress in each cycle. During the teaching learning activity, the researcher observed the teaching learning situation in the classroom and took notes (see Appendix 18). This instrument was chosen in order to know the students’ activities in the classroom, the problems faced by both of the researcher and the students, and keep a record of the activities in the classroom. This was helpful to know the weakness of each cycle. By knowing the weakness of each cycle, the researcher could improve it on the previous cycle.
The last research technique which was applied was interview. The researcher addressed the questions to ten students. There were four male students and six female students. Those students were chosen randomly. The gathered data was analyzed by summarizing it into a form of description. The researcher also analyzed the result of the students’ tests, interview checklist, and the observation checklist. This was aimed to know the students’ progress in learning English vocabulary.

There were two criteria of success in this research. The first was more than 50% of students’ test score pass the passing grade of English subject in regular class of SMP Negeri 6 Yogyakarta which is 76. The second one was the number of the students who passed the passing grade increase.

F. Research Procedure

1. Observing the VII C Students Of SMP Negeri 6 Yogyakarta

The researcher started the research by observing the learning teaching activity. The observation was done when the researcher did the internship program in SMP Negeri 6 Yogyakarta. The researcher observed the students’ problem in learning English. After teaching them for some meetings, the researcher found out that they had problem with their vocabulary. The researcher also did the informal interview with the students. The teacher asked the students about their difficulty in learning English. This observation was conducted in order to find out the problem which was faced by the students.
2. **Preparing the Research Instruments**

   After doing the observation, the researcher chose the research instruments which helped the researcher to gather the data. Interview checklist, test, questionnaire, and observation checklist were made. The researcher also chose the teaching methodology which was used in the research.

3. **Preparing the Teaching Instruments, Teaching Materials, and Teaching Media**

   After preparing the research instruments, the researcher also prepared the teaching instruments, teaching materials, and teaching media. The English teacher of *SMP Negeri 6 Yogyakarta* and thesis advisor also helped the researcher to make the teaching materials by giving recommendation and advice on how to teach vocabulary. The researcher also made the teaching media to help the teaching learning activities which were conducted on 21\(^{st}\) April 2014, 26\(^{th}\) April 2014, and 17\(^{th}\) May 2014.

4. **Asking Permission from Dinas Pendidikan**

   Before doing the observation, it was an obligation for the researcher to ask permission from *Dinas Perizinan* (see Appendix 1). The researcher came to the PBI secretariat to get the permission letter to be given to *Dinas Perizinan*. After having the permission letter, the researcher came to *Dinas Perizinan* to get the permission letter to do the research in *SMP Negeri 6 Yogyakarta*. 
5. **Conducting the Research**

The researcher conducted the observation after having the permission letter from *Dinas Perizinan*. The cycles were conducted three times on 21st April 2014, 26th April 2014, and 17th May 2014. In each cycle, the researcher spent one meeting. Before doing the cycles, the researcher conducted the informal interview in order to gather more data.

6. **Collecting Data**

Collecting data was conducted after the researcher did all of the cycles. The researcher got the data from the observation checklist, interview guide, questionnaire, and tests. The data were gathered and analyzed in order to know the results of the research.

7. **Analyzing Data**

After collecting the data, the researcher analyzed them. The researcher made the transcription from the interview. After making the transcription, the researcher processed the data by classifying the students’ answers. The researcher analyzed the students’ scores and checked the students’ progress. The researcher also checked on the students’ answers in the observation checklist.

8. **Reporting Data**

After having the processed data, the researcher presented the data and discussed it in this research. The gathered data from the interview was presented in the form of summary. The gathered data from the observation checklist and test were presented in the form of table.
CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This research was conducted in three cycles. Each cycle which was done in one meeting consisted of planning, acting, observing, and reflecting. The first meeting was conducted on April 21, 2014. The second meeting was conducted on April 26, 2014. The last meeting was conducted on May 17, 2014. After conducting the three meetings, the researcher conducted the interview and distributed the questionnaire.

A. Research Findings in the First Cycle

In the first cycle, there were four steps which had been done. They are planning, acting, observing, and reflecting.

1. Planning in the First Cycle

Before doing the teaching learning activity, the researcher conducted the informal interview. The interview was conducted on April 18, 2014. There were ten students which were chosen randomly. The researcher made some questions about the classroom activity, the students’ problem in learning English, and the students’ experience in working in groups. The researcher had a consultation with the thesis advisor about the questions. From the interview, the researcher found that the students’ problem was about their vocabulary. To solve their problem, the students expected the teacher to use media in the teaching learning activity or the teacher taught them more about vocabulary. Related to the Student Teams-
Achievement Divisions (STAD) which was used in the teaching learning activity, the researcher asked the students about learning in groups. The students explained that the English teacher asked them to work in group for a few times and most of the students found the positive and negative sides from working in groups. The activity which they did in group was dividing the tasks and after they did their own parts, the students would discuss the tasks together with their friends in group. When the students had to work in group, they found some problems or difficulties. The students had various answers for this question. There were some students who found the problems because they had different opinion with their group-mates. There were also students who found some problems with their group-mates.

The informal interview results helped the researcher to choose the teaching topics and teaching strategies which were used in the cycles. They also helped the researcher to make the test items, handout, and worksheet for the cycles. In every meeting, the researcher also conducted the tests. This was done in order to know the students’ progress before the implementation of Student Teams-Achievement Divisions (STAD) and after the implementation of Student Teams-Achievement Divisions (STAD). The result of the observation (see Appendix 12) also helped the researcher to make the test items, handout, and worksheet for the cycles.

2. Acting in the First Cycle

After doing the interview, the researcher conducted the first cycle. The first cycle was conducted on April 21st, 2014. The first activity which was done was the pre-implementation test. The test spent 10 minutes. In the test, the students
were asked to fill the blank parts in the sentences. There were five numbers and in each number there was a sentence which had a blank part. The students should complete it by choosing one of some word choices which were provided. The words which were chosen by the researcher were the common words which were used in the daily conversation. Choosing the words which were used in the daily conversation is one of the principles of teaching vocabulary according to Nunan (2003). The researcher also chose the words which would be used in the main activity. This was done in order to help the students when they did their main activity. From the researcher’s observation, some of the students found difficulty in filling the blank parts. They looked at their friends’ work because they found difficulty in doing the test. Whereas, the students must do the pre-implementation test and post-implementation test individually. This made some of the students’ scores was same as other students and they made the same mistakes.

From the informal interview, the researcher found that most of the students’ problem was about not knowing the meaning of the words and spelling. Thus, for the main activity, the researcher provided the listening passages and handouts. There were some blank parts in the handouts (see Appendix 2) which were given to the students. The students were asked to fill in the blank parts together with their group-mates. By filling the handout with the correct answers, the students were expected to be able to identify and know the spelling of the English words.

At first, the students gathered with their group-mates and after that the researcher gave the handouts. The researcher played the listening passages and the students started to the listening passages to the recording carefully. At first, they
were enthusiastic but after some minutes some students started playing around with other groups’ members. This made some of the groups’ works were done by only some of the groups’ members.

The researcher repeated the recording three times because the sounds which came out from the speaker could not be heard by the students. After filling the blank parts, the students should exchange their works with other groups and check their answers. Most of the students’ mistake was about the spelling of the word “Conference” and they put “s” after the word “start” (see Appendix 3). In this activity, any grammar mistakes in the words they wrote were also considered as a mistake. After correcting their answers, the students should give back their handout.

The next activity was the students should make sentences from the words which were mentioned in the previous activity. The students found some difficulties in making the sentences because they were confused to develop the words into sentences. They asked the researcher about the meaning of some words for many times.

The last activity was the post-implementation test. The students were asked to make 5 sentences from the five words which were provided. The words were taken from the listening passage. They were “Call”, “Come”, “Attend”, “Start”, and “Want”. The students must do the test individually. From the researcher’s observation, the students found this last activity was easier than the previous test. This happened because when they did not know the meaning of the words, they
could look at the sentences in the previous activity and made the sentences which were almost similar to the sentences in the main activity.

3. Observing in the First Cycle

To check the students’ progress in each cycle, the researcher conducted tests in every cycle. The tests were conducted before the implementation of the Student Teams-Achievement Divisions (STAD) and after the implementation of Student Teams-Achievement Divisions (STAD). The results of the pre-implementation test (see Appendix 13) in the first cycle showed that there were 12.90% of the students who did not pass the passing grade of the English subject which was 76. There were 47.06% of the students in the class who filled the sentences correctly. 12.9% of the students made mistake in number one, 41.9% of the students made mistake in number 2, 2.9% of the students made mistake in number 3, 2.9% of the students made mistake in number 4, and 2.9% of the students made mistake in number 5. The researcher found that some students had the same score and mistakes as their friends. From this finding, the researcher knew that there were some students who worked the pre-implementation test with their friends, so they had the same mistakes.

The result of the students’ post-implementation test in the first cycle showed that all of the students passed the passing grade of the English subject. There were twenty-seven students who got ten and there were four students who got eight as their scores (see Appendix 13). There were some students who became more able to make the sentences from the words which were provided even though in making those sentences, there were also some other students who only copied the
sentences from the sentences in the main activity. The students explained to the researcher that they were able to make sentences from the words because they learnt the meaning from the previous activity.

From four students who got eight, three of them made mistake in the word “Attend” and one student made mistake in the word “Start”. All of those four students made mistakes in understanding the meaning of those words. They did not know the meaning of those words. So their sentences were incorrect.

The results of the first cycle showed that most of the students got good scores and their tests scores showed that their scores also increased (see Appendix 16). However, some of the students did not want to cooperate with their friends in doing the task.

4. Reflecting in the First Cycle

Reflecting on the findings in the first cycle, the researcher found that some of the students found difficulty in understanding the meaning of the words. Thus, they made mistakes in the main activity’s task. Furthermore, some of the students did not want to cooperate with their group-mates. They played around while the other students worked together to finish the task. This happened because they were not accustomed to work in groups in which the members were chosen by the teacher. This was shown by the results of the informal interview.

B. Research Findings in the Second Cycle

In order to improve the first cycle which had been done, the researcher conducted the second cycle. The steps in this cycle were the same as the steps in the first cycle.
1. Planning in the Second Cycle

In this step, the researcher chose the teaching topic and teaching strategies. The researcher also prepared the worksheets and test items. When the researcher chose the teaching strategies and made the teaching media, the researcher also considered the obstacles which were found in the classroom, the problems faced by the students and the researcher in the first cycle.

Nunan (2003) states that one of the principles of teaching vocabulary is choosing the most appropriate teaching strategies. Using the appropriate teaching strategies helped the students to learn vocabulary easier. Considering this principle, the researcher had a consultation with the thesis advisor about the teaching strategies. The thesis advisor asked the researcher to apply the teaching strategies which helped the students to learn vocabulary. At first, for the teaching strategy in the main activity, the researcher provided a descriptive text which had some blank parts on it. The text would be divided into some parts and before filling the blank parts with correct answers, the students had to arrange the text into one. The thesis advisor suggested the researcher to change the main activity and offered some teaching strategies which were more suitable for teaching vocabulary. Thus, the researcher chose another teaching strategy and had a consultation with the English teacher of SMP Negeri 6 Yogyakarta about it.

2. Acting in the Second Cycle

The action in the second cycle was conducted on the 26th of April 2014. The class began at 10.00 a.m. The first activity was test. In the pre-implementation test, the students were asked to choose the synonym of the words which were
written in the worksheet. There were twenty five words and for each word there were four options provided. The students were asked to choose one of the options. The students took fifteen minutes to do the test. Some of the students found some difficulties in doing the test. They were not able to do some numbers in the test because they did not know the meaning of the words and some of them already knew the Indonesian meaning but they did not know the synonym of the words in English. Thus, this made some students did the test with their friends.

In the second cycle, the words which were chosen were not too easy because on the previous meeting, the students got good scores because they considered that the words which were provided in the tests and in the main activity’s task were easy. Thus, in the second cycle, the researcher chose the words which were more difficult for the tests and the main activity’s task. The result of the students’ pre-implementation test scores showed that only four students could pass the passing grade of English subject (see Appendix 14). This happened because the students’ thought that the words were too difficult. However, the students’ confidence in doing the test got better. From the researcher’s observation, the students did the test individually. This was very different from the previous meeting. Most of the students did the task together with their friends. Thus, they made the same mistakes as their friends.

After doing the pre-implementation test the students were given the main activity. The students had to gather with their group-mates. After they gathered with their group-mates, they were asked to fill the crossword together with their group-mates. The words which were chosen were “Wax”, “Skin”, “Chess”, 
“Fridge”, “Yoghurt”, “Volleyball”, “Brick”, “Match”, “Napkin”, “Cards”, “Recipe”, “Dinosaur”, “Tablecloth”, “Karate”, “Kebab”, and “Milk”. The words which were chosen were taken randomly.

The students did the task very well. Sometimes they faced difficulty in understanding the clues. They did not know the meaning of some words. When they find difficulty in doing the task, the researcher asked them to consult the dictionary. The researcher also taught them how to use the dictionary. The results of the main activity showed that the students made mistakes in answering the crossword and spelling of the words (see Appendix 4). Commonly, there were three causes which made the students’ answers were incorrect. First, the students did not answer the blank parts because they did not know the answer. Second, some of the students answered the blank parts wrongly. Third, most of them also misspelled the words “Yoghurt” and “Fridge”. However, the students showed better teamwork than in the previous cycle. In the previous cycle, there were some students who did not want to work together with their friends. Some of the students even did not want to gather with their group-mates. In the second cycle, all of the students wanted to work together to finish the task. They wanted to help each other to fill in the crossword.

