INCREASING STUDENTS' VOCABULARY THROUGH COOPERATIVE LEARNING TYPE TPS (THINK, PAIR, SHARE) AT EIGHT GRADE MTs N 2 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Education Scholar (S.Pd.I) in English

By:

NURHANISAH
Reg. No. 10 340 0064

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

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ENGLISH EDUCATION DEPARTMENT

Advisor I	Advisor II
Eka Sustri Harida M.Pd.	**Yusni Sinaga M.Hum.**
NIP.19750917 200312 2 002	**NIP.19700715200501 2 010**

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

Term: Thesis
a.n. **Nurhanisah**
Item : 7 (seven) examplars

Padangsidimpuan, 09th February 2014
To :
Dean Tarbiyah and Teacher Training Faculty
in -
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After Reading, studying and giving advices for necessary revision on thesis belongs to ***Nurhanisah,*** entitled ***"Increasing students' Vocabulary Through Cooperative Learning Type TPS (Think-Pair-Share) at Grade Eight MTs N 2 Padangsidimpuan*** ". We Approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English. Sarjana Pendidikan Islam (S.Pd.I), in Engglish.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you

Wassalamu'alaikum Wr. Wb.

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Eka Sustri Harida, M.Pd
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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : NURHANISAH

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The Tittle of Thesis : **INCREASING STUDENTS' VOCABULARY THROUGH COOPERATIVE LEARNING TYPE TPS (THINK-PAIR-SHARE) AT EIGHT GRADE MTs N 2 PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the thesis by myself, without asking for ilegal help from others except the guidance from advisors, and without doing plagiarism as itDeclaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism as it is in students' ethic code of IAIN Padangsidimpuan article 14.

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Padangsidimpuan, 9 march 2015

Declaration maker

NURHANISAH

Reg. No: 10 340 0064

AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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Nim	: 10 340 0064
Faculty / Department	: Tarbiyah and Teacher Training Faculty / TBI-2
Kind	: Thesis

For development of science and knowledge, I Hereby declare That I present to the state institute for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis entitled :

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With all sets of equipments (if needed). Based on the this **non exclusive royalty right**,The State Institute Islamic Studies Padangsidimpuan has the right to save, to format, to organize in database form, to keep and to publicate my thesis as for as I am determined as a writer and owner of its creative right.

Above all, this statement is made trueheartedly to be used properly.

Made In Padangsidimpuan
Date 11 April 2015

Signed

NURHANISAH
Reg. No. 10 340 0064

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

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Place : Padangsidimpuan
Date : February, 12nd2015
Time : 09.00 until finish
Result/Mark : 80.25 (A)
IPK : 3.22
Predicate : **"Very Good"**

RELIGION MINISTRY
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LEGALIZATION

The Thesis with Title : **INCREASING STUDENTS' VOCABULARY MASTERY THROUGH COOPERATIVE LEARNING TYPE TPS (THINK-PAIR-SHARE) AT EIGHT GRADE MTs N 2 PADANGSIDIMPUAN**

Name : **NURHANISAH**

Reg. No : **10 340 0064**

The thesis has been accepted as a partial fulfillment of requirement for degree of Graduate of Islamic Education (S.Pd.I) in English.

Padangsidimpuan, 8 April 2015
Dean

Hj. Zulhimma, S.Ag.,M.Pd.
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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers'.

This thesis can't be completed without a great deal of help from many people, especially Mrs. Eka Sustri Harida, M. Pd. as the first advisor and Yusni Sinaga M.Hum. as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.

My deepest gratitude also goes to those who have helped the researcher in finishing this thesis, among others:

1. Dr. H. Ibrahim Siregar, MCL, as the Rector of State Institute for Islamic Studies Padangsidimpuan.
2. Mrs. Hj. Zulhimma, S.Ag., M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty.
3. Mrs. Rayendriani Fahmei Lubis, M.Ag, as the Chief of English Department.
4. All lecturers and staff in English Department who had given their valuable, advice, and cooperative.
5. Headmaster of MTs N 2 Palopat Busro Effendy and the English teacher Mrs. Rafni Dewi Yanti Tanjung S.Pd. who had allowed me to the research establishment, information giving, and data collection admittance of the thesis.
6. My beloved parent (Ibnu Hajar NST (Alm) and Nesmiati Lbs), my beloved uncle (Ujang Bin Baharudin), my beloved old brother (Ahmad Khaidir Nst and Mhd. Solih Nst), and my beloved young brother, (Solahuddin Nst and Suhri Daud Nst), who

always give their materials, prays, motivation, and moral encouragement to finish my study.

