

**THE IMPLEMENTATION OF “CALL ON THE NEXT SPEAKER”
IN DEVELOPING STUDENTS VOCABULARY**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2022 M/1444 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On

Tuesday, 13 December 2022
19 Jumadil Awal 1444 H

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“The Implementation of “Call on The Next Speaker” in Developing Students Vocabulary” Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 November 2022

Saya yang membuat surat pernyataan,



IKLIL FIRYAL

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, first of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled “The Implementation of Call on The Next Speaker in Developing students Vocabulary”. Because of His guidance, blessing, and love, I could finally finish this thesis and my study at the English Language Education Department UIN Ar - Raniry. Greeting and praying are also presented to Prophet Muhammad shallallahu,alaihiwasallam who has struggled whole-heartedly to delivered the truth to human being and guide his ummah to the right path.

I would like to express my deepest gratitude to my first thesis supervisor Dr. Maskur, MA, and my second thesis supervisor Mrs. Fitriah, M.pd, who have given a great deal of time and for having provided me valuable guidance to accomplish this research during the whole process of my work. Also, I would like to acknowledge my academic supervisor Drs. Amiruddin, M.Pd, and all lecturers and staffs of English Education Department for every support.

Moreover, I owe my deepest thank and my sincere gratitude to my beloved father Irwan Jalil and my beloved mother Asamawati for the great kindness, endless love, motivating me, praying for me, and everlasting support both financial and moral. May Allah bless you both in this life and here after. Furthermore, thanks to my sister, Misna Fitria and my young sister, Melati who always made my day better even all of you enjoy bothering me while I do this. I

also never forget to give big thanks to my best friend who always supporting me while doing this thesis, Hafiza Adha Nisa, Sukma Zahara, Raras Puji Virgia, Jannatul Wardani, Lily Fadhiliati, Uswatun or Cua for giving me good memories of a life time in college, to my support system Aldy Dwi Ananda for 24 hours. And all of the awesome people whose name I cannot mention one by one, for the care and help them provided during the process of finishing this thesis.

Last but not least, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me having no days off, I wanna thank me never quiting, for just being me at all times. Finally, I believe that this thesis still needs improvement and helpful critics to contribute to the education field, especially for the Department of English Language Education of Universitas Islam Negeri Ar-Raniry Banda Aceh.

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ABSTRACT

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Thesis working title : The Implementation of “Call on The Next Speaker” in
Developing Students Vocabulary
Principal supervisor : Dr. Maskur, MA
Co-Supervisor : Mrs. Fitriah, M.pd
Keywords : Call on The Next Speaker model, Vocabulary

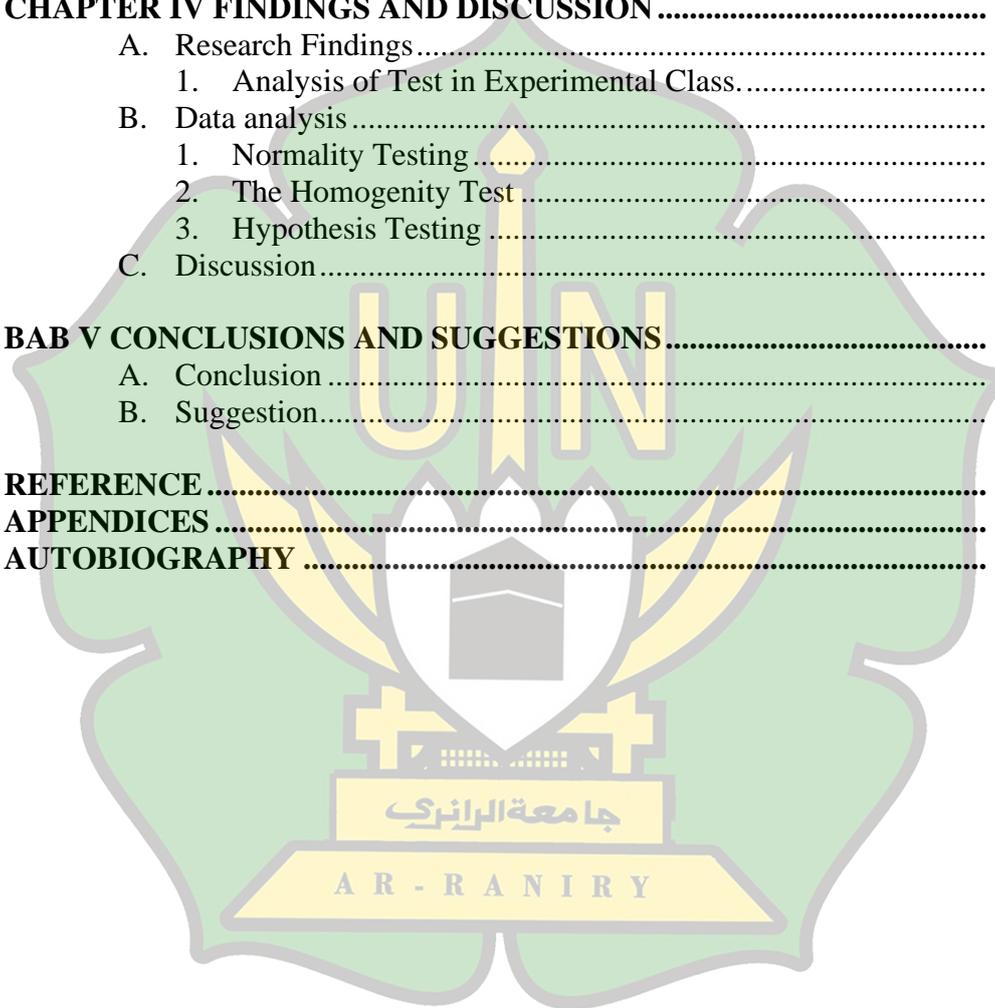
The researcher focused on the implementation of Call on The Next Speaker model in developing students' vocabulary at the seventh grade of SMPN 1 DELIMA, PIDIE. The research question of this research how effective are the implementation of call on the next speaker in developing students' vocabulary at SMPN 1 DELIMA. The aims of this research was to find out whether the use of Call on the Next Speaker is effective to developing student's vocabulary at the seventh grade of SMPN 1 DELIMA. This research applied experimental teaching. The population of this research was the seventh grade students of SMPN 1 DELIMA. The number of population was 28 students. The sample was the seventh grade students consisted of 28 students. To collect the data the researcher gave them pre-test and post-test to students, the data analyze by using SPSS 22. The finding of this research showed that the implementation of “Call on The Next Speaker” is effective in developing students' vocabulary. Based on the result of mean score in pre-test was lowest than the mean score in the post-test (57, 37 < 80, 00), and the standard deviation of pre-test and post-test in experimental class is (7, 61 < 10, 74). From the result, it can be conclude that “call on the next speaker” model was effective in developing students' vocabulary. Based on the score of mean and standard deviation of post-test was higher than pre-test in experimental class.

A R - R A N I R Y

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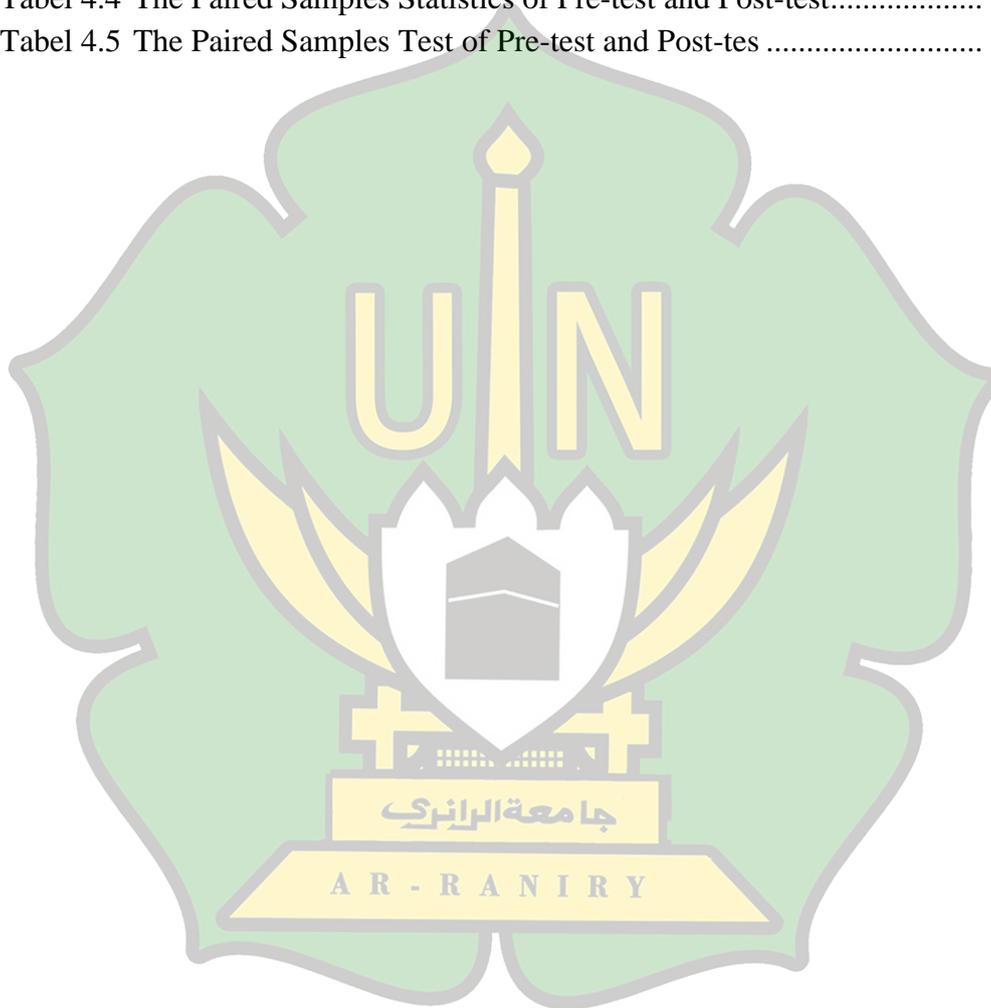
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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points: introduction that concerns with background of study, research questions, the aims of study, significance of study, and terminology as elaborated in the following sections.