The students were given fifty minutes to do the main activity. After doing the main activity, the students were given the post-implementation test. On the test, the students were given fifty words which had different level of difficulties. The researcher chose the words from the English textbook which was used in the teaching learning activity by the English teacher. The researcher also discussed
with the English teacher about the difficult words which were commonly faced by the students. There were nineteen words which were categorized as easy words. These words were commonly used by the students in the classroom. They were “Present”, “Quite”, “Receive”, “Hat”, “Pain”, “Busy”, “Real”, “Worry”, “Watch”, “Fight”, “Children”, “Break”, “Want”, “Complete”, “Calm”, “Ache”, “Catch”, “Attract”, and “Edge”. There were eighteen words which were categorized as words which had medium level of difficulty. These words were the words which were used by the students not too often and the students found difficulty in remembering the meaning of those words. They were “Sorrow”, “Shine”, “Reject”, “Interest”, “Narrow”, “Admit”, “Abroad”, “Curse”, “Deserve”, “Escape”, “Mud”, “Cover”, “Foreign”, “Refuse”, “Satisfy”, “Ordinary”, “Enormous”, and “Consider”. There were thirteen words were categorized as difficult words. These words were words which were rarely used in the teaching learning activity. Considering the use of those words in the classroom, thus, there were only some words which the students knew the meaning of them. They were “Crooked”, “Perpetual”, “Northern”, “Minister”, “Distinct”, “Ancient”, “Eager”, “Earnest”, “Defend”, “Ashore”, “Abroad”, “Fury”, and “Creature”.

After receiving the handout, the students were asked to choose the words which they only knew the Indonesian meaning. The post-implementation test was aimed to measure the students’ vocabulary. Before doing the test, the researcher emphasized the students to do the test by themselves. The researcher also asked the observer to make sure that the students did the test by themselves. These
things were done in order to minimize the students’ possibility to do the test with their friends.

3. **Observing in the Second Cycle**

The results of the pre-implementation test and post-implementation test showed that the students’ scores increased (see Appendix 16). There were only two students whose scores decreased, there was one student whose score was steady, and the rest of the students had increasing scores. In the pre-implementation test, there were only four students who could pass the passing grade of English subject. In the post-implementation test, there were eleven students who could pass the passing grade of English subject (see Appendix 14). This happened because most of the students only knew the meaning of some words which were provided in the handout.

From the researcher’s observation, in the second cycle the students got better at understanding the English words which were taught in the first cycle. In the second cycle, the researcher used those words in the conversation. The students could respond the questions which were asked by the researcher. They also wanted to work hard to get good scores. In the main activity, the students discussed the answers together with their group-mates. There were some students who tried to check on their dictionaries to fill in the blank parts.

4. **Reflecting in the Second Cycle**

When making the handout and worksheet for the second cycle, the researcher chose the words which were used in the classroom randomly. There were no certain topics such as: Clothes, Animals, Part of Body, and so on. The researcher
only focused on choosing the appropriate teaching learning activity which was used in the classroom. By learning those various words, the students were confused and their scores were not really good. Some of the students complained about the various words which were given during the classroom. The students said that it was not easy to remember all of those words.

C. Research Findings in the Third Cycle

In order to improve the first and the second cycles which had been done, the researcher conducted the third cycle. The steps in this cycle were the same as the steps in the first and the second cycles.

1. Planning in the Third Cycle

In this step, the researcher taught about public places. The researcher made the worksheet and handout which were used in the classroom. The researcher asked about the words which should be learnt by the students. This was done in order to make sure that the words which were taught in the classroom were suitable with the words which should be learnt by the VII graders. The researcher also conducted an informal interview and made a questionnaire in order to get more data about the use of Student Teams-Achievement Divisions (STAD) in the classroom. The interview and the questionnaire were done after the researcher had done with the three cycles.

2. Acting in the Third Cycle

The third cycle was conducted on May 17th, 2014. The class started at 09.00 a.m. The first activity was conducting the test. In the pre-implementation test, the students were asked to fill in the blank parts. There was a descriptive text about
“School” with some blank parts on it. There were ten options provided below the text. The students had to choose the correct answers. The students took fifteen minutes to finish the test. Some of them found difficulty in filling the blank parts. When they did not know the answers, they only chose the answers randomly.

After doing the test, the students had to gather with their group-mates to do the main activity. In the main activity, the students were asked to make mind mapping. In groups, the students were asked to develop the word “Public Places”. The students had to mention all words which had correlation with Public Places. The students were very enthusiastic. They could cooperate with their group-mates and they also wanted to work hard to find as many words as they could. The result of the main activity was most of the students made mistakes in spelling the words and translating the Indonesian words into English (see Appendix 5).

The last activity was a test. In the post-implementation test, the students were given an exercise in the form of guessing the English words based on the meanings which were provided. The students took the test seriously and they did it individually. The students were given fifteen minutes to do the test.

3. Observing in the Third Cycle

The students’ pre-implementation test scores showed that there were five students who did not pass the passing grade of English subject (see Appendix 15). There were thirteen students who made mistakes in the pre-implementation test. Nine of those students made mistake because they did not know the meaning of the options which were provided. Thus, they chose the answers randomly. There were four students who made mistakes in spelling the words. Three of them did
not answer the blank parts correctly because they wrote the plural words into the singular ones. One of the students made mistake in spelling a word.

The result of the students’ post-implementation test scores showed that all of the students could pass the passing grade of the English subject (see Appendix 15). There were four students who made mistake. Three of them made mistake in spelling the words. One of those students made mistake in answering the blank part.

The pre-implementation test and post-implementation test in the last cycle showed that the students’ score increased (see Appendix 16). There were thirteen students whose scores increased, there were nineteen students whose scores were steady and there were only two students whose scores decreased. In the pre-implementation test, the number of the students who could pass the passing grade of English subject was twenty nine students and in the post-implementation test all of the students could pass the passing grade of the English subject.

4. Reflecting in the Third Cycle

In this step the researcher found that the students’ scores got better than their previous tests’ scores. In each meeting, their cooperation in group also got better. From the researcher’s observation, they wanted to help their group-mates, they wanted to find out the answers of the exercises which were given, they were motivated to learn more, and they also knew their roles in their groups.
D. Analyzing the Students’ Changes in Each Cycle Through Five Criteria of Cooperative Learning

It has been mentioned before that according to Felder and Brent (2008) in Cooperative Learning, the students work in teams on structured learning tasks under conditions that meet five criteria. They are positive interdependence, individual accountability, face-to-face interaction, appropriate use of interpersonal skills, and regular self-assessment of group functioning (para.20). In this chapter, the writer also explains the results of the research through the aforementioned criteria.

1. Positive Interdependence

In Positive Interdependence, each member relies on one another to reach their teams’ goals. Before starting the teaching learning activity in the first cycle, the teacher emphasized the students that they had to do the tasks together with their group-mates if they wanted to succeed and get the award. If one of the students did not want to cooperate with their groups or they were not able to do the task, they would affect their groups’ scores. After listening to the researcher’s explanation, the students gathered with their groups. At first the students were very enthusiastic to the activity. The students were enthusiastic because in the main activity task, the researcher played a recording and the students had to fill in the blank parts together with their groups. This activity was rarely used in the teaching and learning activity. Another reason was because the students were asked to work in groups. They were enthusiastic because the students were rarely asked to work in groups (See Appendix 9).
However, after some minutes there were some students who started playing around with their friends from other groups. They did not want to cooperate with their group-mates to do the task. From the researcher’s observation they were not accustomed to work in groups in which the members were chosen by the teacher. There were some students who felt that they could not get along with their group-mates. Thus, they did not want to get together with their groups. Moreover, the students’ statement in the interview which was conducted before the implementation of the cycles showed that one of the students’ problems in working in groups was they did not feel comfortable with their group-mates (See Appendix 9).

In the second cycle, the teaching strategy which was used in the second cycle was crossword. After distributing the handout, the researcher emphasized the students that they had to do the task together with their group-mates because the task contained some difficult words which required the students’ cooperation. From the researcher’s observation all of the students also wanted to work together and relied on one another to do the task. They wanted to give their contribution to do the task. This was showed when some of the students tried to use dictionary. Some of the students who brought dictionary checked on the dictionary to find difficult words. After finding the words, they informed them to their group-mates and helped other group-mates to understand the words. The students became more responsible not only with themselves but also with their group-mates. This was shown by the students’ questionnaire results (See Appendix 6, Questionnaire item number 10). Most of the students agreed that they wanted to help their friends
who needed help to understand the material. By helping each other, there were some students who stated that they got new vocabulary from their group-mates (See Appendix 11) they also considered that they could learn vocabulary better through working in groups (See Appendix 6, Questionnaire item number 1). The students’ questionnaire results showed that none of the students disagreed or strongly disagreed that they could not learn vocabulary through English. While, 41.17% of the students strongly agreed and 58.82% of the students agreed that learning in group helped the students to learn vocabulary.

In the third cycle all of the students helped one another to mention as many words as they could. In the last task, the students were asked to mention the words which were related to “Public Places”. This task required the students to work together because each student had their own vocabulary. By mentioning the vocabulary they knew, the groups could have many words. The group who had the largest number of words got the best score. From the researcher’s observation, the students could cooperate well with their group-mates. Each student gave their contribution by mentioning the words they knew. The students also helped their group-mates who found difficulty in finishing the task. This was related to the students’ questionnaire results (See Appendix 6, Questionnaire item number 12). There were 32.35% of the students who strongly agreed and there were 55.88% of the students who agreed that their group-mates wanted to help other students to understand the material. The students also wanted to help each other when the group-mates found difficulty in doing their part (See Appendix 5, Questionnaire item number 18). Based on the questionnaire, most of the students agreed that the
group-mates wanted to help other group-mates who found difficulty in doing their parts. By doing the task together, the students could mention the words they knew and they even had much time to decorate their worksheet.

From the students’ progress in each cycle, the researcher could conclude that the students’ awareness of the importance of working together to achieve their teams’ goals got better in each meeting. This was showed by the students’ answer in the questionnaire (see Appendix 6, Questionnaire item number 21). The statement was about the students’ awareness about their efforts to make the group became successful. There were 55.88% of the students who strongly agreed that the students realized that each member had to work hard in order to achieve the groups’ goals. Furthermore 41.17% of the students agreed with the statement. These showed that the students realized that they had to work hard in order to make the group success.

2. Individual Accountability

Each member has her/his own role in her/his group. This is known as Individual Accountability. Their roles are to do their parts or works, master the materials, and help each other in group. In each cycle, the researcher gave the pre-implementation test and post-implementation test. Those tests should be done individually and their tests’ scores affected their groups’ scores. The researcher explained about it before the pre-implementation test in first cycle was conducted. Even though the students had been explained about their scores’ contribution in their groups, there were some students who did not do the task seriously. They copied their friends’ answer. This could be seen in the students’ test results (See
Appendix 3). There were some students who had the same scores as their friends and they also made the same mistakes. In the main activity, there were also some students who did not want to cooperate with their group-mates. This showed that the students who could not cooperate with their group-mates were not responsible with their roles in their groups. In other words, they had not realized that each person in the group gave contribution to the group’s success. In the post-implementation test, the students also did not do the test seriously. From the researcher’s observation, the students did not do the task seriously because it was the last subject on that day and the students were in hurry to go home.

In cycle two, from the researcher’s observation, there were some students who still did the pre-implementation test with their friends. This was seen from the students’ test scores (See Appendix 14). However, the number of the students who did the test with their friends decreased. From the researcher’s observation, the students did the test with their friends because they thought that the test was difficult. Whereas in the main activity, the researcher noticed that the students were aware of their roles in groups. They could cooperate with their group-mates better than in the first cycle. All of the students worked hard to finish the task. Even though they found some difficulties in filling the blank parts, they tried to finish them. Some of the students tried to check on the dictionary to find the meaning of the difficult words they found in the worksheet. The students’ wanted to learn by themselves could be seen from the students’ questionnaire results (See Appendix 6, Questionnaire item number 14). Based on the questionnaire, most of the students agreed that they tried to learn by themselves in order to increase their
skills and groups’ scores. After knowing the meaning of the words, the students explained them to other group-mates. The students’ awareness of their roles in groups was shown in their questionnaire results (See Appendix 6, Questionnaire item number 12). There were 14.70% of the students who strongly agreed and there were 61.76% of the students who agreed that the students knew their roles in their groups. This showed that the students knew their roles to do their part of works, master the materials, and help each other in group. In the post-implementation test, there were some students who thought that the test was complicated. Thus, they still did the test with their friends.

In the last cycle, the students showed better progress than in the previous cycle. In the pre-implementation test, they became more responsible with themselves by doing the test individually. The questionnaire results (See Appendix 6, Questionnaire item number 13) showed that the students’ individual accountability increased. The were 38.23% of the students who strongly agreed and 55.88% of the students who agreed that even though their group-mates wanted to help them to do the task given, the students tried to do it by themselves in order to enhance their knowledge. The task in the third cycle was mind-mapping. From the researcher’s observation all of the students were also able to work together to mention as many words as they could. The students were busy to mention the words they knew their meanings and discussed them with their group-mates. The students realized that each student had their own vocabulary. By mentioning all words they knew, they could get many words. They also looked more comfortable in working together with their group-mates.
The students’ changes in every cycle showed that the students knew their roles in their groups during the process. In the first cycle, some students did the pre-implementation test and post-implementation test together with their friends and they did not want to do the task given together with their group-mates. However, they changed in the second and third meeting. From the researcher’s observation, even though in the second cycle the students did not do the tests by themselves, they did the pre-implementation and post-implementation tests by themselves. The students who were not really interested to work in group turned to be more enthusiastic to finish the task. They also became more responsible with themselves and their groups-mates. They became more responsible for mastering the materials and helping their group-mates to understand the materials. The students’ questionnaire results showed that most of the students wanted to help their group-mates to understand the materials. Some groups’ scores in the first cycle and in the second cycle also got better than their previous scores. It happened because in the first cycle, there were some students who did not want to cooperate with their group-mates. By doing the task individually, the students did not get the best results. Therefore, in the second cycle the group which had a problem with their members got better scores (See Appendix 19). It happened because the students who did not want to cooperate with their group-mates wanted to help their group-mates. The groups’ scores changes showed that each student’s contribution in their groups influenced the groups’ achievements.
3. **Face-to-face Interaction**

In face-to-face interaction even though in doing the tasks there were some students who divided the tasks equally, in the end, some of the tasks were done by all of the team members. This interaction did not happen in cycle one. It has been mentioned before that some of the students did not want to cooperate with their group-mates. Thus, this made the tasks were done only by some members in the groups. However in the second and third cycle the students did the tasks together with their group-mates. The observation results showed (see Appendix 6, Questionnaire item number 17) that most of the students agreed that they divided the tasks and each member had his/her own parts. From the researcher’s observation, after doing their parts, the students discussed the works together. The students’ questionnaire results (See Appendix 6, Questionnaire item number 19) showed that even though they separated the tasks, in the end of the class they finished the tasks together.