7. All of my friends TBI-2 especially to my best friend Safitri Ramadhani Hrp, Efri Januarita, Erna Sanni Dlt, Juliana, Nurhapsanah, Hanipah, and Khoridah. thanks for your help, patience and care to support to finish my written.
8. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, The Almighty bless them all, Amin.

Padangsidimpuan, 19 December 2015

Declaration maker

NURHANISAH

Reg. No: 10 340 0064

ABSTRACT

Nama	: NURHANISAH
NIM	: 10 340 0064
Fakultas/Jurusan	: Tarbiyah dan Ilmu Keguruan/TBI-2
Tahun	: 2010-2014
Judul	: INCREASING STUDENTS' VOCABULARY THROUGH COOPERATIVE LEARNING TYPE TPS (THINK-PAIR-SHARE) AT GRADE EIGHT MTs N 2 PADANGSIDIMPUAN.

This research is talking about increasing students' vocabulary through TPS (Think-Pair-Share) at grade eight MTs N 2 Padangsidimpuan. Most of students cannot comprehend the English well. This caused by students' internal and external factors. Students' didn't mastery vocabularies well, students don't have interest in studying English and English teacher don't have appropriate method or strategy in teaching learning. Based on the general problem above, the formulation in this research was "Does students' vocabulary mastery increase by using cooperative learning through Think-Pair-Share at grade VIII MTs N 2 Palopat?" also this research aims to know that TPS (THINK-PAIR-SHARE) strategy whether can increase students' vocabulary mastery or not.

To solve the problem, the researcher was classroom action researched by using TPS (Think-Pair-Share) strategy to increase students' vocabulary mastery. The action in this research is done in two cycles. Each cycle consist two meeting and four steps. They are planning, action, observation, and reflection. The researched purposed to describe the students' vocabulary mastery by collecting the data through testing. The subject is the Eight grade students of MTs N 2 that consist of 30 students. The instruments were : test, observation, and interview.

After calculating the data. The research result is the progressive mean of the students. In first cycle was 53.54 or improvement percentage was 19.23%, in second cycle was higher than the first cycle, that was 82 or improvement percentage was 80%. The data from the test resulted indicated that the students got improvement. It indicated that application of Think-Pair-Share increased the students' vocabulary mastery.

Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTs N 2 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / I
Pertemuan ke	: 1
Alokasi waktu	: 2x40
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: Mengungkapkan berbagai macam vocabulary tentang noun, verb, and adjective
Indikator	: Mendiskripsikan tentang benda, orang, dan tempat

Tujuan Pembelajaran

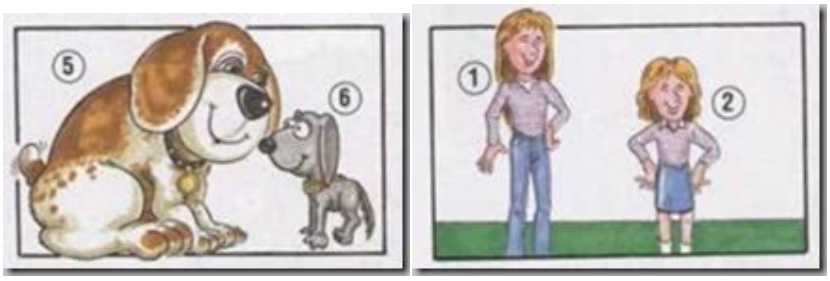
Setelah mempraktekkan unit ini, siswa dapat :