A. Background of Study

Education with regard to human development efforts, it is very determined and very dependent on the human element itself. The human element determines the success of education, in this case it is the teacher or educator factor. Apart from that the instructional factor or facilities and infrastructure are having an educational institution, indirectly that affects the learning process, it is the teacher who fosters and develops students' abilities so that later they become intelligent and high moral humans. Hence the teacher also required to take strategic actions in teaching vocabulary and can increase achievement in the quality of student learning.

In Learning foreign language cannot be started without knowing the words previous language. Because language is communication, lexical knowledge or knowledge of the vocabulary of the language becomes the main thing in language learning. Therefore, lexical knowledge is communicative and acquisition competency center second language (Schmitt, 2000). In addition, every teaching activity requires a strategy to achieve goals, those goals are gradual and tiered

from very conceptual to practical concrete goals, namely curricular goals, general instructional goals and specific instructional goals.

However, Mastering English is not as easy as taking something for granted. Learners have to go through many steps and parts in learning. One of those parts is learning and mastering the vocabulary in English. According to Clouston (2013:2), vocabulary is a core to English language teaching. Without enough of vocabulary students, students will can't understand what others saying and can't convey their ideas.

In teaching and learning process requires the right strategy so that the national education goals can be achieved. The right learning strategy will allow a student to master knowledge more easily and faster according to the capacity of the energy and thoughts that are expended. The ability of teachers in guiding student learning is very easy. If the teacher is ready and has a profession (high ability) in carrying out their obligations, hopefully, it will be created quality resources will certainly be achieved.

According to observations, many students in one of Sigli's SMPN 1 DELIMA schools had problems remembering their vocabulary. As a result, students are unable to explain whatever they want and say. According to Hadfield (2007), is a serious problem for students in maintain their English vocabulary. They are worried about speaking English in front of a large group. It's because they learn English but not how to speak. As a result, when students want to speak in English through language, they are uncomfortable.

To solve this problem, teachers could use a call on the next speaker technique to find the right media to teach students vocabulary. Cited by (Munthe, 2017) Call on the next speaker is a way of learning to encourage students to work productively in random groups so that they are accustomed to an atmosphere of togetherness among group members. Model call on the next speakers provide an opportunity for each student to convey his opinion is in accordance with the results of previous discussions (Djamara, 2010:371).

Determining the strategy of the call on the next speaker learning model for each material has a certain level of difficulty, so teachers are required to be able to use the appropriate model. Model call on the next speakers provide an opportunity for each student to convey his opinion is in accordance with the results of previous teacher is not fully understood. Referring to the facts above, in this study to find out how teachers use the call on the next speaker learning model, it is hoped that it can improve students' understanding of what will be discussed, this is because the call on the next speaker learning model requires students to be independent, namely by how to find and manage their own learning resources.

In this case, teachers need an appropriate method that can make students interested and enjoy the learning process at class. In teaching English, especially vocabulary the teacher must be able creative in choosing material and able to stimulate student interest. This research will describe teaching and learning strategies that teachers use in teaching vocabulary as efforts to develop of students English vocabulary with "Call on the next speaker" strategy.

Based on the background above, the researcher wants to know how effective are the implemented of “call on the next speaker” in developing students vocabulary at SMPN 1 DELIMA.

B. Previous Studies

There are several previous research studies that have been conducted. Research conducted by Siti (2017), This study applied the call on the next speaker model in PAI learning. This research is classroom action research using qualitative methods. Data were collected by means of observation and Likert's attitude scale. The conclusion is that the seventh grade students of SMP Darul Muta'allimin are very interested in PAI learning that applies the call on the next speaker model. The student's response was classified as "very interested" which was 96 in the first cycle and increased to 100 in the second cycle.

While according to Henny (2020), this study aims to find the increase by using Call on the Next Speaker model in improving students reading comprehension at the second grade of SMA Kristen Kondo Sapata Makassar. This study uses a pre-experimental method. The results of the data there is a different between the pre-test and posttest of student achievement in understanding English reading with a t-test value of 13.154 and the value of t-table is 2,093. The value of the t-test is higher compared to the t-table ($13,154 > 2,093$). It can be concluded that the Call on the Next Speaker model can't improve students' ability to understand reading.

Therefore, the researcher is interested to find out how effective are of the implementation “call on the next speaker” in teaching vocabulary at SMP NEGERI 1 DELIMA, whether it is effective or not after the model is applied.

C. Research Question

Through this research, the researcher formulates the following research question “How effective are the implemented of “call on the next speaker” in developing students vocabulary”?

D. The Aim of The Study

Based on this study questions above. The aims of this study can be defined as follows:

To know how effective are the implemented of “call on the next speaker” in developing students vocabulary.

E. Hypothesis

The hypothesis for this research is formulated as follow:

Ho: The implemented of “call on the next speaker” doesn’t effective in Developing students vocabulary.

Ha: The implemented of “call on the next speaker” is effective in developing students vocabulary.

F. Significance of Study

The researcher expected this research to know how are the effective after applied of “call on the next speaker” in developing students’ vocabulary.

G. Research Terminology

To avoid the ambiguous meaning of same terms in this research. The writer gives the optional definition of the topic.

a. Call on The Next Speaker

Cited by (Munthe, 2017) Call on the next speaker is a way of learning to encourage students to work productively in random groups so that they are accustomed to an atmosphere of togetherness among group members. Call on the next speaker is a convenient model for gaining whole class participation and individual accountability.

Model call on the next speakers provide an opportunity for each student to convey his opinion is in accordance with the results of previous discussions (Djamara, 2010:371).

Determining the strategy of the call on the next speaker learning model for each material has a certain level of difficulty, so teachers are required to be able to use the appropriate model. English vocabulary subjects will not be separated from looking for new words to be easy to remember, if only using the method of giving a few words to memorize, students will feel bored and less interested in the material presented, so what is explained by the teacher is not fully understood.

b. Vocabulary

According to (Neuman & Dwyer,2009) stated that "Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" is how vocabulary is defined. Words are the instrument through which we express our thoughts, feelings, ideas, wishes, dislikes, hopes, and fears. The number of words we have as a tool can help us in fulfilling our needs. We can communicate ourselves in language and understand what others are saying to us. Language words, including single objects and phrases, as well as collection of multiple words with specific meanings, are referred to as vocabulary.

Vocabulary development is crucial for persons studying English as a second language or as a foreign language. Within the four language skills, vocabulary mastery plays a critical role, and it is important to remember that vocabulary mastery is one of the required aspects of the language (Susanto 2017). Our language changes with us as we grow and learn, allowing us to better understand what we see in the societies around us.

CHAPTER II

LITERATUR RIVIEW

In this study the researchers will review several literatures that related to the area of study.

A. Call on The Next Speaker

1. Definition of “Call on The Next Speaker”

In every lesson in the classroom, every teacher must arouse students' interest in learning by activate students in learning. The way to train students, namely by training students and inviting students to speak in front of class, discuss groups, and carry out activities that can activate students in learning. According to Muna(2011), Call on the Next Speaker is one of learning strategy which is considered to apply as solution from the problem. Call on the Next Speaker is one of the kinds of learning strategies that are easy to get throughout class participation and individual accountability. Model call on the next speakers provide an opportunity for each student to convey his opinion is in accordance with the results of previous discussions (Djamara, 2010:371).

From the previous explanation above, the researcher used Call on the Next Speaker want to know the results after applying the call on the next speaker model in teaching vocabulary. The researcher conducted a researchwith the title "The Implementation of Call on The Next Speaker in Developing Students Vocabulary”

2. The advantages and disadvantages of “Call on The Next Speaker

According Mulia Siti (2017), statethere have some the advantages and disadvantages in this model, as follow:

a) The advantages of Call on the next speaker

- Students take an active role in their learning.
- Students are personality.
- Students develop the confidence to give their opinions during the learning process.
- Students are more comfortable expressing their opinions.
- Training students how to think and talk in a particular perspective.

b) Disadvantages of Call on The Next Speaker

- Most likely not all students can be involved, especially for class which has a large number of students.
- This method will be difficult to implement if students have not have a mature readiness in learning.
- The formation of a good study group is not easy to do

As explained above, it can be concluded that in the call on the next speaker model that must be considered in group formation, as well as providing opportunities for each participant to speak and act in the classroom. This model begins by dividing the group, asking from each group to discuss a problem related to the topic, then ask them to show the results of the discussion in the form of posters/pictures/writing on a sheet flipchart with a predetermined topic. This call on the next speaker model is

very interesting to use in learning, because in this model all students are involved actively. The existence of cooperation in groups, students can learn to respect the opinions of their friends in one group, between individuals and other individuals.