4. **Appropriate Use of Interpersonal Skills**

In Appropriate Use of Interpersonal Skills the team members practice their leadership, decision-making, communication, and conflict management. In the interview which was conducted before the implementation of Student Teams-Achievement Divisions (STAD), some of the female students mentioned that they had problem when they were asked to work in groups which were mixed in gender (see Appendix 9). They stated that they could not communicate well with the male students. This happened because when the female students asked the male students to discuss the task, the male students did not want to do that. This
caused the female students did not want to work in group with the male students. However, after working together the student showed that they could communicate well with all group members (See Appendix 6, Questionnaire item number 11). When the researcher asked a female student about working together with the male students, she explained that the female and male students could get along with each other better than before. This happened because the teaching strategies which were used were interesting. By being able to communicate with the group-mates well, the students were able to make decision.

5. **Regular Self-Assessment of Group Functioning**

From the researcher’s observation, in cycle one, some of the students still did not had any idea about their groups’ goals and they also did not assess their works and their performances. They submitted the task to the researcher after they had done with it. This happened because some of the groups did the task with only some group members. The rest of the members did not help other group-mates to do the task. This made the students needed time to finish the task and they had not much time to check on their work and assess their work.

In cycle two and cycle three the students started assessing their performance. From the questionnaire results (See Appendix 6, Questionnaire item number 17) the students agreed that the groups divided the tasks equally. After the entire group’ members did the tasks, they checked on the tasks together. The questionnaire results proved that the students checked on their works after they had done with the tasks (See Appendix 6, Questionnaire item number 19). The results showed that 20.58% of the students strongly agreed and 70.58% of the
students agreed that all group members in each group discussed their works together after they had finished the tasks. Furthermore, most students also agreed that they reflected on their activity in every meeting. The results of observation were supported by the students’ answers in the questionnaire (see Appendix 6, questionnaire item number 20). There were 17.64% of the students who strongly agreed that after doing the tasks, they reflected on their performances in order to show better performance in every cycle. 64.70% of the students also agreed with the statement. The questionnaire results showed that the students had already understood their groups’ goals.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and the recommendations. The conclusions are summarized from the findings of the research. The recommendations for the English teachers and the future researchers are provided in the recommendations part.

A. Conclusions

This research was done based on the problem which was found by the researcher. This research focused on the use of Student Teams-Achievement Divisions (STAD) to help the VII C students of SMP Negeri 6 Yogyakarta to enhance their vocabulary mastery. After implementing the three cycles which were conducted in three meetings, the researcher concluded that Student Teams-Achievement Divisions (STAD) could be used to improve the VII C students of SMP Negeri 6 Yogyakarta’s vocabulary mastery.

The results of the students’ scores, interview, and questionnaire showed that the implementation of Student Teams-Achievement Divisions (STAD) to enhance the students’ vocabulary mastery of the VII C students of SMP Negeri 6 Yogyakarta was conducted successfully. The students’ scores in the first cycle showed that 41.17% of the students’ scores increased. Moreover, in the pre-implementation test 11.76% of the students did not pass the passing grade of English subject. However, after the implementation of Student Teams-
Achievement Divisions (STAD), all of the students could pass the passing grade of English subject. In the second cycle, 88.23% of the students did not pass the passing grade of English subject. After implementing the teaching method, 32.35% of the students could pass the passing grade of English subject. 91.17% of the students increased their scores. The last cycle showed that 38.23% of the students increased their scores. Before implementing the teaching method, 14.70% of the students did not pass the passing grade of English subject. After implementing the teaching method, all of the students could pass it.

From the researcher’s observation, interview results, and questionnaire results, the relationship among the students got better. They also became more responsible with themselves and their friends. Moreover, the students became more enthusiastic in learning English.

The results of the students’ interview showed that all of the students showed their positive comments. They assumed that they could understand the materials better. They wanted Student Teams-Achievement Divisions (STAD) to be used in the teaching learning activity because it helped them to learn English words. The results of the students’ observation checklist showed that they could learn English words better when they worked in group. All of the students showed their positive opinions about learning in group.

B. Recommendations

In this part, the researcher provides some suggestions for the English teacher and the future researcher.
1. For the English Teachers

There are some suggestions for the English teachers who want to apply Student Teams-Achievement Divisions (STAD) in the classroom. First, the teachers are required to provide interesting topic in order to make the students are interested to the teaching learning activity. The next suggestion is the teacher must find more teaching strategies which could be used to teach vocabulary. Providing various teaching strategies is done in order to make the students feel more enthusiastic and they would not get bored easily.

2. For the Future Researchers

For the future researchers who want to conduct the research on the similar topic, the researcher suggests them to provide interesting topic in order to make the students become more enthusiastic in the classroom. The results of this research also could be used as a reference for those researchers who discuss about the similar topic.
REFERENCES


APPENDIX
APPENDIX 1

LETTERS OF PERMISSION
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 031/Pnl/Kajur/ JPBS /III/2014
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Walikota Yogyakarta
c.q. Ka. Dinas Perizinan Kota
YOGYAKARTA

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : ELSA PUTRI ARBITASARI
No. Mhs : 10 1214 067
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : 8 (delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Negeri 6 Yogyakarta
Waktu : 21 – 23 April 2014
Topik / Judul : Using Cooperative Learning to Increase Vocabulary Mastery to the VIIC Students of SMP Negeri 6 Yogyakarta

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 11 Maret 2014
u.b. Dekan,
Sekretaris Ketua Jurusan
Pendidikan Bahasa dan Seni

Dr. Yuliana Setiyaningwis, M.Pd.
NPP: P. 1410

Tembusan Yth:
Dekan FKIP

Mr. & Mrs. Tromol Pos 29 Yogyakarta 55002 Tel. (0274) 513301, 515352 - Ext. 1413, Fax. (0274) 562383
website: www.usdw.ac.id, email: fkip@usdw.ac.id.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 2
LESSON PLANS AND TEACHING INSTRUMENTS
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP Negeri 6 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) C / 2
Tanggal : 21 April 2014
Aspek/Skill : Mendengarkan
Alokasi Waktu : 2 x 40 menit

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

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

1. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa diharapkan dapat mengidentifikasi dan memahami makna dari kata-kata yang ada di dalam listening passage. Siswa juga diharapkan dapat memahami arti kata dengan membuat pertanyaan-pertanyaan yang ada di dalam listening passage.

2. Indikator :
A. Kognitif :
1. Proses

   ● Mendengarkan listening passage.
   ● Mengartikan kata-kata yang ada dalam listening passage.

2. Produk

   ● Melengkapi teks rumpang.
   ● Membuat pertanyaan yang mereka temukan dalam listening passage.

B. Afektif

Memahami makna dari vocabulary secara akurat, percaya diri, dan kreatif.

3. Karakter yang diharapkan :

A. Ingin Tahu : Siswa belajar untuk memperbaiki vocabulary mastery mereka dengan mengisi vocabulary list dan mengerjakan tugas-tugas yang diberikan dalam kegiatan belajar mengajar

B. Social Concern: Siswa belajar untuk merespon ide dan partisipasi dari siswa yang lain di dalam kelompok

4. Materi Pembelajaran :

   Terlampir

5. Metode Pembelajaran :

   Games and discussion
6. Langkah-langkah kegiatan

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<td>1. Guru memberi salam dan menyapa murid-murid</td>
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<td>2. Guru mengabsen siswa</td>
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<th>Kegiatan Inti</th>
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<td>Eksplorasi:</td>
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<td>1. Guru menjelaskan kegiatan yang akan dilakukan pada pertemuan hari itu</td>
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<td>2. Guru membagikan vocabulary list</td>
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<td>2. Guru meminta murid-murid mengumpulkan vocabulary list</td>
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<td>3. Guru meminta murid untuk berkumpul dengan group yang sudah dibentuk pada pertemuan sebelumnya</td>
<td></td>
</tr>
<tr>
<td>4. Guru membagikan worksheet yang berisi sebuah text rumpang kepada tiap group</td>
<td></td>
</tr>
<tr>
<td>5. Guru memperdengarkan sebuah listening passage</td>
<td>35’</td>
</tr>
<tr>
<td>6. Guru meminta siswa untuk bekerja dalam kelompok mereka mengisi text rumpang tersebut sesuai dengan listening passage yang sudah diperdengarkan</td>
<td></td>
</tr>
<tr>
<td>7. Guru meminta tiap kelompok untuk mengartikan kata-kata hilang dalam text yang mereka temukan dalam listening passage</td>
<td></td>
</tr>
<tr>
<td>9. Guru meminta siswa dalam group untuk memeriksa</td>
<td></td>
</tr>
</tbody>
</table>
pekerjaan teman-teman mereka yang lain didalam group

<table>
<thead>
<tr>
<th>Konfirmasi</th>
<th>10’</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru memberikan feedback secara lisan kepada siswa.</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>4. Guru meminta siswa untuk mengumpulkan vocabulary list mereka</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru mengajak siswa untuk mereview kegiatan yang telah dilakukan oleh siswa</td>
<td>3’</td>
</tr>
<tr>
<td>2. Guru menyanyakan kesulitan yang dihadapi siswa</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengakhiri kegiatan belajar mengajar dan memberikan salam kepada siswa</td>
<td></td>
</tr>
</tbody>
</table>

### Penilaian

1. Afektif

   Bentuk : Performa

   Pedoman Penilaian : Rubrik penilaian yang meliputi keseriusan dan ketaatan siswa selama proses belajar mengajar.

### Uraian

<table>
<thead>
<tr>
<th>Nama Siswa</th>
<th>Keseriusan siswa selama proses belajar mengajar</th>
<th>Ketaatan siswa selama proses belajar mengajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Psikomotorik

   Bentuk : Performa

   Pedoman Penilaian : Pengamatan guru
Name : 
Std. Number : 

She ______ (shouts, skips, barks, starts) watching K-dramas on Television.

Your idea ________ (Besides, Sounds, Apart, Barks) great!

The student ________ (Jumps, Asks, Drinks, Comes) a question to the teacher.

Ryan Ross ________ (Came, Killed, Loved, Lied) to my house this morning.

Kim Hyun Joong came ________ (attempt, Late, brief, admit).
Sandara Park : Hello, I'm Sandara Park.
Lee Chaerin : Hi! My name is Lee Chaerin. But please call me CL.
Sandara Park : Hi, CL. You can _________ me Dara.
Lee Chaerin : Okay. What's your last ________ again?
Sandara Park : Park
Lee Chaerin : Where do you _______ from?
Sandara Park : I come from Indonesia.
Lee Chaerin : And what are you doing here?
Sandara Park : I'm ________ an English _________. And how about you? Where do you come from?
Lee Chaerin : I come from South Korea.
Sandara Park : Are you attending the English _________, too?
Lee Chaerin : Yes, I am.
Sandara Park : What time does the even ________?
Lee Chaerin : The even starts at 10.00 a.m, Dara. But I'm not sure about it.
Sandara Park : Maybe we can go to the _________ center and ask about it because if we do not know when the even starts, we will come late.
Lee Chaerin : I do _______ with you, Dara.
Sandara Park : Okay, Let's go there!
Lee Chaerin : Wait! But, do you know where the ________ center is?
Sandara Park : I know how to get there. Do you _______ us to go together?
Lee Chaerin : That sounds ________! Let's go, Dara.
Sandara Park : Let's go!
Name:
Std. Number:

Make correct sentences from these words:

1. Call:
2. Come:
3. Attend:
4. Start:
5. Want:
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP Negeri 6 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) C / 2
Tanggal : 26 April 2014
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : 11. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar : 11.1 Merespon makna terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

1. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa diharapkan dapat mengidentifikasi dan memahami makna dari kata-kata yang akan digunakan dalam teks fungsional pendek.

2. Indikator :

A. Kognitif :

1. Proses

   ● Mengidentifikasi kata kunci yang terdapat pada crossword (Teka Teki Silang).
   ● Mendiskusikan kata-kata yang tidak dimengerti.
2. Produk
   
   - Mengisi crossword (Teka Teki Silang)

B. Afektif

   Memahami makna dari vocabulary yang akan digunakan dalam teks fungsional pendek secara akurat, percaya diri, dan kreatif melalui crossword (Teka Teki Silang).

3. Karakter yang Diharapkan:

   A. Ingin Tahu: Siswa belajar untuk memperbaiki vocabulary mastery mereka dengan mengisi vocabulary list dan mengerjakan tugas-tugas yang diberikan dalam kegiatan belajar mengajar

   B. Aktif: Siswa aktif dalam mengerjakan tugas-tugas yang diberikan dan mau aktif membantu teman dalam kelompok yang menemui kesulitan dalam kegiatan belajar mengajar.