1. Merespon dari ungkapan dan perkataan guru
2. Menggunakan vocabulary pada pelajaran B.Ingrris dengan tepat

A. Materi Pembelajaran

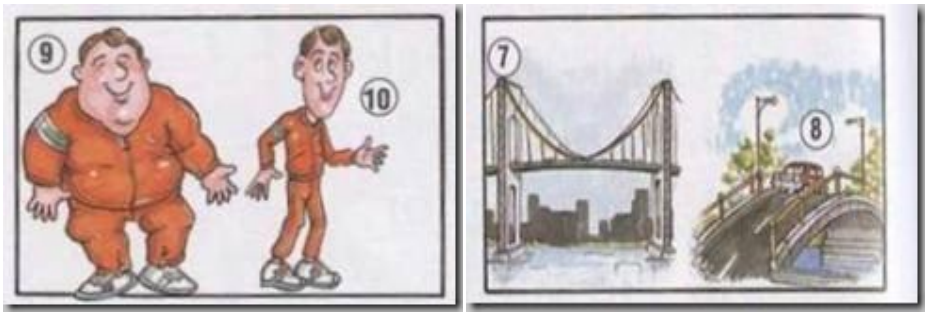
Look at the picture

Read the sentence below the pictures. With the partner discuss the meaning of the words in italic.



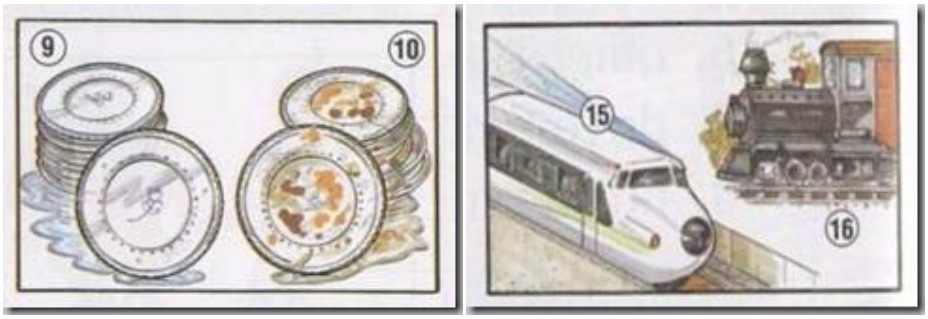
The *girl* on the left is *tall*. The *dog* on the left is *big*.

The *girl* on the right is *short*. The *dog* on the right is *small*.



The *bridge* on the left is *high.* The *man* on the left is *fat.*

The bridge on the right is *low.* The man on the right is *thin.*



The *train* on the left is *fast*. The *plates* on the left are *clean.*

The train on the right is *slow.* The plates on the right are *dirty*.

With a friend, find more adjectives with their opposites.

Beautiful	Ugly

B. Metode Pembelajaran
   1. Questions / Answer
   2. Individual works
   3. Penugasan / Assessment

C. Langkah – langkah pembelajaran

Pendahuluan

a) Salam pembuka / Greetings
b) Mengabsen siswa dan memulai pembelajaran dengan ucapan basmalah

Penyajian

a. Guru memulai pelajaran dengan sesi tanya jawab
b. Pertama guru menjelaskan apa itu vocabulary dan apa keuntungan menguasai vocabulary yang banyak.
c. Guru menerangkan metode TPS
d. Guru memberikan persoalan tentang vocabulary
e. Guru menyuruh siswa untuk THINK tentang vocabulary selama lima menit.
f. Guru menyuruh siswa berpasangan PAIR (2 orang) dan dua-duanya memeriksa apa vocabulary yang mereka dapatkan.
g. Siswa yang berpasangan mengganti vocabulary yang sama menjadi tidak sama.
h. Guru menyuruh siswa menyampaikan SHARE vocabulary mereka di depan kelas

Penutup

1. Siswa diberi tugas untuk menghapal vocabulary yang sudah didiskusikan
2. Guru menguji vocabulary yang dihapal siswa dan yang cepat mendapat dia istirahat duluan

D. Alat / Sumber / Bahan
Buku B.Inggris
Buku-buku lain yang relevan

E. Penilaian
Lisan : jumlah vocabulary yang di hapal
Tertulis : jumlah vocabulary yang didapatkan

Padangsidimpuan, Agustus 2014

Co- Teacher of MTs N 2 Padangsidimpuan

Rafni Dewi Tanjung, S.Pd
Nip:

Teacher

Nurhanisah
Nim.10.340.0064

Headmaster of MTs N 2 Padangsidimpuan

Busro Efendi, S.Ag
Nip: 19600807 199103 1 002

Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTs N 2 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / I
Pertemuan ke	: II
Alokasi waktu	: 2x40
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: Mengungkapkan berbagai macam vocabulary
Indikator	: Mendeskripsikan vocabulary tentang keadaan kelas

A. Tujuan Pembelajaran

Setelah mempraktekkan unit ini, siswa dapat :

1. Merespon dari ungkapan dan perkataan guru
2. Menggunakan vocabulary pada pelajaran B.Ingrris dengan tepat

B. Materi Pembelajaran

Describe your classroom

Choose one that really describes your classroom

1. The floor is _____. (wide/narrow)
2. The blackboard is _____. (clean/dirty)
3. Your friend is _____. (fat/thin)
4. Your bag is _____. (full/empty)
5. The ceiling is _____. (high/low)
6. The clock on the wall is _____. (big/small)
7. The windows are _____. (open/closed)
8. The light on the ceiling is _____. (on/off)

C. Metode Pembelajaran

- Questions / Answer
- Individual works
- Penugasan / Assessment

D. Langkah – langkah pembelajaran

1. Pendahuluan

   Salam pembuka / Greetings

   Mengabsen siswa dan memulai pembelajaran dengan ucapan basmalah

   Menanyakan siswa tentang vocabulary yang di pelajari minggu yang lewat

2. Penyajian

a) Guru memulai pelajaran dengan sesi tanya jawab
b) Pertama guru menjelaskan bagaimana mencari vocabulary baru menggunakan metode TPS
c) Guru menanyakan siswa apa yang terjadi di kelasny
d) Guru menyuruh siswa untuk THINK tentang vocabulary yang sedang terjadi di dalam kelas
e) Guru menyuruh siswa berpasangan PAIR (2 orang) dan dua-duanya mencari vocabulary dengan abjad yang berbeda.
f) Guru menyuruh siswa menyampaikan SHARE vocabulary mereka di depan kelas
g) Guru menanyakan vocabulary yang sudah lewat dan menanyakan vocabulary yang sekarang.

3. Penutup

a) Guru menyimpulkan pelajaran
b) Guru menyuruh siswa menghapal vocabulary hari ini di rumah

4. Alat / Sumber / Bahan

a) Buku B.Inggris
b) Buku-buku lain yang relevan

5. Penilaian

Lisan : jumlah vocabulary yang di hapal

Tertulis : jumlah vocabulary yang didapatkan

Padangsidimpuan, Agustus 2014

Co- Teacher of MTs N 2 Padangsidimpuan

Rafni Dewi Tanjung, S.Pd
Nip:

Teacher

Nurhanisah
Nim.10.340.0064

Headmaster of MTs N 2 Padangsidimpuan

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Appendix III

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTs N 2 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / I
Pertemuan ke	: III
Alokasi waktu	: 2x40
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: Mengungkapkan berbagai macam vocabulary
Indikator	: vocabulary-vocabulary tentang adjective yang berhubungan dengan alam sekitar

A. Tujuan Pembelajaran

Setelah mempraktekkan unit ini, siswa dapat :

1. Merespon dari ungkapan dan perkataan guru
2. Menggunakan vocabulary pada pelajaran B.Ingris dengan tepat

B. Materi Pembelajaran

Vocabulary tentang profession

1. Architect : arsitek
2. Cheaf : juru masak
3. Baker : tukang roti
4. Author : pengarang buku
5. Farmer : petani
6. Nurse : perawat
7. Caretaker : penjaga
8. Fisherman : nelayan
9. Dentist : dokter gigi
10. Designer : perancang busana

C. Metode Pembelajaran
   1. Questions / Answer
   2. Individual works
   3. Penugasan / Assessment

D. Langkah – langkah pembelajaran
   1. Pendahuluan
      a) Salam pembuka / Greetings
      b) Mengabsen siswa dan memulai pembelajaran dengan ucapan basmalah