3. **The procedure for implementing the call on the next speaker model**

Model call on the next speaker which useful learning to encourage student participation in the learning process. This model provides an opportunity for students to convey what student has mastered in relation to lesson. Based on Ramadhani (2012), these are the procedure for implementing the call on the next speaker is as follows:

1. The class is divided into several groups and asked them to discuss a problems related to the topic.
2. The teacher askd each group to present their results through posters or pictures in the blank paper
3. And then the teacher asks each group (group leader and members) to present their poster/pictures that has been they made
4. The teacher asks each person from group to have the presentation with duration 1 person for one minute, and then they called their friend in his/her group to continue the presentation, and so on.
5. The teacher asks for comments or feedback from the other group..

Siti (2017), shows that other procedures for applying the model with call on the next speaker strategy is as follows:

1. To save time, the teacher limits two to three people from each group to speak.
2. If at the end of the session the teacher sees that the topic in part or the whole group is not fully discussed, the teacher can ask a group representative to present the results of the discussion.

B. Vocabulary

1. Definition of vocabulary

According to Jakson, (2002) vocabulary is the stock of words in a language, or that is known or used by individual, or that is associated with particular activity. Vocabulary can be defined as the world we teach as foreign language T.thornbury (2002) states vocabulary is very useful for people who studying foreign language. Vocabulary is an essential aspect of learning. As it is supported by Richard and Renandya (2002:255) who state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

Nurgiyantoro (2014) Argued that vocabulary is wealth words that belong to a speaker, writer, or a language. Vocabulary is a language component that contains all information about the meaning and use of words in the language. Mastery vocabulary is needed by someone to understand and use a collection of words to express thoughts and feelings within various spheres of life such as in language activities. According Neuman & dwyer (2009), "Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words

in listening (receptive vocabulary)" is one definition of vocabulary. Words serve as the means through which we express our thoughts, feelings, ideas, wishes, dislikes, hopes, and fears. The tool that we have at our disposal to meet our needs is the number of words. We are able to express us effectively and comprehend what others are saying to us.

Thusly, the current definition above illustrates that vocabulary is a list of words that a person is comfortable. It also illustrates that vocabulary is a collection of words that a person understands and uses. This is particularly true of English vocabulary, that also contains of words that are connected to the meaning of the words and how to use them in communication.

2. **Types of Vocabulary**

There are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

The group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active

vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

According to explanation above, vocabulary is a collection of words that are part of a particular language and used to compose sentences, it can be word that's exist in a person's language to be understood and used to communicate. To be able communicate using language we have to increased, enrich the vocabulary. Because the vocabulary has an important role as well as inseparable aspect of learning a language and is the most important element in language as a means of communication for someone to express good ideas, messages and feelings.

Vocabulary has become so essential that it's now the most critical part of any foreign language learning. Vocabulary is necessary because it has meaning to it. The importance of vocabulary in studying a foreign language is recognized in this day and age, and it is acknowledged as the most significant aspect of communication. Richards and Renandya (2001, as cited in Asyiah, 2017) believe that vocabulary plays a crucial role in learning a foreign language and language skills that can affect how well learners speak, listen, read, and write.

3. The ways of teaching vocabulary

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). Teaching vocabulary as one of the most spoken parts of teaching English as a foreign language. When the teaching and learning process takes place, problems will get up for the teacher.

They have problems how to teach students to get excellent results. Teachers should pay attention that teaching is something new and specific from the students' mother tongue. They should also consider teaching English to younger inexperienced persons with adults. The teacher must prepare and know the right technique, which will be carried out to students. A good teacher should prepare himself or herself with various and up-to-date techniques.

Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač& Singleton 2008). This makes teachers have some reasons in using certain strategies in presenting vocabulary. The followings are some techniques of teaching vocabulary as proposed by some experts:

a. Teaching vocabulary using object

This technique can facilitate learning to remember vocabulary better, because the memory for objects and pictures is very good and visual techniques can make it easier to remember words. Using this technique includes the use of visual aids, and demonstration. (Takač& Singleton, 2008). In addition, Gairns& Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.

b. Teaching vocabulary by drilling, spelling, and active involvement

To make learners more familiar with the word, drilling should be clear and natural (Thorbury, 2002). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the

words from memory (Ellis & Beaton, 1993, in Read, 2000; 2004). This technique additionally consists of personalization, which is using the word by learners in a context or sentence this is associated with their life.

c. Teaching vocabulary using drawing and picture

Objects can either be drawn on the blackboard or drawn on flash cards. Teaching vocabulary the use of pictures connects students' previous knowledge to a new story, and in the process, help them analyze new words. There are lots of vocabularies that can be added by using illustrations or pictures. They are excellent approach of creating the meaning of unknown words clear. They have to be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Visual support helps learners understand the meaning and helps to make the word more memorable.

d. Teaching vocabulary using mime, expressions and gestures

The term "mime or gesture" is useful if it emphasizes the importance of gestures and facial expression on communication (Alqahtani, 2015). At the essence it cannot most effectively be used to indicate the meaning of a word discovered in reading passage, however additionally in speaking activity because it stresses mostly on communication. Many words may be introduced through mime, expressions, and gestures. For example, adjectives: "sad", "happy"; mime and taking a hat off your head

to teach hat and so on. Several studies have emphasized the role of gestures in second language (L2) acquisition (Alqahtani, 2015). The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2007).

e. Teaching vocabulary using enumeration and contrast

An enumeration is a collection of objects that is a complete, ordered listing of all the objects in that collection. It may be used to provide meaning. In different words, this technique helps when any word is hard to give an explanation for visually. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g., Alqahtani, 2015). The same is true of 'vegetable' or "furniture", for example (Gruneberg & Sykes, 1991).

f. Teaching vocabulary through guessing from Context

Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004). Furthermore, this technique encourages learners to take dangers and guess the meanings of words they do not know as a lot as possible. This will assist them building up their self-confidence that will work out the meanings of words when they are on their own.

4. The Aspects of Vocabulary

There are several aspects of lexis that need to be taken into account when teaching vocabulary. According to Gairns and Redman (2001) the aspects of lexis in teaching the vocabulary have different conceptual meaning that define the related meaning as well, such as, cup, mug, and bowl. Moreover, he stated that there are some aspects of lexis that important in teaching vocabulary as follows:

a. Polysemy

Polysemy is distinguishing between the various meaning of a single word form with several closely related meanings, such as head: of a person, a pin, of an organization.

b. Homonymy

Homonymy is distinguishing between the various meanings of a single word form which has several meanings which are not closely related, such as a file: used to put papers in or a tool.

c. Homophony

Homophony understands words that have the same pronunciation but different spellings and meanings, such as: flour, flower.

d. Synonymy

Synonymy is distinguishing between the different shades of meaning that synonymous words have, such as: extended, increase and expand.

e. Affective Meaning

Affective meaning is distinguishing between the attitudinal and emotional

factors, denotation and connotation, which depend on the speaker's attitude or a situation. A Socio-cultural association of lexical items is another important factor.

f. Style, register, dialect

Style, register, dialect is being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

g. Translation

The translation is awareness of certain differences and similarities between the native and the foreign language, such as: false cognates

h. Grammar of vocabulary

Grammar of vocabulary is learning the rules that enable students to build up different forms of the word or even different words from that word, such as:

sleep, slept, sleeping and able, unable, disability.

i. Pronunciation

Pronunciation is ability to recognize and reproduce items in speech.

C. Learning Vocabulary

1. Problems in Learning Vocabulary

Despite the fact that we are conscious that language has a large vocabulary There are still many pupils that lack vocabulary. There were still many students who could not answer the teacher question, they kept asking the teacher to

translate the question into their mother tongue (Indonesian). derstand the text's meaning or even answer to reading comprehension questions because they lacked English language proficiency, that also impacted their write when their teachers asked them to create a paragraph. To study English vocabulary, the student focused on the dictionary, and their speaking and listening skills developed least consider. When the teacher asked them some questions in English, some of the students could understand the meaning of what the teacher said, but they could not answer it by using English. Berne & Blachowicz (2008), suggested That as many teachers lack confidence in the best practices for teaching vocabulary and even don't really know where to start when forming a measures aimed on vocabulary instruction indicates that vocabulary education may be problematic. While learning vocabulary, a student would come across a lot of topics. One of problems is widely recognized. The vocabulary in English appears to be quite large and varied, and there are many words that students should memorize. A vocabulary can have a lot of meaning, and dictionaries for upper intermediate students sometimes have up to 55,000 words, or even more. There may be some vocabulary learning problems for students. Some factors that often cause these problems are as purpose by Thornbury:

a. Pronunciation

Research has proven that difficult pronounce words are more difficult to learn. Words that are potentially difficult to pronounce are usually words that contain sounds that are unfamiliar to some of students.

b. Spelling

Spelling Errors often result from incorrect sound-spelling combination, that can make words difficult to read. Silent-letter words including foreigners, listen, honest, etc. are problematic.

c. Length and complexity

Long words do not seem to be more difficult to learn than short words.