4. Materi Pembelajaran:

   Terlampir

5. Metode Pembelajaran:

   Games and discussion

6. Langkah Kegiatan:

<table>
<thead>
<tr>
<th>Kegiatan Awal</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Guru memberi salam dan menyapa murid-murid</td>
<td>5’</td>
</tr>
<tr>
<td>4. Guru mengabsen siswa</td>
<td></td>
</tr>
</tbody>
</table>

   Kegiatan Inti | Alokasi
<table>
<thead>
<tr>
<th>Waktu</th>
<th>Eksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>3. Guru menjelaskan kegiatan yang akan dilakukan pada pertemuan hari itu</td>
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<tr>
<td></td>
<td>4. Guru membagikan vocabulary list</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Waktu</th>
<th>Elaborasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>50’</td>
<td>10. Guru meminta siswa untuk mengisi vocabulary list secara individual</td>
</tr>
<tr>
<td></td>
<td>11. Guru meminta murid-murid mengumpulkan vocabulary list</td>
</tr>
<tr>
<td></td>
<td>12. Guru meminta murid untuk berkumpul dengan group yang sudah dibentuk pada pertemuan sebelumnya</td>
</tr>
<tr>
<td></td>
<td>13. Guru membagikan worksheet yang berisi sebuah crossword (Teka Teki Silang)</td>
</tr>
<tr>
<td></td>
<td>14. Guru meminta siswa untuk bekerja dalam kelompok mereka mengisi crossword (Teka Teki Silang)</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Konfirmasi</th>
<th>Alokasi Waktu</th>
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<td>5. Guru menyanyikan kesulitan yang dihadapi siswa</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>
7. Penilaian

1. Afektif

   Bentuk: Performa
   Pedoman Penilaian: Rubrik penilaian yang meliputi keseriusan dan ketaatan siswa selama proses belajar mengajar.

<table>
<thead>
<tr>
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<th>Ketaatan siswa selama proses belajar mengajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

2. Psikomotorik

   Bentuk: Performa
   Pedoman Penilaian: Pengamatan guru
Choose all words you know by ticking them!

<table>
<thead>
<tr>
<th>Present</th>
<th>Busy</th>
<th>Children</th>
<th>Ache</th>
<th>Shine</th>
<th>Abroad</th>
<th>Cover</th>
<th>Enormous</th>
<th>Minister</th>
<th>Defend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite</td>
<td>Real</td>
<td>Break</td>
<td>Catch</td>
<td>Reject</td>
<td>Curse</td>
<td>Foreign</td>
<td>Consider</td>
<td>Distinct</td>
<td>Ashore</td>
</tr>
<tr>
<td>Receive</td>
<td>Worry</td>
<td>Want</td>
<td>Attract</td>
<td>Interest</td>
<td>Deserve</td>
<td>Refuse</td>
<td>Crooked</td>
<td>Ancient</td>
<td>Abroad</td>
</tr>
<tr>
<td>Hat</td>
<td>Watch</td>
<td>Complete</td>
<td>Edge</td>
<td>Narrow</td>
<td>Escape</td>
<td>Satisfy</td>
<td>Perpetual</td>
<td>Eager</td>
<td>Fury</td>
</tr>
<tr>
<td>Pain</td>
<td>Fight</td>
<td>Calm</td>
<td>Sorrow</td>
<td>Admit</td>
<td>Mud</td>
<td>Ordinary</td>
<td>Northern</td>
<td>Earnest</td>
<td>Creature</td>
</tr>
</tbody>
</table>
**Horizontal:**

1. Thick stiff paper (Plural)
2. A set of instruction that tells you how to make something and the ingredients
3. An animal that lived of million years ago but is now extinct.
4. A Japanese system of fighting in which you use your hands and feet as weapons
5. A cloth that you use for covering a table, especially when you have a meal
6. Small pieces of meat and vegetables cooked on a wooden or metal stick
7. The white liquid produced by cows, goats, and some other animals as food for their young and used as a drink by human

**Vertical:**

1. A solid substance used for making candles, polish, models, etc. It becomes soft when it is heated
2. The layer of tissue that covers the body
3. A game for two people played on a board marked with black and white squares on which each playing piece (king, queen, etc.) is moved according to the rules
4. An electrical equipment in which food is kept cold so that it stays fresh
5. A thick white liquid food made by adding bacteria to milk, served cold and often flavoured with fruit
6. A game in which two teams of six players use their hands to hit a large ball backwards and forwards over a high net while trying not to let the ball touch the ground on their own side
7. Baked clay used for building walls, houses, and other buildings
8. A small stick made of wood or cardboard that is used for lighting a fire, cigarette, etc
9. A piece of cloth or paper used at meals for protecting your clothes and cleaning your lips and fingers
<table>
<thead>
<tr>
<th>Synonym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>Busy, doing, film star, real</td>
</tr>
<tr>
<td>Anger</td>
<td>Every year, fury, rage, worry</td>
</tr>
<tr>
<td>Argue</td>
<td>Bend, district, order, quarrel</td>
</tr>
<tr>
<td>Bother</td>
<td>Edge, sister, trouble, two</td>
</tr>
<tr>
<td>Brief</td>
<td>Be sure, short, sorrow, take in air</td>
</tr>
<tr>
<td>Capture</td>
<td>Able, catch, chief, rug</td>
</tr>
<tr>
<td>Deserve</td>
<td>Give, merit, offer, want</td>
</tr>
<tr>
<td>Evil</td>
<td>At all times, be at home, clear, wicked</td>
</tr>
<tr>
<td>Excellent</td>
<td>Big interest, too much, very much, wonderful</td>
</tr>
<tr>
<td>Extraordinary</td>
<td>More, remarkable, too much, unusual</td>
</tr>
<tr>
<td>Final</td>
<td>Better, last, very good, woman</td>
</tr>
<tr>
<td>Generous</td>
<td>Liberal, liberty, very clever, wonderful</td>
</tr>
<tr>
<td>Gift</td>
<td>Pleasant, present, presented, raise</td>
</tr>
<tr>
<td>Guard</td>
<td>Land, lead, protect, wind</td>
</tr>
<tr>
<td>Location</td>
<td>Place, position, rough, situation</td>
</tr>
<tr>
<td>Naughty</td>
<td>Bad, bed, local, nothing</td>
</tr>
<tr>
<td>Neat</td>
<td>Bad, tidy, tight, want</td>
</tr>
<tr>
<td>Odd</td>
<td>Also, ancient, borrowed, strange</td>
</tr>
<tr>
<td>Powerful</td>
<td>Dusty, half empty, poor, strong</td>
</tr>
<tr>
<td>Rare</td>
<td>Back, scarce, throw, true</td>
</tr>
<tr>
<td>Refuse</td>
<td>Make fresh, make happy, make less, reject</td>
</tr>
<tr>
<td>Request</td>
<td>Ask, keep back, not long ago, save</td>
</tr>
<tr>
<td>Search for</td>
<td>Look for, rare, scrape, yell</td>
</tr>
<tr>
<td>Struggle</td>
<td>Fall, fight, kill, stiff</td>
</tr>
<tr>
<td>Yell</td>
<td>Color, give up, long time, shout</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP Negeri 6 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) C / 2
Tanggal : 17 May 2014
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : 11. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar : 11.1 Merespon makna terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

8. Tujuan Pembelajaran :
   Pada akhir pembelajaran siswa diharapkan dapat mengidentifikasi dan memahami makna dari kata-kata yang akan digunakan dalam teks fungsional pendek.

9. Indikator :
   C. Kognitif :
   3. Proses
      ● Mengidentifikasi berbagai macam Public Places
   4. Produk
      ● Membuat “Words Tree”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
D. Afektif

Memahami makna dari vocabulary yang akan digunakan dalam teks fungsional pendek secara akurat, percaya diri, dan kreatif melalui “Words Tree”.

10. Karakter yang Diharapkan :
C. Ingin Tahu : Siswa belajar untuk memperbaiki vocabulary mastery mereka dengan mengisi vocabulary list dan mengerjakan tugas-tugas yang diberikan dalam kegiatan belajar mengajar
D. Aktif : Siswa aktif dalam mengerjakan tugas-tugas yang diberikan dan mau aktif membantu teman dalam kelompok yang menemui kesulitan dalam kegiatan belajar mengajar.

11. Materi Pembelajaran :
Terlampir

12. Metode Pembelajaran :
Games and discussion

13. Langkah Kegiatan :

<table>
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<tr>
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<tr>
<td>Eksplorasi:</td>
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</tbody>
</table>
5. Guru menjelaskan kegiatan yang akan dilakukan pada pertemuan hari itu  
6. Guru membagikan vocabulary list

**Elaborasi:**
15. Guru meminta siswa untuk mengisi vocabulary list secara individual  
16. Guru meminta murid-murid mengumpulkan vocabulary list  
17. Guru meminta murid untuk berkumpul dengan group yang sudah dibentuk pada pertemuan sebelumnya  
18. Guru menjelaskan berbagai macam Public Places  
19. Guru membagikan kertas  
20. Guru meminta siswa untuk bekerja dalam kelompok mereka untuk membuat “Words Tree”.  

<table>
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<tr>
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**Kegiatan Penutup**

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</table>

14. Penilaian : 
3. Afektif
Bentuk: Performa
Pedoman Penilaian: Rubrik penilaian yang meliputi keseriusan dan ketaatan siswa selama proses belajar mengajar.

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<tbody>
<tr>
<td></td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

4. Psikomotorik
Bentuk: Performa
Pedoman Penilaian: Pengamatan guru

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
1. □□□□□□□□
   The public department or corporation responsible for postal services and (in some countries) telecommunications.

2. □□□□□□□□
   An occasion when people buy and sell goods; the open area or building where they meet to do this.

3. □□□□□□□□
   A building in which films/movies are shown.

4. □□□□□□□□
   A place where children go to be educated.

5. □□□□□□□□
   A place where bread and cakes are made and/or sold.

6. □□□□□□□□
   An area of sand or small stones.

7. □□□□□□□□□□
   The office of a local police force.

8. □□□□□□□□□□□□
   A place where you can buy and eat a meal.

9. □□□□□□□□□□
   A large building where people who are ill/sick or injured are given medical treatment and care.
10. □□□□□

An establishment providing accommodations, meals, and other services for travelers and tourists
My School

My school is ________ in Bromo Street. It is ________ my house. My school is one of the best schools in our regency. This is why there are so many people want to be students in my school.

My school is not too big. The ________ is in front of the school building. It also has a canteen at the back of my classroom. The ________ is the students’ most favorite place because it sells many good and hygienic foods. There is a large basketball field in the middle. Near the basketball field, there are 10 toilets. The ________ always takes care of them. So they are ______ and it makes the students ______ using them. My school also has 21 classrooms and 3 ______ for Chemistry, Biology, and Physics. Our school is very green since it ______ Adiwiyata School and of course, there are so many green trees and ______ around the school building. This is why I feel very comfortable studying here.

<table>
<thead>
<tr>
<th>canteen</th>
<th>Laboratories</th>
<th>school keeper</th>
<th>plants</th>
<th>near</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td>Yard</td>
<td>located</td>
<td>comfortable</td>
<td>becomes</td>
</tr>
</tbody>
</table>
APPENDIX 3

SAMPLES OF STUDENTS’ WORKSHEETS IN CYCLE ONE
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Name: Muhammad Dafa. Salsutra
Std. Number: 19
She ______ (shouts, skips, barks, starts) watching K-dramas on Television. X
Your idea ______ (Besides, Sounds, Apart, Barks) great! 8
The student ______ (Jumps, Asks, Drinks, Comes) a question to the teacher. 8
Ryan Ross ______ (Came, Killed, Loved, Lied) to my house this morning. 8
Kim Hyun Joong came ______ (attempt, Late, brief, admit). 

Name: Arisa Nurasita Dewi
Std. Number: 41
She starts (shouts, skips, barks, starts) watching K-dramas on Television. 8
Your idea apart (Besides, Sounds, Apart, Barks) great! 8
The student asks (Jumps, Asks, Drinks, Comes) a question to the teacher. 8
Ryan Ross came (Came, Killed, Loved, Lied) to my house this morning. 8
Kim Hyun Joong came late (attempt, Late, brief, admit). 8

Name: Fevion Ali
Std. Number: 13/4C
She starts (shouts, skips, barks, starts) watching K-dramas on Television. 8
Your idea sounds (Besides, Sounds, Apart, Barks) great! 8
The student asks (Jumps, Asks, Drinks, Comes) a question to the teacher. 8
Ryan Ross came (Came, Killed, Loved, Lied) to my house this morning. 8
Kim Hyun Joong came late (attempt, Late, brief, admit).

Appendix E
Samples of Student's Worksheet in CYCLE ONE
Fill In The Blanks!

Group Name: The Jones
Class: 7C

Sandara Park: Hello, I'm Sandara Park.
Lee Chaerin: Hi! My name is Lee Chaerin. But please call me CL.
Sandara Park: Hi, CL. You can call me Dara.
Lee Chaerin: Okay. What's your last name again?
Sandara Park: Park
Lee Chaerin: Where do you come from?
Sandara Park: I come from Indonesia.
Lee Chaerin: And what are you doing here?
Sandara Park: I'm attending an English conference. And how about you? Where do you come from?
Lee Chaerin: I come from South Korea.
Sandara Park: Are you attending the English conference too?
Lee Chaerin: Yes, I am.
Sandara Park: What time does the event start?
Lee Chaerin: The event starts at 10.00 a.m. Dara. But I'm not sure about it.
Sandara Park: Maybe we can go to the information center and ask about it because if we do not know when the event starts, we will come late.
Lee Chaerin: I do agree with you, Dara.
Sandara Park: Okay, let's go there!
Lee Chaerin: Wait! But, do you know where the information center is?
Sandara Park: I know how to get there. Do you want us to go together?
Lee Chaerin: That sounds brilliant! Let's go, Dara.
Sandara Park: Let's go!
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Name: My Name is Muhammad Dafa Saputra
Std. Number: My std. number is nineteen.
Call: Usually, my friend call me Dafa.
Come: I come from Yogyakarta.
Attend: They attend a meeting at my father's office.
Start: When did you start studying English?
Want: I want to be a president of Indonesia.