E. Penyajian
   1. Guru memulai pelajaran dengan sesi tanya jawab
   2. Pertama guru menjelaskan apa itu vocabulary dan apa keuntungan menguasai vocabulary yang banyak.
   3. Guru memberikan persoalan tentang vocabulary yang berhubungan dengan profesi
   4. Guru menyuruh siswa untuk THINK tentang vocabulary fropesi selama lima menit.
   5. Guru menyuruh siswa berpasangan PAIR (2 orang) dan dua-duanya memeriksa apa vocabulary yang mereka dapatkan.
   6. Siswa yang berpasangan mengganti vocabulary yang sama menjadi tidak sama dan mencari apa adjective dari propesi tersebut
   7. Guru menyuruh siswa menyampaikan SHARE vocabulary mereka di depan kelas

F. Penutup
   3. Siswa diberi tugas untuk menghapal 10 vocabulary sebelum keluar
   4. Guru menguji vocabulary yang dihapal siswa

G. Alat / Sumber / Bahan
   1. Buku B.Inggris
   2. Buku-buku lain yang relevan

H. Penilaian
   1. Lisan : jumlah vocabulary yang di hapal
   2. Tertulis : jumlah vocabulary yang didapatkan

Padangsidimpuan, Agustus 2014

Co- Teacher of MTs N 2 Padangsidimpuan | Teacher

Rafni Dewi Tanjung, S.Pd
Nip:

Nurhanisah
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Headmaster of MTs N 2 Padangsidimpuan

Busro Efendi, S.Ag
Nip: 19600807 199103 1 002

Appendix IV

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTs N 2 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / I
Pertemuan ke	: IV
Alokasi waktu	: 2x40
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: Mengungkapkan berbagai macam vocabulary yang ada pada text
Indikator	: mencari vocabulary adjective, noun, and verb yang ada pada text.

A. Tujuan Pembelajaran

Setelah mempraktekkan unit ini, siswa dapat :

3. Merespon dari ungkapan dan perkataan guru
4. Menggunakan vocabulary pada pelajaran B.Ingris dengan tepat

B. Materi Pembelajaran

Read the text

A Kind Rabbit

Rabbit is an animal that is very funny and has a smooth hair and very beautiful. However, there was a rabbit that was so different in this story, because she had a rough and a dirty hair. Although she frequently cleaned it, her hair was dirty again easily.

She was miserable and lived alone. She lived near the river and separated from the others because no one else would make her as friend. When she passed a group of rabbits, no one approached her or just to say hello. However, they even taunted and threw dirt on her. But she was never angry and kept to be steadfast in facing those humiliations. She believed that someday the goodness would surely come to her.

One day, there was a handsome rabbit who became a wanderer. He was being hurt by tree branch that punctured her stomach. She saw it and help immediately. She brought the wanderer into her home to take care him with a traditional medicine. The wanderer

initially felt disgusted with her because the bad smelling and her dirty. But the disgust was lost and the wanderer was amazed and very grateful to her because of the treatment.

The rabbit was so excited because the wanderer had recovered. She was asked by the wanderer, the wanderers said “Excuse me, why your hair is rough and dirty?” She replied, “It is a disease that I have and so far, I have not found the right medication, yet”. Then, she was asked by the wanderer to follow him and visit a kingdom. In that kingdom, there was a doctor who could cure all ills. She agreed and went with wanderer. Several days later, they managed to meet the physician and she was successfully cured. Apparently, after she recovered, she became very beautiful and made the wanderer felt in love. They married and lived happily.

C. Metode Pembelajaran
   4. Questions / Answer
   5. Individual works
   6. Penugasan / Assessment

D. Langkah – langkah pembelajaran
   1. Pendahuluan
      c) Salam pembuka / Greetings
      d) Mengabsen siswa dan memulai pembelajaran dengan ucapan basmalah

E. Penyajian
   1. Guru memberikan motivasi kepada siswa
   2. Guru memulai pelajaran dengan sesi tanya jawab
   3. Guru menjelaskan tentang materi yang akan di ajarkan
   4. Guru memberikan text pada setiap pasangan
   5. Guru menyuruh siswa untuk THINK tentang vocabulary yang ada pada text.
   6. Guru menyuruh siswa yang berpasangan PAIR (4 orang) kemudian dua diantara mereka mencari vocab noun, verb, and adjective. Dan dua lainnya mencari artinya
   7. Guru menyuruh siswa menyampaikan SHARE vocabulary mereka di depan kelas

F. Penutup
   5. Siswa diberi tugas untuk menghapal 10 vocabulary sebelum keluar
   6. Guru menguji vocabulary yang dihapal siswa