However, as a rule of thumb, high frequency words tend to be short in English, and therefore students tend to meet them more often, a factor that supports their 'learning ability'.

d. Grammar

The grammar that goes along with the words can also be problematic, especially if it deviates significantly from the grammar of the native tongue.

2. The Importance of learning Vocabulary

Vocabulary learning is important because it is the aspect of English that should be mastered. Han (2010), stated that developing a vocabulary is a crucial part of having a collection of words in order to master the English language. The students' academic achievement is influenced by their vocabulary capacity. It is so that they can participate active learners and learn the English language in the spoken or written text. It indicates that a student's academic achievement is influenced by their vocabulary proficiency. Furthermore, understanding how to use good grammar and a mastering vocabulary are crucial parts of communication.

According to Thornbury (2004), learning grammar is a necessary ability for integrating vocabulary phonetic symbols to create the majority of words in the English language. It means that even if someone has good grammar, it is pointless if they lack the vocabulary necessary for speaking or writing. Inferring from such statements that grammar is a crucial language structure for vocabulary learning. It's because learning vocabulary focuses on both the definition of each word and also how to pronounce it correctly and use it in a word.

3. Strategies in Teaching and Learning Vocabulary

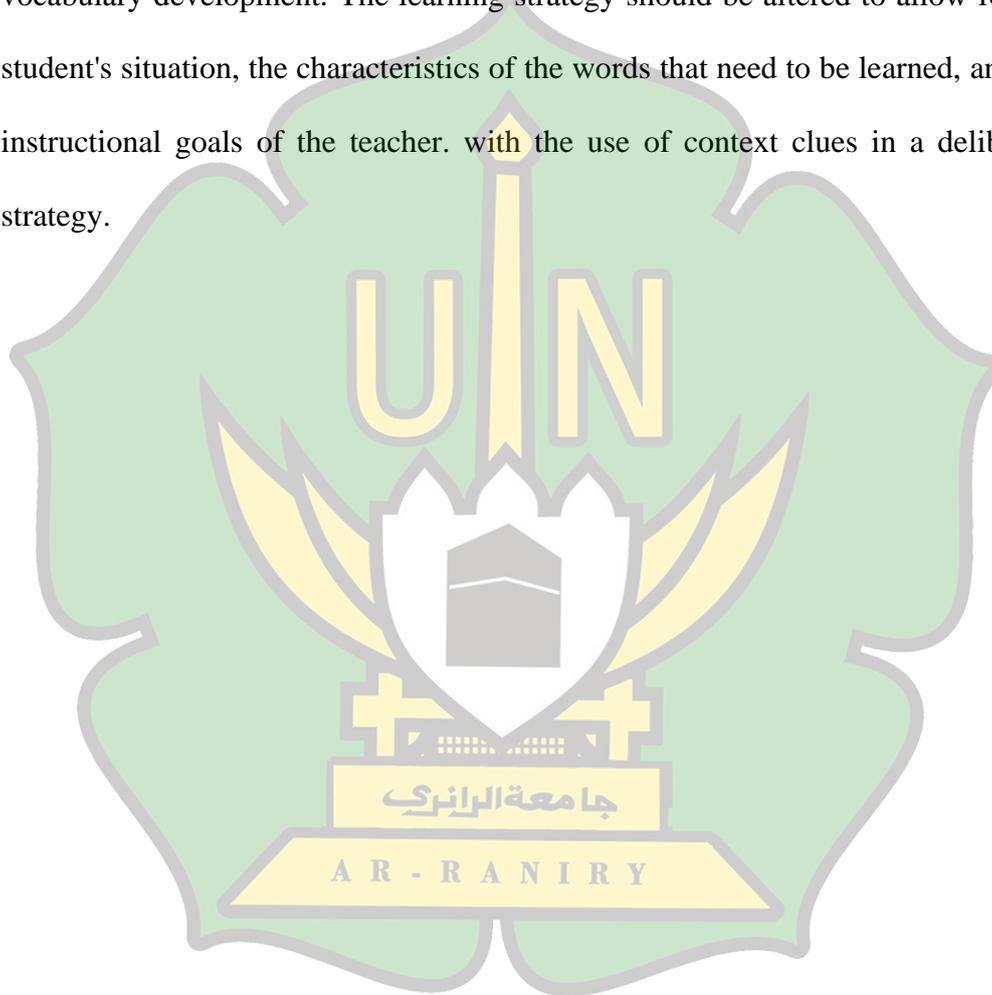
According to Graves (2000), there are four components of an effective intentional vocabulary instruction :

1. Extensive or lengthy independent reading to increase vocabularies.
2. Instruction in particular words to improve comprehension of texts that use those words.
3. Instruction in identity word-learning methods.
4. Wordplay and word consciousness activities to encourage and improve learning.

According to Flannigan & Greenwood (2003), When evaluating vocabulary teaching methods, teachers should keep four factors in mind: (1) the students they are teaching, (2) the words they choose to teach, (3) their instructional goals for each of those words, and (4) the strategies they use to teach the words.

There is research that shows that students can be taught strategic behaviors to improve their ability to learn the meaning of words. While skills such as

application of morphological clues, reference works, and spelling clues to word meanings are all useful, they become more powerful and functional when combined. The previous explanation is concluded by saying that vocabulary learning strategies should take the form of instructions that connect to the goals of vocabulary development. The learning strategy should be altered to allow for the student's situation, the characteristics of the words that need to be learned, and the instructional goals of the teacher. with the use of context clues in a deliberate strategy.



CHAPTER III

RESEARCH METHOD

The chapter provides the method used by the researcher in the study. It covers research design, participant, and technique of data collection, technique of data analysis and setting of research.

A. Research Design

This research is quantitative research that focuses on the strategy of “Call on The Next Speaker” in developing students’ vocabulary. According to Matthews & Ross (2010) quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically. In addition, quantitative data is collected when researcher has adopted the positivist epistemological approach and data is collected that can be scientifically analysed.

The researcher use quasi-experimental research design which use one group pre-test and post-test design. According to Cohen, Manion, and Morrison (2007, p. 283) “Quasi-experimental design aim to establish a cause-and-effect relationship between an independent and dependent variable”. This research was conducted in one class in SMP NEGERI 1 DELIMA

This research is experimental teaching by implementing the strategy of “call on the next speaker” in developing students vocabulary and by conducting the test as the method to collect data to know the result of “call on the next speaker” in developing students vocabulary The one-groups pretest-posttest

design involves a single groups that was pretested (O), exposed to a treatment (X), and posttested (O) (Gay L.R,et al. 2006). The design of this research as

follow:

O1	X	O2
----	---	----

Where:

O1: Pre-test

The pretest is the test given to the students before they treatment.

X: Treatment

For the treatment, the students will teach vocabulary by using feature analysis strategy.

O2 : Post-test

The post-test the test after treatment to the students.

B. Population and Sample

1. Population

Population as "a collective term used to describe the total quantity of cases of the type which are the subject of your study" (Walliams 2001:166). It means that population consist of objects, people or events. The population in this research are all first-grade students SMPNEGERI1 DELIMA. It is located inKabupatenIndra Jaya.

2. Sample

The researcher took one class of the first-grade students at SMPNEGERI 1 DELIMA, as the sample. Arikunto (2002) stated that if the sample is less than 100, then it is taken at all. If the sample is greater than 100, then it can be taken among 10-15% or 20-25%. In the experimental class, the writer taught the students; gave the pre-test, treatment and post-test. It was an easy way to know the effectiveness to developing students vocabulary of implemented of “call on the next speaker” Model.

C. Data Collecting Method

1. Experimental Teaching

To get the data, the researcher will perform an experimental teaching in the English class using “call on the next speaker” at SMPN 1 DELIMA, for 4 meetings. The type of experimental teaching the writer used one classby task pre-test and post-test.

2. Test

In this research, the test is most important instrument to collect the data. The researcher applies “call on the next speaker” in the class while teaching vocabulary. There were two kinds of test used in this research namely pre-test and post-test. The pre-test was conducted before the experimental teaching to measure student achievement before using the strategy “Call on the next Speaker” in developing student’s vocabulary. Whereas, the post-test was given after the

experimental teaching to evaluate whether the strategy to know the effective way or not. In collecting data by using pre-test and post-test.

D. Technique of Data Collection

In this research, the procedure of data collection was explained as follows:

1. Teaching Process

This research was conducted in four meetings. In the first meeting, the researcher greeted students by introducing herself and providing them information about “Call on The Next Speaker” model. The researcher informed the student about the purpose of coming to their class. Furthermore, the researcher administered given pre-test in the multiple-choice test to estimate their vocabulary, the test was conducted in 45 minutes.