Name: Anna Nurragita Dewi
Std. Number: 04
Call: You can call me Naida.
Come: Don't come late.
Attend: I sometimes attend seminars.
Start: I am start watching at five o'clock.
Want: I want to tell you about my classmates.

Name: Faruk Ali Ramadhian
Std. Number: 7C/13
Call: You can call me Paul.
Come: I will come on school at 06:00 am.
Attend: I will attend a meeting.
Start: What did you start soccer championship?
Want: Why do you want to be a doctor?
APPENDIX 6
QUESTIONNAIRE RAW DATA
<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Sangat Setuju</th>
<th>Setuju</th>
<th>Tidak Setuju</th>
<th>Sangat Tidak Setuju</th>
</tr>
</thead>
<tbody>
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<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Belajar dalam group membantu saya dalam mempelajari kata – kata bahasa Inggris</td>
<td>41.17 (14 students)</td>
<td>58.82 (20 students)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
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<tr>
<td>2</td>
<td>Belajar dalam group membuat suasana belajar bahasa Inggris lebih menyenangkan</td>
<td>29.41 (10 students)</td>
<td>70.58 (24 students)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teman – teman dalam group memotivasi saya untuk belajar bahasa Inggris</td>
<td>2.94 (1 student)</td>
<td>79.41 (27 students)</td>
<td>14.70 (5 students)</td>
<td>2.94 (1 student)</td>
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</tr>
<tr>
<td>4</td>
<td>Belajar dalam group membantu saya mengingat kosa kata dalam bahasa Inggris dengan lebih mudah</td>
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<td>70.58 (24 students)</td>
<td>5.88 (2 students)</td>
<td>-</td>
</tr>
<tr>
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<tr>
<td>5</td>
<td>Motivasi saya dalam belajar bahasa Inggris meningkat setelah saya belajar dalam group</td>
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<td>67.64 (23 students)</td>
<td>11.76 (4 students)</td>
<td>-</td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>Mean</td>
<td>Median</td>
<td>Mode</td>
<td>Frequency</td>
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<tr>
<td>6</td>
<td>Saya senang belajar bahasa Inggris dalam group</td>
<td>41.17</td>
<td>41.17</td>
<td>17.64</td>
<td>(14 students)</td>
</tr>
<tr>
<td>7</td>
<td>Belajar dalam group menghilangkan rasa malas saya dalam belajar bahasa Inggris</td>
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<td>61.76</td>
<td>11.76</td>
<td>(9 students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(21 students)</td>
</tr>
<tr>
<td>8</td>
<td>Belajar kosa kata bahasa Inggris dalam group sangat menarik</td>
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<td>82.35</td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>(28 students)</td>
</tr>
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<td>9</td>
<td>Belajar kosa kata dalam bahasa Inggris memotivasi saya menjadi lebih aktif dalam kegiatan belajar mengajar</td>
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<td>61.76</td>
<td>17.64</td>
<td>(7 students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(21 students)</td>
</tr>
<tr>
<td>10</td>
<td>Saya mau membantu teman-teman saya yang kurang memahami pelajaran yang sedang diajarkan</td>
<td>29.41</td>
<td>64.70</td>
<td>5.88</td>
<td>(10 students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(22 students)</td>
</tr>
<tr>
<td>11</td>
<td>Belajar dalam group membuat saya dapat bersosialisasi dengan teman-teman saya dalam group</td>
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<td>41.17</td>
<td>5.88</td>
<td>(18 students)</td>
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<td></td>
<td></td>
<td></td>
<td>(14 students)</td>
</tr>
<tr>
<td>12</td>
<td>Teman-teman saya dalam group mau membantu saya</td>
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<td>55.88</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>(19 students)</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th></th>
<th>dalam memahami pelajaran yang sedang diajarkan students)</th>
<th>students)</th>
<th>students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Meskipun teman-teman dalam group mau/dapat membantu saya dengan tugas yang sudah diberikan kepada saya, tetapi saya mau berusaha sendiri karena dengan mengerjakan sendiri saya dapat meningkatkan kemampuan saya</td>
<td>38.23 (13 students)</td>
<td>55.88 (19 students)</td>
</tr>
<tr>
<td>14</td>
<td>Saya berusaha untuk mempelajari bahasa Inggris untuk meningkatkan skill saya karena saya berperan untuk meningkatkan nilai group.</td>
<td>32.35 (11 students)</td>
<td>61.76 (21 students)</td>
</tr>
<tr>
<td>15</td>
<td>Saya mementingkan kepentingan group daripada kepentingan pribadi saya</td>
<td>26.47 (9 students)</td>
<td>67.64 (23 students)</td>
</tr>
<tr>
<td>16</td>
<td>Saya memiliki tanggung jawab tersendiri untuk memajukan group</td>
<td>14.70 (5 students)</td>
<td>61.76 (21 students)</td>
</tr>
<tr>
<td>17</td>
<td>Dalam mengerjakan tugas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>group, saya dan teman-teman dalam group membagi tugas yang diberikan dengan sama rata</td>
<td>41.17 (14 students)</td>
<td>41.17 (14 students)</td>
</tr>
<tr>
<td>18</td>
<td>Teman-teman dalam group mau saling membantu satu sama lain ketika salah satu dari group mengalami kesulitan dalam mengerjakan tugas individu yang telah diberikan kepada setiap murid</td>
<td>38.23 (13 students)</td>
<td>50 (17 students)</td>
</tr>
<tr>
<td>19</td>
<td>Setelah menyelesaikan tugas yang telah dibagikan, teman-teman dalam group mendiskusikan kembali jawaban yang kami kerjakan masing-masing</td>
<td>20.58 (7 students)</td>
<td>70.58 (24 students)</td>
</tr>
<tr>
<td>20</td>
<td>Setelah bekerja dalam group, kami mengulas kembali apa yang telah kami lakukan dalam group dan mendiskusikan hal-hal yang harus kami lakukan untuk membuat group kami</td>
<td>17.64 (6 students)</td>
<td>64.70 (22 students)</td>
</tr>
</tbody>
</table>
21 Saya menyadari jika group saya ingin sukses, maka masing-masing anggota dalam group harus berusaha agar tujuan dari group kami bisa tercapai

<table>
<thead>
<tr>
<th></th>
<th>(19 students)</th>
<th>(14 students)</th>
<th>(1 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.88</td>
<td>41.17</td>
<td>2.94</td>
<td></td>
</tr>
</tbody>
</table>

22 Apa yang saya lakukan terhadap teman-teman group, mempengaruhi apa yang kami kerjakan dalam group

<table>
<thead>
<tr>
<th></th>
<th>(7 students)</th>
<th>(22 students)</th>
<th>(5 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.58</td>
<td>64.70</td>
<td>17.70</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 8

INTERVIEW GUIDE BEFORE THE IMPLEMENTATION OF STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD)
Interview Guide

1. Apakah kendala anda dalam belajar bahasa Inggris?
2. Apa yang anda lakukan untuk mengatasi kendala yang anda hadapi dalam belajar bahasa Inggris?
3. Apa yang anda dari harapkan dari guru anda untuk membantu masalah yang anda hadapi?
4. Apakah guru anda pernah memerintahkan anda untuk belajar dalam group?
5. Bagaimanakah pendapat anda ketika anda harus bekerja dalam group?
6. Bagaimanakah proses belajar mengajar yang terjadi dalam group?
7. Apakah anda mengalami kesulitan ketika anda diharuskan untuk belajar dalam group? Jika ada, sebutkan!
8. Apakah anda bisa berkomunikasi dengan teman dalam kelompok dengan baik?
APPENDIX 9
INTERVIEW TRANSCRIPT
BEFORE THE IMPLEMENTATION
OF STUDENT TEAMS-
ACHIEVEMENT DIVISIONS
(STAD)
Student #2
Researcher : Kamu ada masalah dalam belajar Bahasa Inggris apa enggak?
Student #2 : Enggak. Eh ya ada sih. Ada sedikit.
Researcher : Masalahnya apa?
Student #2 : Ngafalin-ngafalin. Ngafalin artinya. Kan banyak
Researcher : Oke, berarti susahnya ngafalin kata-katanya ya. Terus usahamu apa buat ngatasin masalahmu itu?
Student #2 : Ya cari-cari.
Researcher : Cari-cari di kamus?
Student #2 : Game.
Researcher : Oh di game. Emang kalo di game bisa langsung ketemu?
Researcher : Oh gitu.
Student #2 : Kita kan main DOTA, mbak. Tau DOTA nggak, mbak?
Researcher : Oh gitu. kamu berharap nggak kalo gurumu bisa membantumu buat nyeselaiin masalahmu itu?
Student #2 : Ya berharap. Berharap sekali
Researcher : Gurumu pernah nyuruh nyuruh belajar dalm kelompok?
Student #2 : Pernah.
Researcher : Sering apa enggak?
Student #2 : Jarang nyampe lupa.
Researcher : Terus kamu suka nggak belajar dalam kelompok?
Student #2 : Ada sukanya ada enggaknya?
Researcher : Nggak sukanya kenapa?
Student #2 : Ya kalo pas susah ngedongin temen yang lainnya gitu
Researcher : Kalo sukanya?
Student #2 : Ya seru. Kan bisa ngobrol dulu baru ngerjain.
Researcher : Terus biasanya kalo kerja dalam kelompok gimana?
Student #2 : Ya nanti kamu ngerjain ini ini ini. Ntar aku ngerjain yang ini ini.
Researcher : Terus ada kesulitan nggak ketika kamu harus belajar dalam kelompok?
Student #2 : Enggak.
Researcher : Nggak ada? Berarti enak ya belajar dam kelompok?
Student #2 : Ya lumayan.
Researcher : Terus kamu bisa bersosialisasi dengan baik nggak dalam kelompok?
Student #2 : Ya bisa kalo temennya enak.
Researcher : Kalo temennya nggak enak?
Student #2 : Ya diusahain.
Researcher : Jadi kamu mengusahakan ya? Terimakasih adek.
Student #20
Researcher : Permasalahanmu dalam belajar Bahasa Inggris apa?
Student #20 : Mungkin permasalahannya ngapalin 16 tenses yang belum hafal
Researcher : Kalo vocabulary?
Student #20 : Ya lumayan lah, setiap hari bisa apal dari game.
Researcher : Oh gitu. Jadi bisa dapet vocabulary baru dari game?
Student #20 : Banyak. Kayaknya lebih dari 50% vocabulary ku dapet dari game
Researcher : Terus kamu kan udah tau masalahmu ya. Caramu gimana buat ngatasi masalahmu itu?
Researcher : Kamu kan punya masalah dalam belajar Bahasa Inggris nih ya. Nah, caramu mengatasi kesulitanmu itu gimana?
Student #20 : Keep practice. Ya latian terus gitu aja.
Researcher : Gurumu pernah dong ya nyuruh kamu belajar dalam kelompok?
Student #20 : Pernah.
Researcher : Terus pendapatmu gimana ketika kamu harus belajar dalam kelompok?
Student #20 : Ya kalau untuk temen-temen yang nggak bisa ya bagus. Kalo untuk temen-temen yang nggak bisa ya bisa nambah pahala soalnya bantuin temen-temen yang lain.
Researcher : Oh, jadi kalau kerjanya sama temen-temen yang nggak bisa Bahasa Inggris itu enak ya?
Student #20 : Susah. Susah ngedonginnya itu lho.
Researcher : Susah ngedonginnya ya? Terus kalau dalam belajar dalam kelompok itu caramu kerja gimana?
Researcher : Oh, berarti dibagi kelompoknya cewek cowok gitu ya?
Student #20 : Ya jadi kayak kemaren satu kelompok ada 2 cowok ada 2 cewek. Terus ya nanti cowoknya sendiri, ceweknya sendiri
Researcher : Ada kesulitan nggak kalau harus belajar dalam kelompok?
Student #20 : Enggak. Biasa aja
Researcher : Bisa nggak berkomunikasi dalam kelompok? Misalnya ini baiknya gimana? Ada yang punya ide apa enggak?
Student #20 : Nggak bisa sebaik itu.
Researcher : Maksudnya gimana, dek?
Student #20 : Ya nggak bisa sesopan itu ngomongnya.
Researcher : Tapi bisa kan?
Student #20 : Bisa
Student #28: Ada kesulitan nggak dalam belajar dalam bahasa Inggris?

Researcher: Banyak

Student #28: Sebutkan sebutkan

Researcher: Sebutkan sebutkan, dek.

Student #28: Temennya susah kompromi, terus soalnya susah. Udah itu doing

Researcher: Udah itu doang? Caramu mengatasi kendala-kendala itu apa?

Student #28: Diem aja.

Researcher: Kamu berharap nggak guru bisa bantu kamu mengatasi masalahmu?

Student #28: Iya

Researcher: Terus guru kamu pernah nggak nyuruh kamu kerja dalam kelompok?

Student #28: Hampir setiap hari

Researcher: Untuk pelajaran bahasa Inggris guru kamu sering nyuruh kamu belajar dalam kelompok?

Student #28: Nggak juga

Researcher: Mengalami kesulitan nggak kalau harus belajar dalam grup?

Student #28: Ya biasa aja. Saling bantu membantu.

Researcher: Prosesnya? Dibagi-bagi apa semuanya digarap bareng gitu?

Student #28: Ya kadang dibagi kadang bareng

Researcher: Apa kamu bisa berkomunikasi dengan baik dalam kelompok?

Student #28: Bisa.
Student #32
Researcher : Kendalanya apa dalam belajar Bahasa Inggris?
Student #32 : Bingung artinya. Kadang nggak ngeri artinya.
Researcher : Caranya untuk mengatasi kendalumu itu apa?
Student #32 : Les
Researcher : Oh, les Bahasa Inggris. Sejak kapan?
Student #32 : Dari kelas 6.
Researcher : Kamu kan tau kalo kamu punya kendala dalam belajar Bahasa Inggris, nah kamu berharap nggak kalo gurumu bisa membantumu mengatasi masalah-masalah yang kamu punya itu?
Researcher : Apakah gurumu pernah menyuruh kamu buat belajar dalam kelompok?
Student #32 : Pernah.
Researcher : Terus pendapatmu gimana kalo kamu harus belajar dalam grup?
Student #32 : Yaa enak-enak saja.
Researcher : Alasannya?
Researcher : Terus proses belajar mengajarnya gimana kalo dalam kelompok?
Student #32 : Yaa nanti dibagi-bagi tugasnya.
Researcher : Mengalami kesulitan nggak kalo harus belajar dalam kelompok?
Student #32 : Tidak, tidak, tidak.
Researcher : Bisa berkomunikasi dengan baik nggak sama temen dalam kelompok?
Student #32 : Bisa, bisa, bisa.
Student #7
Researcher : Terus apa kendalamu dalam pelajaran Bahasa Inggris?
Student #7 : Pronunciation
Researcher : Kenapa? Susah ya ngucapinnya? Lupa-lupa?
Student #7 : Nah. Ho’o
Researcher : Walau pun gurunya sudah pernah ngajarin tapi tetep lupa-lupa gitu ya?
Researcher : Itu yang paling susah ya?
Student #7 : Grammar juga dikit
Researcher : Oh grammar juga?
Student #7 : Iya tapi nggak banget-banget
Researcher : Apa yang anda lakukan untuk mengatasi kendala yang anda hadapi dalam belajar Bahasa inggris?
Student #7 : Nonton film Bahasa Inggris.
Researcher : Nonton film? Dengerin musik juga nggak?
Student #7 : Iya
Researcher : Nonton filmnya yang Bahasa Inggris kan? Bukan yang translate-translate?
Student #7 : Bukan. Yang Bahasa Inggris. Yang nggak pake dubbing
Researcher : Oh yang nggak pake dubbing.
Researcher : Terus apa yang anda harapkan dari guru anda untuk membantu anda untuk menyelesaikan masalah yang anda hadapi. Kayak yang tadi udah kamu biloang ada pronunciation tadi tuh lho. Apa yang anda harapkan?
Student #7 : Kalo bisa sih pengen nonton film gitu mbak
Researcher : Apakah guru anda pernah menyuruh anda untuk belajar dalam grup?
Student #7 : Pernah
Researcher : Sering apa enggak?
Student #7 : Yaaaaa 50:50 lah.
Researcher : Bagaimana pendapat anda ketika anda harus belajar dalam grup?
Student #7 : Yaa nggak gimana-gimana
Researcher : Maksudnya seneng atau sedih atau biasa aja
Student #7 : Biasa-biasa aja
Researcher : Berarti nggak tertarik-tertarik banget?
Student #7 : Yaa tertarik juga, tapi biasa aja. 50:50
Researcher : Bagaiman proses belajar mengajar yang terjadi dalam grup?
Student #7 : Ngerjain bareng-bareng. Terus gurunya muter-muter
Researcher : Terus apakah anda mengalami kesulitan dalam belajar dalam grup?
Student #7 : Nggak ada, mbak. Biasa-biasa wae
Researcher : Terus kamu bisa berkomunikasi dengan baik dalam kelompok apa enggak?
Student #7 : Bisa
Researcher : Bisa berdiskusi dengan baik?
Student #7 : Bisa
Researcher : Kalo idenya nggak diterima?
Student #7 : Nggak apa-apa. Kan lapang dada.
Student #30
Researcher : Terus kesulitanmu dalam belajar Bahasa Inggris apa?
Student #30 : Pronunciation atau apa gitu.
Researcher : Iya, Pronunciation.
Student #30 : Oh, susah mengucapkan kata-kata dalam Bahasa Inggris gitu ya?
Student #30 : Iya. Kadang suka susah beda-bedain.
Researcher : Maksudnya?
Student #30 : Kayak misalnya “See” melihat sama “Sea” laut gitu mbak.
Researcher : Oh, susah gitu. terus apa yang anda lakukan untuk mengatasi kendala yang anda hadapi itu?
Student #30 : Cari tau. Searching di google.
Researcher : Dengerin lagu dalam Bahasa Inggris? Baca majalah Bahasa Inggris?
Student #30 : Lebih ke dengerin lagu sama nonton film Bahasa Inggris aja sih, mbak. Kalo misalnya ada subtitile nya, subtitle nya pake Bahasa Inggris.
Researcher : Tanya temen-temen gitu juga nggak?
Student #30 : Iya, Tanya temen-temen yang lebih tau.
Researcher : Apakah guru anda pernah menyuruh anda untuk belajar dalam grup?
Student #30 : Pernah
Researcher : Sering?
Student #30 : sering
Researcher : Bagaimana pendapatmu ketika kamu harus belajar dalam grup?
Student #30 : Ya ada senengnya ada enggaknya?
Researcher : Alaannya apa?
Student #30 : Kadang-kadang takut nggak sepinter yang lain. Takut juga salah mengarahkan temen. Salah ngajarin gitu lho mbak.
Researcher : Terus senengnya kenapa?
Student #30 : Ya seneng tambah temen, tambah deket sama yang lain. Tambah ilmu juga
Researcher : Lalu bagaimana proses belajar mengajat yang terjadi di dalam grup?
Student #30 : Ya bahas-bahas tugas. Nanti kalo sudah ngerjain terus dibahas bareng-bareng.
Researcher : Gurunya juga suka muter gitu?
Student #30 : Iya
Researcher : Apakah anda mengalami kesulitan ketika anda harus belajar dalam grup?
Student #30 : Enggak juga. Biasa aja.
Researcher : Apakah anda bisa berkomunikasi dengan baik dengan teman di dalam grup?
Student #30 : Bisa.
Researcher : Selalu gitu?
Student #30 : Iya
Student #15

Researcher : Oke. Ada kendala dalam belajar Bahasa Inggris apa enggak?
Student #15 : Ada. Pronunciation
Researcher : Oh, berarti suka nggak tau ngucapinnya gitu ya?
Student #15 : Iya
Researcher : Nggak coba buka kamus?
Student #15 : Ya coba, tapi tetep nggak tau cara bacanya
Researcher : Apa yang anda lakukan untuk menghadapi kendala yang anda hadapi?
Student #15 : Ya baca-baca. Ya nyari-nyari.
Researcher : Nggak nanya sama gurunya?
Student #15 : Ya, kalo pas ada gurunya ya nanya sama gurunya.
Researcher : Kalo pas di rumah pake kamus?
Student #15 : Iya pake kamus
Researcher : Apakah yang anda harapkan dari guru anda untuk membantu anda untuk menyelesaikan masalah belajar yang anda hadapi?
Student #15 : Ngajarin
Researcher : Ngajarinnya gimana?
Student #15 : Ya diterangin.
Researcher : Ngasih contoh cara bacanya gimana? Oke, apakah guru anda pernah menyuruh anda untuk bekerja di dalam kelompok?
Student #15 : Pernah
Researcher : Sering?
Student #15 : Ya nggak sering-sering banget
Researcher : Apa pendapat anda ketika anda harus belajar dalam grup?
Student #15 : Biasa aja
Researcher : Lebih banyak senengnya apa lebih banyak sedihnya?
Student #15 : Lebih banyak senengnya
Researcher : Bagaimana proses belajar mengajar yang terjadi dalam grup?
Student #15 : Baik-baik aja
Researcher : Apakah anda mengalami kesulitan ketika anda harus belajar di dalam grup?
Student #15 : He’em.
Researcher : Kesulitannya apa?
Student #15 : Kadang beda pendapat.
Researcher : Terus kalo beda pendapat gitu gimana?
Student #15 : Ya tuker pendapat terus dicari jawabannya bareng-bareng
Researcher : Apakah anda bisa berkomunikasi dengan baik di dalam grup?
Student #15 : Bisa
Researcher : Selalu begitu? Sama cowok cewek juga gitu?
Student #15 : Tapi cowoknya kadang-kadang nggak mau.
Researcher : Maksudnya?
Student #15 : Ya nggak mau ngomong gitu, mbak. Manut-manut gitu katanya.
Researcher : Oalah, berarti itu kendalanya ya.
Tika : Iya
Student #22
Researcher : Ada kendala dalam belajar bahasa Inggris?
Researcher : Lalu apa yang Nadia lakukan untuk mengatasi masalah yang kamu hadapi tersebut?
Student #22 : Ya buka kamus, kadang juga nanya temen, tanya sama bapak.
Researcher : Bapak guru Bahasa Inggris?
Student #22 : Iya.
Researcher : Apa yang anda harapkan dari guru anda untuk mengatasi masalah tersebut?
Student #22 : Ya kalo nanya apa dijawab terus dijelasin terus dikasih contohnya
Researcher : Apakah guru anda pernah menyuruh anda untuk bekerja dalam grup?
Student #22 : Pernah
Researcher : Sering?
Student #22 : Nggak sering banget
Researcher : Lalu apakah pendapat anda ketika anda harus bekerja di dalam grup?
Student #22 : Biasa aja
Researcher : Maksudnya apa kadang males, sedih, seneng, atau gimana gitu
Student #22 : Kadang males, kadang seneng
Researcher : Yang bikin males apa?
Student #22 : Temennya nggak asik.
Researcher : Berarti kalo pas dapet temen yang nggak asik gitu ya. Terus yang bikin seneng apa?
Researcher : Lalu bagaimana proses belajar mengajar yang terjadi di dalam grup?
Student #22 : Ya kalo ada temen yang nggak tau yang dikasih tau. Kadang kalo aku yang nggak tau ya aku nanya sama temen yang lain
Researcher : Kalo satu grup semuanya nggak tau terus kalian Tanya siapa? Tanya temen sebelah, tanya guru atau cari-cari sendiri?
Researcher : Apakah anda mengalami kesulitan ketika anda harus belajar di dalam grup?
Researcher : Kenapa?
Researcher : Terus katanya yang cowok sukanya cuma terserah terserah gitu ya? Nggak mendukung
Student #22 : Iya.
Researcher : Tapi kamu ikut andil kan dalam kelompok?
Student #22 : Iya
Researcher : Apakah kamu bisa berkomunikasi dengan baik di dalam grup?
Student #22 : Bisa.
Researcher : Sama cowok cewek?
Student #22 : Kalo sama cowok enggak.
Researcher : Kenapa?
Student #22 : Ya itu, Cuma manut-manut gitu.
Student #27
Researcher : Apakah kendala anda dalam belajar Bahasa Inggris?
Student #27 : Aku tuh sebenernya tau kata-katanya, tau cara berbicaranya, tapi nggak tau cara penulisannya terus cara bacanya kadang nggak tau.
Researcher : Oh, berarti cara penulisan sama cara bacanya ya? Apakah yang kamu lakukan untuk mengatasi masalah anda tersebut?
Student #27 : Buka kamus, terus tanya temen, terus belajar sendiri buka-buka gitu.
Researcher : Apa yang anda harapkan dari guru untuk mengatasi masalah yang anda hadapi?
Student #27 : Kalo media mungkin enggak, tapi lebih ngasih contoh atau ngajarin kosa kata gitu.
Researcher : Berarti gurumu jarang ngajarin kosa kata gitu ya kalo kamu nggak tanya?
Student #27 : Iya
Researcher : Apakah guru anda pernah menyuruh anda untuk bekerja di dalam grup?
Student #27 : Pernah
Researcher : Sering?
Student #27 : Nggak sering banget sih
Researcher : Pendapatmu kalo harus kerja dalam grup gimana?
Researcher : Maksudnya nggak mau ngasih pendapat atau nggak mau ngasih ide gitu?
Researcher : Nggak mau kerja gitu ya. Berarti malesnya karena itu?
Student #27 : Iya, mbak.
Researcher : Bagaimana proses belajar dalam grup?
Student #27 : Ya mestinya kerja bareng, saling bertukar pikiran, kayak gitu-gitu.
Researcher : Apakah anda mengalami kesulitan dalam belajar dalam kelompok?
Student #27 : Ya biasa-biasa aja.
Researcher : Karena yang tadi itu ya ada yang nggak mau kerja gitu?
Student #27 : Iya
Researcher : Berarti kalo temennya baik berarti kamu seneng-seneng aja ya nggak ada kesulitan?
Student #27 : Iya. Tapi kalo pas dapet temen yang nggak enak dan nggak bisa diajak kerja kelompok gitu ya nggak suka.
Researcher : Apakah anda bisa berkomunikasi dengan kelompok dengan baik?
Researcher : Takut diejek sama temen cowok yang lain gitu biasanya ya?
Student #27 : Iya. Terus ya nggak enaknya tuh gitu, suka beda-bedain.
Researcher : Suka beda-bedain cowok sama cewek gitu yah?
Student #27 : Iya.
Researcher : Tapi nggak beda-bedain pinter sama kurang pinter gitu yah?
Student #27 : Nggak.
Student #24
Researcher : Apakah kendala anda dalam belajar bahasa Inggris?
Student #24 : Soalnya ada kata-kata yang susah dimengerti
Researcher : Apa yang anda lakukan untuk mengatasi kendala yang anda hadapi dalam belajar bahasa Inggris?
Student #24 : Tanya sama temen yang bisa
Researcher : Apa yang anda dari harapkan dari guru anda untuk membantu masalah yang anda hadapi?
Student #24 : Suaranya lebih keras biar kedengeran gitu, mbak.
Researcher : Perlu nggak pake games gitu
Student #24 : Nggak.
Researcher : Apakah guru anda pernah memerintahkan anda untuk belajar dalam group?
Student #24 : Pernah.
Researcher : Sering nggak?
Student #24 : Biasa aja, mbak.
Researcher : Bagaimanakah pendapat anda ketika anda harus bekerja dalam group?
Student #24 : Biasa aja.
Researcher : Biasa aja tuh bayak senengnya apa banyak sedihnya?
Student #24 : Ya ada senengnya ada sedihnya.
Researcher : Senengnya apa?
Student #24 : Ya bisa gabung sama temen yang lain. Tapi nggak sukanya kalo harus sama cowok, mbak.
Researcher : Bagaimanakah proses belajar mengajar yang terjadi dalam group?
Student #24 : Ngerjain soal. Jawab soal gitu
Researcher : Apakah anda mengalami kesulitan ketika anda diharuskan untuk belajar dalam group?
Student #24 : Iya. Soalnya ada cowoknya.
Researcher : Padahal kalo bikin grup harus ada cowoknya ya?
Student #24 : Iya.
Researcher : Apakah anda bisa berkomunikasi dengan teman dalam kelompok dengan baik?
Student #24 : Kadang nggak bisa. Soalnya susah diajak kompromi
Researcher : Kenapa kok susah diajak kompromi?
Student #24 : Ya gitu, mbak. soalnya cowoknya itu nggak mau mikir, mbak. Manut-manut aja.
APPENDIX 10