Meanwhile, in the second and third meetings, the researcher gave them any information about “Call on The Next Speaker” and the treatment that were carried out. During the treatment, the researcher taught the student by followed the lesson plan. The researcher informed the students about function, structure, and language features. The researcher showed to the students the some pictures related to “we love what we do” material. And the researcher explained the thing that could be describe and give each group a blank sheet of paper and ask them to draw a picture according to the material being studied, than ask them to describe the picture one by one for each group and write new vocabulary related to the pictures of “Call on The Next Speaker Model”.

For the last meeting, the researcher evaluated their improvement by gave them a post-test with Description about picture one by on person for each group, and the test was conducted in 45 minutes. When the test finished, I appreciated them by helped to finish the data collected process.

E. The Procedure of Data Analysis

1. Test

After collecting the data of Pre-test and Post Test from the Experimental Class. Than the researcher calculated the mean score from pre-test and post-test of the class by using statistical calculation, with the step:

1. According (Depdikbud,2006) , Evaluate the score of the students using the following scale :

Tabel 3.1
Rubric of Vocabulary

No	Aspek yang dinilai	Indikator	Skor
1	Mengartikan Kosakata	Siswa dapat mengartikan kosakata Bahasa Inggris dengan baik.	20
		Siswa belum dapat mengartikan Kosakata Bahasa Inggris dengan baik.	10
2	Membaca Kosakata	Siswa dapat membaca kosakata Bahasa Inggris	20

		dengan baik.	
		Siswa belum dapat membaca Kosakata Bahasa Inggris dengan baik.	10
3	Melafalkan Kosakata	Siswa dapat melafalkan kosakata Bahasa Inggris dengan baik.	20
		Siswa belum dapat melafalkan Kosakata Bahasa Inggris dengan baik.	10
4	Menulis Kosakata	Siswa dapat menulis kosakata Bahasa Inggris dengan baik.	20
		Siswa belum dapat menulis Kosakata Bahasa Inggris dengan baik.	10

Skor maksimal : 100

F. Technique of Analyzing the Data

After collecting the data, the researcher did was to analyze them. The data of the test in this research calculated and analysed automatically by using software a Microsoft Excel 2010 and SPSS v.21 with the significance level 0.05. The data analysis consisted of several parts as follows:

1. Analysis Requirement Testing

After collecting the data, the preliminary analysis was first done to see if the data are qualified for the t-test hypothesis testing. The preliminary analysis consisted of two test which were the normality and homogeneity test that were both done automatically by using SPSS v.1. The data, moreover, can be said normally distributed and homogenous if the sig displayed is higher than 0, 05.

a. Normality Testing

According Grath (2008), Normality test is used whether a variable has a normal data distribution or not. To test the normality of data, researcher used the Kolmogorov-Simonov test with help of SPSS v.21. The steps for testing normality with the help of SPSS v.21 for windows software as follows:

Determine the null hypothesis and alternative hypothesis

H₀: Data is normal

H_a: Data is not normal

b. Homogeneity Testing

Homogeneity test is to determine the similarity of the class. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, the output display will appear on SPSS and the output will then be analyzed as a result of the validity and reliability of the question instrument. Invalid instrument questions will be removed or removed from the question instrument which is then not used for testing.

2. T-Testing

After getting the data from the pre-test and post-test from experiment class, the researcher found out whether Call on The Next Speaker model was effective or not to developing student's vocabulary of the seventh grade of SMPN 1 DELIMA in the academic year 2021/2022. To decide which hypothesis that would be accepted or rejected, the researcher calculated the data by using t-test in SPSS V. 21. T-test is the statistical analysis that used to know whether there are significance differences between two mean samples or not.

3. Hypothesis Testing

After getting the data from the pre-test and post-test from experimental class, the researcher found out whether Call on The Next Speaker was effective or not to developing student's vocabulary of the seventh grade. To decide which hypothesis that would be accepted or rejected, the researcher calculated the data by using t-test in SPSS V. 21. T-test is the statistical analysis that used to know whether there are significance differences between two mean samples or not Saragih (2017).

The criteria for the hypothesis testing is as follows:

Tabel 3.2
Hypothesis testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above mean (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2)

the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of research. The finding of the research covers the description of students' improvement in vocabulary and percentage of students' progress or development through Call on the Next Speaker (pre-test and post-test). The discussion describes further explanation and interpretation of findings.

A. Research Findings

The findings research describe result of the data analysis. Vocabulary test were consists of pre-test and post-test. The pre-test gave to know students' vocabulary mastery before the treatment, and the post-test gave to find out the improvement of students' vocabulary after gave treatment. The researcher compared the result of pre-test and post-test, if the result of posttest was higher than pre-test, it means this media was effective.

1. Analysis of Test in Experimental Class.

The result of pre-test and Post-test in the experimental class can be seen as follows:

Tabel 4.1
The score of pre-test and post-test in the experimental class:

No	Initial of Students	Pre-Test	Post-Test
1	SN	50	80
2	HG	50	80
3	SS	60	80
4	VF	50	60
5	FK	50	80
6	SZ	40	60
7	MA	50	90
8	SD	60	80
9	FI	50	80
10	TR	50	70
11	SL	50	80
12	RT	60	90
13	RM	40	80
14	ML	40	80
15	AS	50	80
16	FA	50	90
17	AD	60	100
18	ZA	50	80
19	YL	40	70
20	TRA	40	60
21	RRT		

22	MA	60	80
23	YF	60	100
24	SM	50	80
25	NU	50	80
26	NS	50	70
27	ET	60	100
28	NF	40	80
		50	80
TOTAL		1360	2160

Source : pre-test and post-test of experimental class

Based on the table above, the student's score in the experimental class showed the lowest score of pre-test was 40, and the highest score of posttest was 100, it means the total score in the class showed that there was significant effect in development of student's vocabulary between pre-test and post-test.

B. Data analysis

1. Normality Testing

Normality testing used to determine if a data set is well –modeled by a normal distribution and normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distribute.

Tabel 4.2
Normality and of the test
One-Sample Kolmogorov-Smirnov Test

		Pretest	Postest	
N		27	27	
Normal Parameters ^{a,b}	Mean	50.37	80.00	
	Std. Deviation	7.061	10.742	
Most Extreme Differences	Absolute	.262	.278	
	Positive	.262	.278	
	Negative	-.257	-.278	
Kolmogorov-Smirnov Z		1.360	1.443	
Asymp. Sig. (2-tailed)		.050	.031	
Monte Carlo Sig. (2-tailed)	Sig.	.038 ^c	.024 ^c	
	99% Confidence Interval	Lower Bound	.033	.020
		Upper Bound	.043	.028

a. Test distribution is Normal.

b. Calculated from data.

c. Based on 10000 sampled tables with starting seed 2000000.

Based on the table above, it could be seen that the score of p value by Kolmogorov Smirnov of the experimental class as follows: the pre-test was 0,038, 0,044, 0,043 and the post test was 0,024, 0, 020,0,028. It means that probability value (p) of both the test was higher than 0,05, it could be conclude that the data of the experimental class pre-test and post-test was normally distributed.

2. The Homogeneity Test

After finishing the normality test, the homogeneity test was also required as prerequisite analysis test. To calculate homogeneity test, the researcher collected the data from a homogenous population if adequate significance is $\alpha = 0,05 < F$

table, which mean that data is homogeneity or otherwise. The following is the result which was obtained from this calculation

Tabel 4.3
Test of homogeneity of variance

Hasil Belajar

Levene Statistic	df1	df2	Sig.
1.358	1	50	.249

The test of homogeneity of variance showed that the significance were 0,249, was higher than alpha level of 0,05 which means that the variances of very treatment was homogeneous.

3. Hypothesis Testing

Tabel 4.4
The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50.37	27	7.061	1.359
	Posttest	80.00	27	10.742	2.067

The table 4.2 showed 27 students as a sample in pre-test and post-test, the the table also showed mean score of students vocabulary, the mean score of students vocabulary about 50.37 in the pre-test with standar deviation 7.061 and standar error 1.359 and post-test was 80.00 with standar deviation 10.742 and standar error 2.067 it provide by students mean score of pre-test and post-test. The

post-test where the score is higher and has significant improvement then the mean score of pre-test after gave treatment.

Tabel 4.5
The Paired Samples Test of Pre-test and Post-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – posttest	- 29.630	8.540	1.644	-33.008	-26.251	- 18.028	26	.000

The hypothesis was tested by using SPSS Software. In this research, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the results of students' mean score in pre-test and post-test.

The result of statistical analysis for level of significance 0, 05 with degree of freedom (df) = n-1, where N= 27, df = 26. The probability value was smaller than alpha (α) $0.00 < 0.05$. it means, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. So the conclusion is there was a difference in teaching vocabulary before and after using Call on the Next Speaker model. Therefore, the researcher concluded that the model effective in developing student's vocabulary mastery of the student at seventh grade of SMPN 1 Indra Jaya.

C. Discussion

In this part, the discussion was cover about the implementation of Call on The Next Speaker models in developing students' vocabulary. The research question is ““How effectivearethe implemented of “call on the next speaker” in developing students vocabulary?” referring to the finding above, it is show that the implementation of Call on The Next Speaker as a model affected students vocabulary in learning English. The finding also showed that class show improvement in students' vocabulary.

The previous research shows by Muna (2011), Call on the Next Speaker is one of learning strategy which is considered to apply as solution from the problem. It is best model to use Call on The next speaker model in classroom to gain student's motivation and help them to developing students' vocabulary. Then in this research, based on the result of the students answer before and after gave treatment use Call on the Next Speaker model the researcher conclude that student lack of vocabulary and difficult to remember vocabulary, but after the researcher gave treatment use model Call on the Next Speaker the students got the motivation and make Students are more comfortable expressing their vocabulary.

Then, Richard and Renandya (2002) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It is important to implement an appropriate model or media that match with students characteristic. And there is significant improvement toward developing students' vocabulary after using Call on the Next

Speaker is an affective model to developing vocabulary and also change classroom situation became more conducive for teaching-learning process.

The finding also showed that experimental class show improvement in developing student's vocabulary after used Call on The Next speaker model. The experimental class have their score increase from pre-test and post-test (from 50,37 to 80,00). Meanwhile the result of this research showed that the students' vocabulary mastery at the seventh grade SMPN 1 Delima has improved. Based on the result implementation Call on the Next Speaker as a model was better than before gave treatment to the students. The researcher used Call on The Next Speaker was success to developing students vocabulary because used that model in learning was interested and their became enthusiastic toward the lesson and led them being serious to memorize vocabulary. Call on the Next Speaker model was fun, it gained students mood in learning English and their paid attention to the teacher's explanation and instruction as well as explained the steps of the model. They were actively involved in learning process, find new vocabulary from the topic their create, make them more confident in expressing words, and made comment about the presentation for each group. It means that presence of the model were able to developing student to focus and concentrate on the lesson. In this case, that model is one of the well-known teaching media in developing vocabulary.

The result of this research were relevant to the finding of Mulia Siti (2017), This study applied the call on the next speaker model in PAI learning in seventh grade students of SMPN Darul Muta'alimin. The research showed that

using Call on The Next Speaker model is best implemented through increase students learning activity in PAI learning, the student's response was classified as "very interested" which was 96 in the first cycle and increased to 100 in the second cycle.



BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

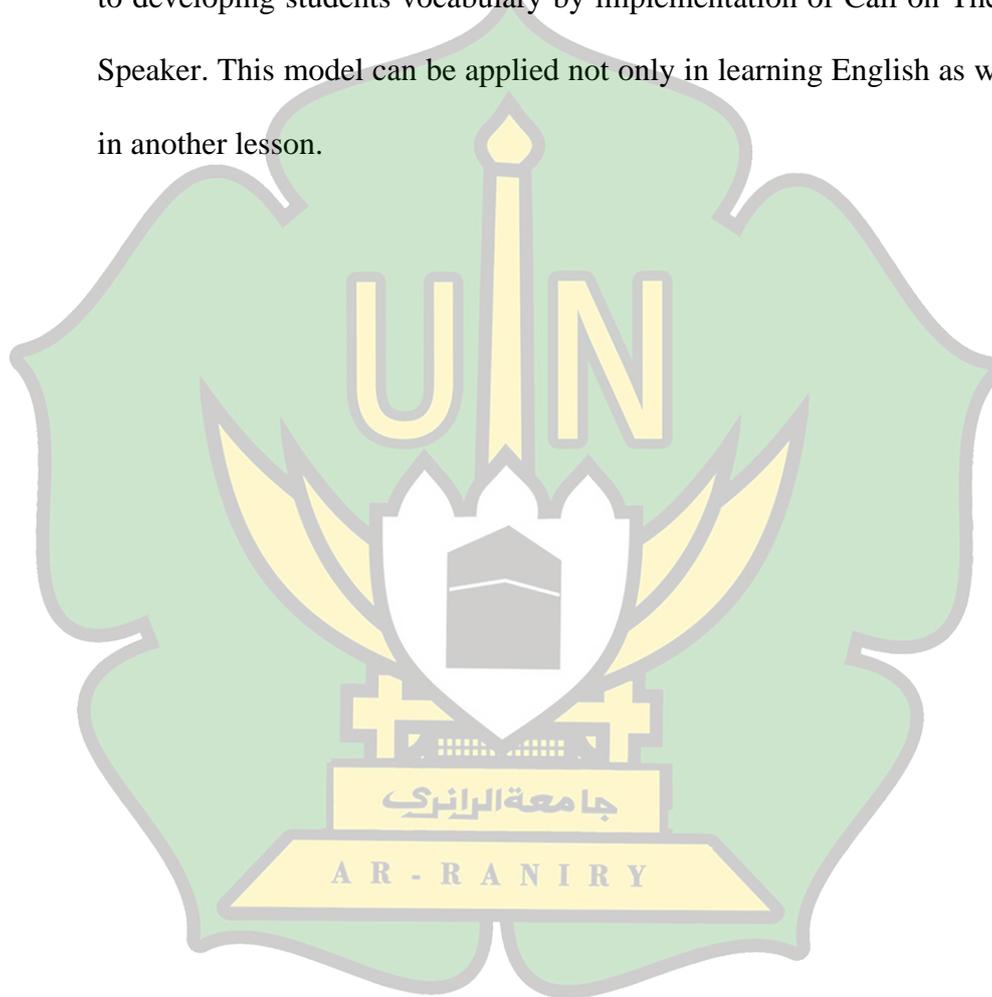
After conducting the Pre-Experimental Research about “The Implementation of Call on The Next Speaker in Developing Students Vocabulary”, the researcher conclude that. The students Vocabulary in seventh grade of SMPN 1 DELIMA on Academic Year of 2021-2022 is poor classification before giving treatment using Call on The Next Speaker model. It is proved by mean score of pre-test was 50,37 and standard deviation in pre-test was 7,061 the students vocabulary was very poor classification, the after giving treatment using Call on The Next Speaker it is proved by the mean 80,00 and the standard deviation in Pos-test 10,742 there was significant improvement on the result.

Based on that result, Implementation Call on The Next Speaker model could developing students vocabulary. It means important to use the model in classroom to gain students in interest and help them to develop vocabulary.

B. Suggestion

Based on the finding of this research, the researcher withdraws some suggestion that hopefully could be beneficial for the student, teacher and the other researcher who share the same theme of this research:

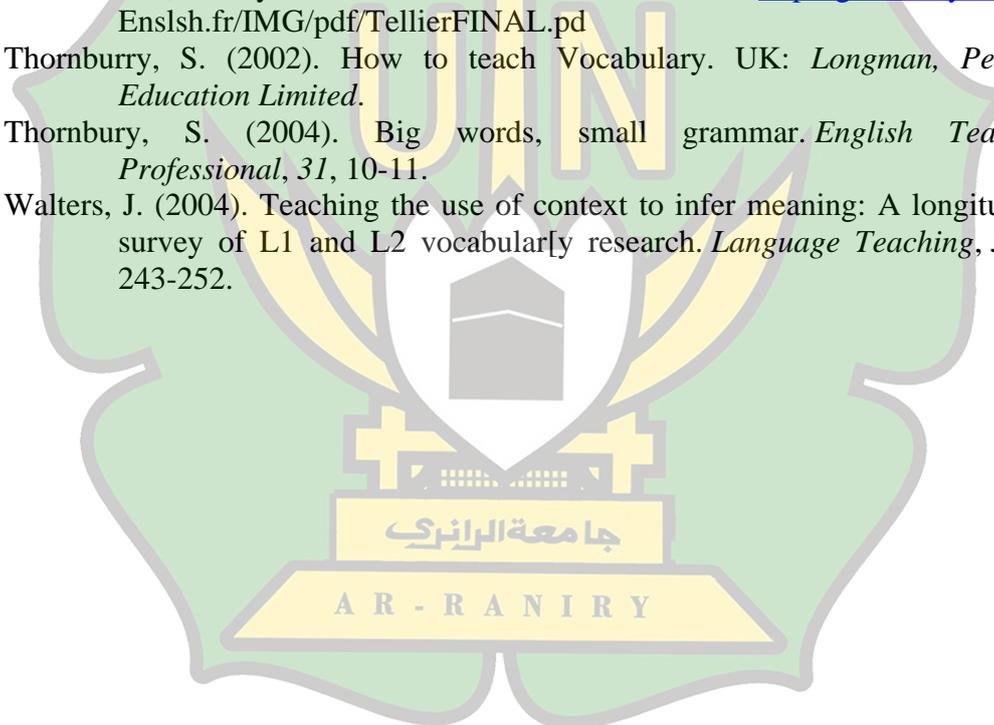
1. For the teacher, it is recommended to teach by implementation the model that can make students active and more focused in teaching vocabulary and can make students motivation to study English.
2. For the next researcher, they can use this research as a kind of perspective to developing students vocabulary by implementation of Call on The next Speaker. This model can be applied not only in learning English as well as in another lesson.



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APPENDICES

Appendix A Appointment Letter of Supervisor


SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 14717/Ua.08/FTK/KP.07.6/11/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Ua.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :

- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-7555/Ua.08/FTK/KP.07.6/4/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :

1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan :

Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Maret 2021

MEMUTUSKAN

Menetapkan
PERTAMA :

Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-7555/Ua.08/FTK/KP.07.6/4/2021 tanggal 16 April 2021

KEDUA

Menunjuk Saudara:

1. Dr. Maskur, S.Ag., M.A. Sebagai Pembimbing Pertama
2. Fitriah, M. Pd. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Ikli Firyal
NIM : 160203186
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of "Call on The Next Speaker" in Developing Students Vocabulary

KETIGA :

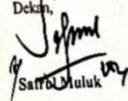
Pembayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT :

Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KELIMA :

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 11 November 2022
Dekan,

Satrio Mulyo

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk ditukangi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. ...