INTERVIEW GUIDE AFTER THE IMPLEMENTATION OF STUDENT TEAMS-Achievement Divisions (STAD)
Interview Guide

1. Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?

2. Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?

3. Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris? Berikan alasan!

4. Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?

5. Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?

6. Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?

7. Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?

8. Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!
APPENDIX 11

INTERVIEW TRANSCRIPT AFTER THE IMPLEMENTATION OF STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD)
Researcher : Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?

#Student7 : Just so so.

Researcher : What is the reason?

#Student7 : Kan temen-temen yang lain juga punya kata-kata lain yang aku nggak tau.

Researcher : Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?

#Student7 : Ilmu. New grammar and new vocabularies

Researcher : Bagaimana kehidupan sosialmu setelah kamu belajar dalam kelompok?

#Student7 : Aku jadi lebih dekat sama temen-temenku, mbak Soalnya kan di dalam grup kita harus berdiskusi.

Researcher : Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris?

#Student7 : Just so so.

Researcher : Alasannya?

#Student7 : Kadang aku mood. Kadang aku nggak mood.

Researcher : So, it depends on your mood ya?

#Student7 : Kalo nggak mood gimana?


Researcher : Apakah belajar dalam kelompok meningkatkan pemahamannya akan kata – kata bahasa Inggris?

#Student7 : Yes. Very very right.

Researcher : Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?

#Student7 : Yes

Researcher : Karena?
#Student7 : Yes, because my friend have another vocabulary

Researcher : Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?

#Student7 : Just so so. Because sometimes I forget the vocabulary. Kadang keinget, kadang juga lupa. Tergantung aku tau katanya gimana. Jadi misalnya aku tau satu kata baru dari mbak Bita dan aku tau artinya nah itu bakal lebih keinget daripada aku Cuma baca dari buku.

Researcher : Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?

#Student7 : Yes

Researcher : Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!

#Student7 : Just so so. Soalnya aku lebih milih belajar sendiri. Maksudnya kalo belajar kelompok tuh nggak apa-apa asal kelompoknya seneng. Kalo kelompoknya satu, dua, tiga nah itu.

Researcher : Jadi masalahnya itu member dalam grupmu ya?

#Student7 : Iya.

Researcher : Kalo temen dalam grupnya nggak enak berarti kamu males belajar dalam kelompok.

#Student7 : Iya.

Researcher : Kalo temennya enak berarti kamu termotivasi untuk belajar di dalam grup?

#Student7 : Iya.

Researcher : Jadi teman dalam kelompok mempengaruhi motivasimu dalam belajar kelompok ya?
Researcher: Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?
#Student15: Iya.
Researcher: Alasannya?
#Student15: Banyak yang bantu
Researcher: Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?
#Student15: Banyak kata-kata baru, pengetahuan, dan ilmu pengetahuan yang baru.
Researcher: Kalo sosialnya gimana?
#Student15: Ya gitu, jadi lebih deket, mbak.
Researcher: Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris? Berikan alasan!
#Student15: He em.
Researcher: Alasannya?
#Student15: Ya enak aja.
Researcher: Enak kalo belajar dalam kelompok?
#Student15: He em, banyak ramenya.
Researcher: Ha banyak ramenya?
#Student15: Iya.
Researcher: Tapi dapet ilmunya juga kan?
#Student15: Dapet
Researcher: Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?
#Student15: Iya lah.
Researcher: Alasannya?
#Student15: Banyak kata-kata barunya
Researcher: Cara ngajarnya gimana? Bantu kamu nggak?
#Student15 : He em
Researcher : Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?
#Student15 : Iya
Researcher : Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?
#Student15 : Nggak mesti. Kalo kata-katanya panjang ya aku nggak inget.
Researcher : Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?
#Student15 : Dapet.
Researcher : Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!
#Student15 : Iya.
Researcher : Alasannya?
#Student15 : Enak. Soalnya nanti banyak yang bantu.
Researcher : Terus kalo kegiatan belajar mengajarnya gimana? Kan kemaren kita pake TTS. Kita juga pake listening. Menurutmu perlu dipake nggak?
#Student15 : Perlu, biar nggak bosen.
#Student22
Researcher : Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?
#Student22 : Iya bisa jadi
Researcher : Alasannya?
#Student22 : Soalnya nanti bisa ada temennya yang ngomong jadi bisa saling ngelengkapin
Researcher : Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?
#Student22 : Kekompakan. Banyak ilmu baru yang di dapat.
Researcher : Oh, berarti selain tambah temen juga dapat banyak ilmu juga yah?
#Student22 : Iya
Researcher : Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris? Berikan alasan!
#Student22 : Iya. Soalnya ada juga temen yang lebih bisa.
Researcher : Oh, jadi kalau dalam kelompok ada temennya yang lebih bisa bikin kamu juga pengen lebih bisa lagi?
#Student22 : Iya, mbak. Kalo bisa juga pengennya ngelebihin mereka.
Researcher : Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?
Researcher : Teman dalam grup apa luar grup?
#Student22 : Dalam grup.
Researcher : Oh jadi temen dalam grup mengganggu ya?
#Student22 : Iya
Researcher : Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?
Researcher : Oh, saling bantu ya?
#Student22 : Iya
Researcher : Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?
#Student22 : Nggak juga.
Researcher : Berarti nggak ada bedanya antara belajar sendiri dengan belajar di dalam grup ya?
#Student22 : Iya
Researcher : Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?
#Student22 : Dapet
Researcher : Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!
Researcher : Berarti nggak ada grup-grupan gitu ya?
#Student22 : Iya.
Researcher : Berarti dulu waktu sebelum harus kerja kelompok kayak gini, kalian itu kayak gimana?
#Student24

Researcher : Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?

#Student24 : Iya. Soalnya banyak kata-kata yang tadinya nggak tau jadi tau soalnya temen dalam grup yang lain tau. Jadi bisa sharing

Researcher : Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?

#Student24 : Banyak. Kata-kata baru. Terus soal yang susah itu bisa dikerjain bareng-bareng.

Researcher : Kalo hubungan sama temennya gimana?

#Student24 : Jadi tambah deket lah mbak

Researcher : Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris? Berikan alasan!

#Student24 : Iya. Soalnya bisa nanya-nanya gitu kalo nggak tau.

Researcher : Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?

#Student24 : Jadi lebih paham, mbak.

Researcher : Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?

#Student24 : Iya. Banyak mbak.

Researcher : Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?

#Student24 : Sulit sih, mbak. Soalnya ada yang susah, mbak.

Researcher : Permasalahannya karena apa?

#Student24 : Cara membacanya sulit, mbak.

Researcher : Oh, sulit karena nggak tau cara bacanya ya?

#Student24 : Iya. Artinya juga nggak tau sih, mbak.

Researcher : Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?

#Student24 : Iya. Banyak, mbak.
Researcher : Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!

Researcher: Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?

#Student27: Iya. Soalnya lebih gampang aja belajar kelompok daripada belajar sendiri.

Researcher: Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?


Researcher: Kalo hubungan social dengan temen yang lain?

#Student27: Biasa aja, mbak.

Researcher: Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris? Berikan alasan!


Researcher: Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?

#Student27: Iya. Soalnya kelompokku orang-orangnya pinter Bahasa Inggris, jadi aku bisa terbantu lah, mbak.

Researcher: Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?

#Student27: Banyak sekali. Apalagi yang dikasih sama mbak Bita itu.

Researcher: Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?

#Student27: Biasa aja. Soalnya tadi, yang lain tuh lebih pinter daripada aku jadi mereka lebih banyak tau daripada aku.

Researcher: Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?

#Student27: Iya.

Researcher: Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!

Menurutmu menyenangkan apa enggak?

Menyenangkan.
#Student32

Researcher : Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?

#Student30 : Ya membantu kadang-kadang. Tapi kalo kata-katanya panjang dan susah ngucapinnya ya kadang-kadang nggak keinget.

Researcher : Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?

#Student30 : Banyak. Banyak kosakata baru, tau cara bacanya, cara-cara bikin kalimat yang bener, ya bisa tambah rame

Researcher : Kalo kerja kelompok rame ya?

#Student30 : Iya

Researcher : Ramenya karena diskusi atau karena ngobrol?

#Student30 : Dua-duanya

Researcher : Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris? Berikan alasan!

#Student30 : Iya. Soalnya aku pengen bantu temenku yang nggak bisa terus aku sadar nggak bisa makanya aku termotivasi buat belajar juga soalnya aku pengen bisa terus biar bisa bantu-bantu.

Researcher : Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?


Researcher : Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?

#Student30 : Iya.

Researcher : Terus kata-kata yang susah gitu kamu jadi makin tau apa enggak?

#Student30 : Iya. Banyak mbak. Cuma kalo ya kata-katanya terlalu panjang dan cara bacanya nggak tau itu yang kadang kelupaan.

Researcher : Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?

#Student30 : Iya. Ya lebih mudah ajawal belajar dalam kelompok.
Researcher : Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?

#Student30 : Iya.

Researcher : Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!


Researcher : Berarti lebih enak kalo belajar bareng ya?

#Student30 : Iya
#Student20

Researcher : Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?

#Student20 : Nggak terlalu. Soalnya kata-katanya udah terlalu biasa, jadi udah hafal

Researcher : Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?

#Student20 : Banyak mbak. Kata-kata baru, terus bisa membantu teman-teman yang mungkin kurang bisa jadi lebih bisa, terus bisa mengucapkan kata-kata Bahasa Inggris dengan baik dan benar.

Researcher : Apakah belajar dalam kelompok meningkatkan motivasi untuk belajar bahasa Inggris? Berikan alasan!

#Student20 : Lumayan. Yak kan bisa bareng-bareng.

Researcher : Oh kayak tadi ya, jadi bisa bantu temennya yang kurang bisa.

#Student20 : Iya.

Researcher : Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?

#Student20 : Ada yang iya. Ada yang tidak.

Researcher : Yang tidaknya apa?

#Student20 : Mungkin karena sudah pernah mendengar sebelumnya jadi sudah tau. Kecuali yang belum tau ya aku bisa tau kata-kata baru.

Researcher : Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?

#Student20 : Iya.

Researcher : Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?

#Student20 : Sama aja kayaknya

Researcher : Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?

#Student20 : Iya

Researcher : Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!
#Student20 : Perlu.
#Student28

Researcher : Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?

#Student28 : Iya

Researcher : Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?

#Student28 : Dapat pengalaman baru terus sama pemahaman bertambah.

Researcher : Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris? Berikan alasan!

#Student28 : Iya. Ya jadi bisa memahami yang belum dipahami.

Researcher : Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?

#Student28 : Iya. Soalnya banyak temen-temen yang bantuin aku.

Researcher : Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?

#Student28 : Iya.

Researcher : Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?

#Student28 : Kalo mengingat nggak terlalu ya. Tapi kalo tau arti kata-kata baru sih iya.

Researcher : Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?

#Student28 : Iya.

Researcher : Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!

#Student28 : Perlu-perlu aja. Tapi kalo soalnya gampang ya nggak perlu.
#Student32

Researcher : Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?

#Student32 : Iya. Bisa mengingat

Researcher : Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?

#Student32 : Menambah wawasan terus menambah kata baru.

Researcher : Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris? Berikan alasan!

#Student32 : Iya. Karena menyenangkkan, lebih mudah, terus bisa bercanda soalnya gurunya enak.

Researcher : Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?

#Student32 : Iya.

Researcher : Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?

#Student32 : Ya lumayan

Researcher : Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?

#Student32 : Lebih mudah

Researcher : Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?

#Student32 : Iya.

Researcher : Dari temen-temen?

#Student32 : Iya

Researcher : Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!

#Student32 : Yaa kalo menurut saya sih perlu.

Researcher : Setiap harinya ya?