 Dipindai dengan CamScanner

Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to
Conduct Field research

9/20/22, 2:00 PM

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-10769/Un.08/FTK.1/TL.00/08/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMPN 1 Delima

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : IKLIL FIRYAL / 160203186
Semester/Jurusan : XIV / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lambhuk Kec. Ulee Kareng Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Implementation of "Call on The Next Speaker" in Developing Students Vocabulary*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 24 Agustus 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 24 September
2022

Habiburrahim, M.Com., M.S., Ph.D.

جامعة الرانيري
AR - RANIRY

Appendix C Confirmation letter from Department of English Language Education



PEMERINTAH KABUPATEN PIDIE
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI I DELIMA

Alamat : Jalan Gampong Aree -Reubee Kecamatan Delima Kode Pos 24162

SURAT KETERANGAN PENELITIAN
NOMOR: 422/132/2022

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor : B-10769/Un.08/FTK.1/TL.00/08/2020 tanggal 24 Agustus 2022.

Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Delima Kabupaten Pidie dengan ini menerangkan bahwa:

Nama : IKLIL FIRYAL
NPM : 160203186
Jur / Prodi : Pendidikan Bahasa Inggris
Semester : XIV
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar yang namanya tersebut di atas telah melaksanakan penelitian/pengumpulan data pada SMP Negeri 1 Delima pada tanggal 05 s.d 19 Oktober 2022, Penelitian ini untuk keperluan Penyusunan Skripsi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan judul :

"The Implementation of " Call on The Next Speaker: in Developing Student Vocabulary"

Demikian surat keterangan ini di buat untuk dapat dipergunakan seperlunya.

20 Oktober 2022

Kepala Sekolah,



SAIFUL BAHRI, S. Ag., M. Si

NIP. 197006081998011001

AR - RANIRY

Appendix D Instrument used in During data collection

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMPN 1 Indra Jaya
Mata Pelelajaran	: Bahasa Inggris
Kelas/semester	: X / Genap
Materi	: Tingkah laku/ tindakan/ fungsi orang,binatang, benda.
Alokasi Waktu	:4 x 40 menit (4 pertemuan) = 8 JP

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teksinteraksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.	<p>3.6.1. Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda</p> <p>3.6.2 Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.3 Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)</p>
4.6 Menyusun teks interaksi transasional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang,benda, dan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.6.1 Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial</p> <p>4.6.2 Mempresentasikan Teks interaksi transactionl lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/ tindakan/ fungsi orang, binatang, benda sesuai dengn konteks penggunaannya.</p>

A. Tujuan Pembelajaran

Melalui pendekatan Scientific approach dengan menggunakan model pembelajaran Discovery Learning, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis, serta mengelompokkan ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait : tingkah laku/tindakan/ fungsi orang, binatang, benda serta peserta didik dapat menulis dan mmpresentasikan teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait: tingkah laku/tindakan/fungsi orang, binatang, benda, dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif.

B. Materi Pembelajaran

1. Materi regular

- Fungsi sosial

Mengidentifikasi dan mendeskripsikan, mengkritisi orang, binatang dan benda dari segi sifatnya.

- Struktur teks

- Memulai
- Menanggapi (diharapkan diluar/dugaan)

- Unsur kebahasaan

- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
- Kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interogative: Yes/No question; Wh-question
- Topik Tingkah laku/ tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

E. Pendekatan, Model Dan Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model : Discovery Learning
3. Metode : Call on The Next Speaker

F. Media, Alat Dan Sumber Pembelajaran

1. Media : Call On The Next Speaker (Gambar, Audio, book)
2. Alat : Papan Tulis, Audio
3. Sumber Pembelajaran : Buku When Rings a Bell, Dictionary

C. Kegiatan Pembelajaran

1. Pertemuan 1 dan 2 (4 JP)

- 3.6.1. **Mengidentifikasi** fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsiorang, binatang, benda, sesuai dengan konteks penggunaannya

3.6.2. **Mengidentifikasi** struktur teks pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsiorang, binatang, benda, sesuai dengan konteks penggunaannya

3.6.3. **Mengidentifikasi** unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsiorang, binatang, benda, sesuai dengan konteks penggunaannya.

A. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa,absensi, menyiapkan buku pelajaran;



Character Building

- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari



Critical Thinking

- Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.
- Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

Character Building

Literacy

B. Kegiatan Inti

Stimulation

- Siswa mendengarkan/membaca pemaparan terkait tingkah laku/tindakan/ fungsi orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.
- Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan terkait tingkah laku/tindakan/ fungsi orang, binatang, benda yang digunakan.

Problem statement

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan terkait tingkah laku/tindakan/ fungsi

orang, binatang, bendadalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.

- Siswa mempertanyakan pengucapan dan isi teks yang memaparkan tingkahlaku/tindakan/ fungsi orang, binatang, benda.

Critical Thinking



Data collection

Creativeand Collaborative



Siswa secara berkelompok mencari contoh pemaparan terkait tingkah laku/tindakan/fungsi orang, binatang, benda dari berbagai sumber.

Data Processing

Siswa bersama kelompoknya membuat simulasi tentang pemaparan terkait tingkahlaku/tindakan/ fungsi orang, binatang, benda dan berlatih melakukan simulasi tersebut.

Verification

Siswa bersama kelompoknya mendemonstrasikan simulasi pemaparan tingkahlaku/tindakan/ fungsi orang, binatang, benda.

Generalization

Setiap kelompok memberikan penilaian terhadap simulasi yang sudah di demonstrasikan oleh kelompok lain.

C. Kegiatan Penutup

- Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

Character Building

- Menyimpulkan apa yang dipelajari hari ini
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

2. Pertemuan 3 & 4 (4 JP)

4.6.1. **Menyusun** teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.

4.6.3. **Mempresentasikan** teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.

A. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;

- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya.
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Character Building

B. Kegiatan Inti

Stimulation

- Siswa membaca dan mengamati contoh pohon keluarga dan teks tentang pemaparan tingkah laku/tindakan/ fungsi orang, binatang, benda seseorang

Problem statement

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan terkait tingkah laku/tindakan/ fungsi orang, binatang, benda dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.

Data Processing

- Siswa secara berpasangan membuat simulasi tentang pemaparan terkait tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya secara tertulis.

Verification

- Siswa mendemonstrasikan simulasi pemaparan terkait tingkah laku/tindakan/ fungsiorang, binatang, benda, sesuai dengan konteks penggunaannya berdasarkan penugasan tulisan sebelumnya

Generalization

Setiap siswa memberikan penilaian terhadap simulasi yang sudah di demostrasikan oleh siswa yang lain.

C. Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

1. Penilaian Hasil Belajar

- Teknik Penilaian
 - Tes tertulis
 - Tes lisan
- Bentuk penilaian
 - Menentukan hubungan kekerabatan
 - Memperkenalkan diri secara lisan pada orang lain.

2. Instrumen Penilaian Sikap

➤ Jurnal Perkembangan Sikap

Nama Sekolah : SMP NEGERI 1 INDRA JAYA

Kelas/Semester : VII/Semester 1

Tahun Pelajaran : 2021-2022

No	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket.	Ttd	Tindak Lanjut
1							
2							

➤ Penilaian Pengetahuan

$$\text{Skor Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

➤ Penilaian Keterampilan

Rubrik Penilaian Keterampilan Menulis

No	Deskripsi	Rentang Skor	Skor Perolehan
1	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	80-100	A
2	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan ada yang kurang tepat	60-80	B
3	Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat	30-60	C
4	Fungsi sosial, penggunaan kata, kalimat, dan struktur tidak sesuai	0 – 30	D
Jumlah			

➤ Rubrik Penilaian Keterampilan Praktik Dalam Membaca

No	Aspek	Deskripsi	Rentang Skor	Skor Perolehan
1	Lafal (pronunciation) Tata Bahasa (Grammar)	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	80-100	A
2	Kosakata (Vocabulary) Kelancaran (Fluency)	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	60-80	B
3		Membaca teks, pelafalan kosa kata kurang tepat, tapi lancar	30-60	C
4		Membaca teks, kosa kata terbatas terbata-bata, dan tidak lancar	0 – 30	D
Jumlah				

Rumus penghitungan skor akhir

$$\text{Skor Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Guru Bidang Studi

Mengetahui, Banda Aceh,

(SUSILAWATI)

(IKLIL FIRYAL)
NIM. 160203186

Lampiran Materi

- Fungsi social

PROFESSION/OCCUPATION

1	Student	Siswa	26	Actor/actress	Aktor/pemain film
2	Teacher	Guru	27	Stewardess	Pramugara/pramugari
3	Headmaster	Kepala Sekolah	28	Waiter/ Waitress	Pelayan
4	Librarian	Petugas Perpustakaan	29	Porter	Kuli
5	Gardener	Tukang kebun	30	Chef	Juru masak
6	Doctor	Dokter	31	Journalist	Wartawan
7	Dentist	Dokter Gigi	32	Reporter	Penyiar Berita
8	Surgeon	Dokter Bedah	33	Director	Direktur
9	Nurse	Perawat	34	Secretary	Sekretaris
10	Policman	Polisi	35	Manager	Manajer
11	Soldier	Tentara	36	Typist	Juru Ketik
12	Driver	Supir	37	Butcher	Penjual Daging
13	Famer	Petani	38	Engineer	Insinyur
14	Fisherman	Nelayan	39	Mechanic	Montir
15	Pilot	Pilot	40	Fireman	Pemadam kebakaran
16	Judge	Hakim	41	Chasier	Kasir
17	Sailorman	Pelaut	42	Tailor	Penjahit
18	Architect	Arsitek	43	Athlete	Atlit
19	Plumber	Tukang Pipa	44	Receptionist	Penerima Tamu (hotel)
20	Painter	Pelukis	45	Programee	Ahli Progam
21	Bricklayer	Tukang batu	46	Salesman	Marketing
22	Carpenter	Tukang Kayu	47	Security guard	Satpam
23	Lawyer	Pengacara	48	Writer	Penulis
24	Singer	Penyanyi	49	Civil Servant	PNS
25	Dancer	Penari	50	Designer	Perancang

- **Animals and their habits/activities**

No	Animal	Activities
1	Snake	It bites
2	Bee	It stings, sucks nectar
3	Bird	It flies, perches on tree, sings
4.	Bat	It flies, hangs on tree
5.	Gecko/Lizard	It crawls, eats mosquitos
6.	Cat	It sleeps, eats fish
7.	Dog	It barks
7.	Horse	It runs, gallops
8	Turtle	It swims
9	Lion/Tiger	It roars, attacks preys, eats meat
10.	Buffalo	It eats grass
11	Rabbit	It eats carrot
12.	Buttterfly	It flies, sucks nectar
13	Fish	It swims
14	Frog	It jumps
15	Kangaroo	It jumps



Contoh Dialog tentang Profesi

We will say the sentence loudly, clearly, and correctly

Miss Mutia : Good Morning!

Students : Good morning, Miss Mutia.

Miss Mutia : Today we are going to learn about jobs and professions. Beni,

What does your father do ?

Beni : My father is Farmer. He plants and grows rice

Miss Mutia : That's Great! How about you, Dayu, What does your father do?

Dayu : He is a teacher. He teaches Mathematics in junior High School

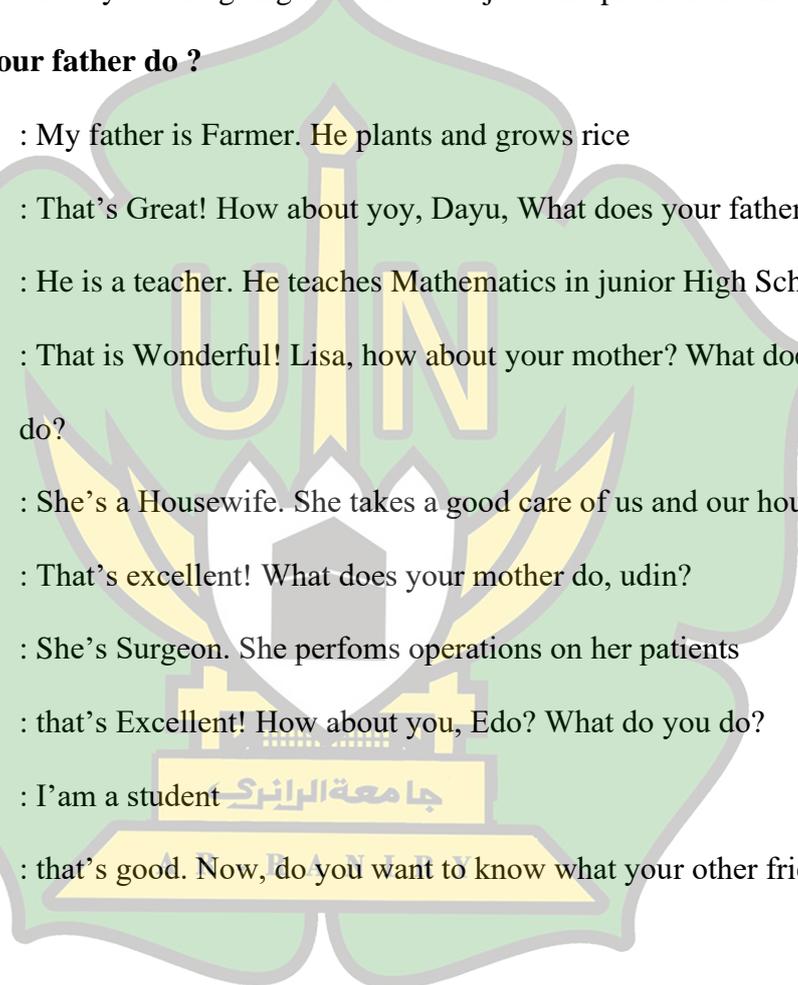
Miss Mutia : That is Wonderful! Lisa, how about your mother? What does she do?

Lisa : She's a Housewife. She takes a good care of us and our house.

Miss Mutia : That's excellent! What does your mother do, Udin?

Udin : She's Surgeon. She performs operations on her patients

Miss mutia : that's Excellent! How about you, Edo? What do you do?

Edo : I'am a student 

Miss Mutia : that's good. Now, do you want to know what your other friends parents do?

Students : Yes, we do.

Associating

We will play the roles of the speakers.

Here are what we will do. **First**, we will listen carefully to our teacher reading the statements. **Second**, we will repeat the statements after our teacher, sentence by sentence. **Then**, in groups we will say the statements from each speaker.

We will say the sentences loudly, clearly, and correctly.

This is a butterfly.
The color is pretty.
It flies.

This is a snake.
It's a wild animal.
It bites!

This is my cat.
She has black fur.
She sleeps.

AR - RANIRY



Lampiran soal

The example of Call on The Next Speaker Model

- a. Students will work in groups, we are going to present the information we got from the pictures related professions. And we will present it without reading our note.



- b. Students will work in groups, we are going to present the information we got from the pictures related to their Activities. And we will present it without reading our note.



• Kunci Jawaban

1. He's a police, his cloth is brown, he caught the criminal
2. He's a farmer, he plant and grows rice
3. He's a fisherman, he catches fish, his job at sea.
4. He's a doctor, he work in hospital,, he deaseses, he treating human deases.

A. This is a horses, his color is brown, his gallop

B. This is a dog, his always bark

C. This is a bird, he has many colors, he can fly

D. This is a cat, she's always sleep,she eats fish..

Pre-Test

Name :

Class :

Please draw a picture and describe about the picture each students in group !



Post-Test

Name :

Class :

Please draw a picture according to material that has been studied and describe the picture for each students in group !



Appendix E Data Processing Result

Table 4.1

The score of pre-test and post-test in the experimental class:

No	Initial of Students	Pre-Test	Post-Test
1	SN	50	80
2	HG	50	80
3	SS	60	80
4	VF	50	60
5	FK	50	80
6	SZ	40	60
7	MA	50	90
8	SD	60	80
9	FI	60	80
10	TR	50	70
11	SL	50	80
12	RT	50	90
13	RM	60	80
14	ML	40	80
15	AS	40	80
16	FA	40	90
17	AD	50	100
18	ZA	50	80
19	YL	60	70
20	TRA	50	60
21	RRT	40	80
22	MA	40	100
23	YF	60	80
24	SM	60	80
25	NU	60	70
26	ANS - R A N I R Y	50	100
27	ET	50	80
28	NF	60	80
		50	80
		60	80
		40	
		50	
	TOTAL	1360	2160

Source : pre-test and post-test of experimental class

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
Pretest	1	27	50.37	7.061	1.359
	2	27	80.00	10.742	2.067

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & posttest	27	.609	.001

Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Pretest - posttest	-29.630	8.540	1.644	-33.008	-26.251	18.028	26	.000	

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	.811	.372	11.977	52	.000	-29.630	2.474	-34.594	-24.665
	Equal variances not assumed			11.977	44.934	.000	-29.630	2.474	-34.612	-24.647

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	27	50.37	7.061	40	60
posttest	27	80.00	10.742	60	100

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest	
N		27	27	
Normal Parameters ^{a,b}	Mean	50.37	80.00	
	Std. Deviation	7.061	10.742	
Most Extreme Differences	Absolute	.262	.278	
	Positive	.262	.278	
	Negative	-.257	-.278	
Kolmogorov-Smirnov Z		1.360	1.443	
Asymp. Sig. (2-tailed)		.050	.031	
Monte Carlo Sig. (2-tailed)	Sig.	.038 ^c	.024 ^c	
	99% Confidence Interval	Lower Bound	.033	.020
		Upper Bound	.043	.028

a. Test distribution is Normal.

b. Calculated from data.

c. Based on 10000 sampled tables with starting seed 2000000.

Test of Homogeneity of Variances

Hasil Belajar

Levene Statistic	df1	df2	Sig.
1.358	1	50	.249

Appendix F Documentations