Researcher : Lebih sering Tanya ke temen apa ke guru?
#Student32 : Ke guru juga sering sih. Tapi kalo ke temen jarang.
Researcher : Kenapa? Kan harusnya kerja bareng?
#Student32 : Iya soalnya kan dibagi-bagi.
#Student2

Researcher : Apakah belajar dalam kelompok dapat membantumu dalam mengingat kata – kata dalam bahasa Inggris?

#Student2 : Iya. Soalnya bisa dapet kata-kata baru yang aku nggak tau dari temen-temen yang lain disatu kelompok.

Researcher : Selama kegiatan belajar mengajar berlangsung, hal apa sajakah yang kamu dapatkan?

#Student2 : Banyak. Kata-kata baru, kerjasama, pengalaman, terus bisa lebih deket sama teman yang lain.

Researcher : Apakah belajar dalam kelompok meningkatkan motivasimu dalam belajar bahasa Inggris? Berikan alasan!

#Student2 : Iya, soalnya pengen ningkatin nilain kelompok juga. Kalo aku bisa ningkatin pemahamanku kan aku bisa ngajarin temen dalam kelompok.

Researcher : Apakah belajar dalam kelompok meningkatkan pemahamanmu akan kata – kata bahasa Inggris?

#Student2 : Iya, soalnya beberapa kata itu diulang-ulang, jadi paham artinya.

Researcher : Apakah kamu menjadi banyak mengetahui kata – kata yang tadinya kamu tidak tahu?

#Student2 : Iya.

Researcher : Apakah kamu menjadi lebih mudah mengingat kata – kata dalam bahasa Inggris?

#Student2 : Iya.

Researcher : Apakah kamu mendapatkan kata – kata baru dalam Bahasa Inggris?

#Student2 : Banyak.

Researcher : Apakah belajar dalam kelompok perlu diterapkan dalam pengajaran Bahasa Inggris? Berikan alasan!

APPENDIX 12

OBSERVATION RESULT
# Observation Checklist

<table>
<thead>
<tr>
<th>Aspects to be Observed</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher develops the students’ participation in the teaching learning activity</td>
<td>✓</td>
<td></td>
<td>The students and the teacher discuss the answers to the questions together.</td>
</tr>
<tr>
<td>The teacher uses media</td>
<td>✓</td>
<td></td>
<td>Laptop and projector are used to write down the students’ responses.</td>
</tr>
<tr>
<td>The teacher uses English during the teaching learning activity</td>
<td>✓</td>
<td></td>
<td>Sometimes, she uses Bahasa to make the students have better understanding.</td>
</tr>
<tr>
<td>The teacher involves the students in the teaching learning activity</td>
<td>✓</td>
<td></td>
<td>The students are asked to read a text together with the teacher and then translate it. Each group contains at least 2 students. They have to answer the questions in the text.</td>
</tr>
<tr>
<td>The teacher asks the students to work in group</td>
<td>✓</td>
<td></td>
<td>Each group contains at least 2 students. They have to answer the questions in the text.</td>
</tr>
<tr>
<td>The teacher facilitates the interaction between student-student</td>
<td>✓</td>
<td></td>
<td>Through working in groups.</td>
</tr>
<tr>
<td>The students are interested in the activities which are given by the teacher in the classroom</td>
<td>✓</td>
<td></td>
<td>Some students are busy with their own business, but most of them pay attention to the teacher.</td>
</tr>
<tr>
<td>The students pay attention to the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Some students are busy with their own business. But most of them pay attention to the teacher.</td>
</tr>
<tr>
<td>The students are active in the classroom</td>
<td>✓</td>
<td></td>
<td>The students do the tasks which are given by the teacher.</td>
</tr>
<tr>
<td>The students are involved in the teaching learning activity</td>
<td>✓</td>
<td></td>
<td>The students are interested in work in group.</td>
</tr>
<tr>
<td>The students are interested in work in group</td>
<td>✓</td>
<td></td>
<td>They help each other to complete the conversation.</td>
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APPENDIX 17
TEAM AWARDS
# CYCLE ONE

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<tr>
<th>Team</th>
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<th>Improvement Points</th>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
## CYCLE THREE

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
FIELD NOTES
Meeting 1, Cycle 1 (April 21, 2014)

The first meeting of the observation was held in the 21st of April 2014. The class began at 09.10 a.m. The first activity which is done was doing the Pre-Test. The students were enthusiastic to the test which is done. They did the test well. After doing the Pre-Implementation test, the students were asked to go to their groups which have been made on the previous meeting. Each group contained 4-5 people. There was a captain in each group. The captains were the students who had good ability in English. The captains were chosen by having discussion with the teacher and doing observation. Other members were chosen randomly. It took so long for them to get together with their groups because they were very noisy and busy with their own businesses.

In groups, each group was given a handout which contained a conversation which had some blank parts in it. The students had to listen to the listening passage to complete the conversation. There were some problems I faced in the main activity. The first problem was in each group, there were only few of them who did the task. The others did nothing. The second problem was the speaker did not work well. The sound of the speaker could not be heard by the students who sat in the back. It made the students had to come in front of the class in order to be able to listen to the recording clearly. I thought the first problem came up because the class was not so big, it made there were only some students who could come in front of the class.

After filling the blanks, the students and the teacher discussed the answers together. After having the correct answers, the students are asked to make questions using the words which were found in the listening passage.

After doing the main activity, the students were given the Post-Implementation test. The students found the test was easier because some of them only copied the sentences from the main activity’s sentences.

Basically the class activities were good. The students were enthusiastic with the activity because I used teaching strategy which had not been used by the English teacher of SMP Negeri 6 Yogyakarta. There were only few problems I found when the first research was conducted. The problems were technical error and increasing the students’ motivation to do all of the tasks together. I found that the materials which were given were too easy. It can be seen when I checked the students’ work.

Reseracher,

Elsa Putri Arbitasari
101214067
FIELD NOTES
Meeting 2, Cycle 2 (26 April, 2014)

The research was conducted on the 26th of April 2014. The class began at 10.00 a.m. The first activity which was done was pre-implementation test. The students were given 50 words with three different level of difficulty. The students were asked to put a check to the words they only knew. The students did the pre-implementation test well. After 15 minutes, the teacher asked the students to gather in their groups. The teacher gave a handout for each group contained an information-gap crossword. The students were asked the students to fill all of the words by working together with their friends in their groups. During the main activity, the researcher gave some hints on the words that the students did not know. The students looked very enthusiastic to the main activity which was given by the teacher. They wanted to work together with their friends. When they faced difficulties, they also asked the researcher about it.

After 50 minutes, the students submitted their groups’ work. After doing the main activity, the students were given the post-implementation test. In the post-implementation test, the students were asked to choose the synonym of the words. They faced many difficulties because they did not know some of the words. The researcher emphasized the students to do the test by themselves.

In the second cycle, the teacher did not find any difficulties and obstacles. The students also had better vocabulary knowledge. It could be seen from the pre-implementation test, main activity, and post-implementation test. There were some words which were discussed on the previous meeting. At first the students did not know the meaning of the words and how to use them in the sentences. However, when the observer put some words, they could identify the meaning of those words.

Researcher,

Elsa Putri Arbitasari
101214067
FIELD NOTES
Meeting 3, Cycle 3 (May 17, 2014)

The third meeting was conducted on May 17th, 2014. The class started at 09.00. The class was started by conducting the pre-implementation test. In the pre-implementation test, the students were given 10 meanings of 10 public places. The students were asked to know the names of the public places which their meanings have been written in the handout. The students were given 15 minutes to complete the answers. After doing the pre-test, the students were asked to be in their groups. The researcher gave a piece of paper for every group. The students were asked to make a “Words Tree”. Words Tree was an activity in which the students had to develop the words. The students did the activity enthusiastically. The students wanted to help each other in their groups by explaining the meaning of the new words which other students did not know.

The main activity spent 50 minutes. After doing the main activity, the students were asked to share the new words they knew in their groups and check their “Mind-Mapping” before they had to submit it. After submitting the “Mind-Mapping” the students were asked to go back to their seat. The researcher gave the post-implementation test. In the post-implementation test, the students were given a text which had some blank parts and the students had to fill the blank parts by choosing the words which have been provided below the text. After doing the post-implementation test, the students and the teacher summarized the materials which have been learned. The class ended at 10.20.

In the third meeting, the researcher found few problems. The first problem was there were some mistakes on the pre-implementation test handout. So, the students found some difficulties in doing it. The second problem in the main activity was sometimes the students asked the words they did not know the meaning to the researcher. In fact, in the main activity, the students had to write the words which they knew the meaning.

Researcher,

Elsa Putri Arbi tasari
101214067
FIELD NOTES
Meeting 1, Cycle 1 (April 21, 2014)

In the beginning of the lesson the teacher greeted the students and the students replied. After that the teacher asked the students who are absent in that day. While teaching, the teacher used 2 languages, Indonesia and English. After absence, teacher gave pre-implementation test to know about students’ knowledge of certain vocabularies. Before students did the pre-implementation test, the teachers explained about how to do the exercise. The teacher had also remembered the students not to cheat to their friends but some of the students still did that. The time provided was 10 minutes.

After doing pre-implementation test, the teacher asked the students to work on groups. The groups were made based on their performance in English. Before worked on groups, the teacher explained the purpose why they should work on group and what their roles. Then, after the teacher announced the groups, students moved and start working with their groups. It needed a long time for students to find and sit with their groups. They tended to be very noisy and difficult to sit calmly. After several times, the students could sit calmly and the teacher plays a recording. The students should listen to the recording and fill in the blank parts based on the text. During working in groups there were some students who did not give participation to their groups. They were busy with themselves or had a talk with other friends. Then, to check the students answers, the teacher played the recording once again. After that, the teacher read the answers of the exercise so that the students could know the correct answers. The first exercise was done, and then the class moved to the next exercise. Still, in the same group, the students were asked to make sentences using certain words which had been decided by the teacher. From this exercise, it seemed that some members in some groups still did not give participation. Sometimes the class became very noisy because some of students had a talk with their friends and they relied the exercise to other members on his/ her group. In the end of the lesson, the teacher gave post-implementation test to the students. The test took 15 minutes.

Observer,

Antonia Dumasari Putrianti
101214068
FIELD NOTES

Meeting 3, Cycle 3 (May 17, 2014)

At first, the teacher greeted the students then did a quick review about previous material. Then, the next activity was doing a pre-implementation test about “Public Places”. The students were given about 20 minutes to do the pre-implementation test and after that it was collected to the teacher. After finished the pre-implementation test, the students should go and work on the groups again. As same as the first meeting, it took a long time to make them sat calmly on the groups. The teacher should still make sure that every group had had right members, just as same as the first two meetings. After that, the teacher gave blank paper and asked them to make “Mind-Mapping” and the theme was about public places. The students were looked enthusiastic to do the exercise. Most of students could give participation by giving some ideas. They were better than before. The teacher walked around the class and helped some group which / who got difficulties. After several times, the students and the teacher discussed the answers. Some groups were looked enthusiastic by answering teacher’s questions.

In the end, before the class was finished, the teacher gave a post-implementation test to know the progress of their knowledge especially about public places. After finished the test, the teacher gave a review about material they had learned on that day. Finally teacher closed the lesson.

Observer,

Antonia Dumasari Putrianti

101214068
FIELD NOTES

Meeting 1, Cycle 1 (April 21, April 2014)

The teacher opened the class with greeting and the students respond the greeting enthusiastically. After greet her students, the teacher asked whether there were students who did not come that day or not and fortunately all the students has came to the class. At the beginning, the condition of the class was so uncontrolled. There were some students who busy with their own business and did not pay attention to the teacher and the other students were still chatting with their friends that made the class so noisy. Knowing the students did not pay attention to her, the teacher prefer to keep silence and waited the students till they were ready to study. Five minutes later, the condition of the class was calm then the teacher begun to start the teaching and learning activities. First, the students were given pre-implementation test for about 10 minutes. After doing it, the students were divided into some groups and the teacher asked them to gather with their groups. In the group, the students had to do listening exercise. They must cooperate with their friends in the group to do it. However, there was a trouble with the volume of the recording so the students who sat at the back cannot hear the recording well. The teacher asked the students to come in front of the class so they can hear the recording well. In doing the exercise, the students did not really work with their groups. In groups, there just one up two students who did the exercise and the others were busy with themselves. After that, the teacher and the students discussed the answers. In the next activity, the teacher asked her students to make some sentences with their groups. When doing this exercise, there were some students who made the class noisy and disturbed the other students who wanted to do the exercise. After the students did the exercise, the teacher asked them to submit their works. Then, the teacher gave the post-implementation test. After the post-implementation test, the teacher closed the class and reviewed that day’s lessons. During the class, the teacher used English and Bahasa Indonesia in delivering the materials but mostly Bahasa Indonesia.

Observer,

Catarina Nande Gayuh Paskasari

101214075
FIELD NOTES

Meeting 2, Cycle 2 (April 26, 2014)

The teacher started the class with greeting. The condition of the class that day was calm. The students seemed ready to follow the class. First, the teacher asked her students about the last materials. The teacher reviewed about the last meeting’s materials before go to the next materials. After reviewing the last meeting’s materials, the teacher distributed handouts to the students and asked the students to do the exercises but before did the exercise the teacher asked the students to join their groups. In doing the exercise, the students must do it together with their groups. The teacher walked around the class to motivate the students so that they can work in their group well. By walking around, the teacher can calm the students down so that they can work in their groups well. The teacher also asks to the captain of each group to write the name of students who did not work in the group. That was also a good strategy to make the students take a part in their groups. Then, the students submitted their work to the teacher. The next activity was doing the second exercise. The students were asked to fill the blanks paragraph. The students can finish the exercise well. After that, the teacher closed the class and reviewed about that’s day lessons.

Observer,

Catarina Nande Gavuh Paskasari

101214075
APPENDIX 19

GROUP’S SCORES
Groups’ Scores

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