G. Alat / Sumber / Bahan
   1. Buku B.Inggris
   2. Buku-buku lain yang relevan

H. Penilaian
   1. Lisan : jumlah vocabulary yang di hapal
   2. Tertulis : jumlah vocabulary yang didapatkan

Padangsidimpuan, Agustus 2014

Co- Teacher of MTs N 2 Padangsidimpuan | Teacher

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Nip: 19600807 199103 1 002

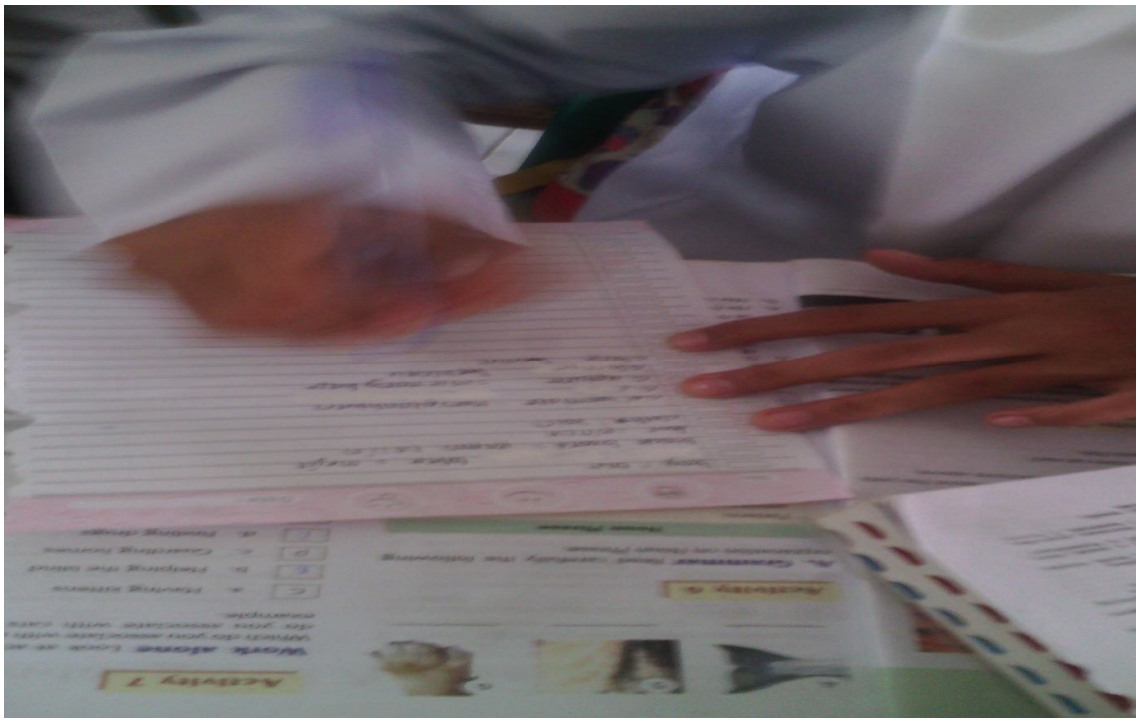
THE SITUATION OF LEARNING PROCESS

RESEARCHER WHEN EXPLAIN THE MATERI

THE CONDITION OF STUDENTS IN LEARNING PROCESS

THE CONDITION OF STUDENTS WHEN PAIR

THE CONDITION OF STUDENTS WHEN SHARE



THE CONDITION OF STUDENTS WHEN DOING THE TEST

THE RESEARCHER CONTROLLED THE STUDENTS WHEN DOING THE TEST

Appendix 5

Observation Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter :
Class/Semester :
Days/Date of :
Cycles/Meeting : Cycle 1/The First Meeting

No	Activities	Students																													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Students active to write learning material																				√											**20**
2	Students have motivation when learning vocabulary by using TPS								√																							**8**
3	Students' have full attention when learning vocabulary by TPS													√																		**13**
4	Students' enthusiasm when learning learning by TPS								√																							**8**

5	Students doing THINK						√																								**6**
6	Students doing PAIR																										√				**26**
7	Students doing SHARE				√																										**4**
8	Students playing when PAIR																						√								**22**
9	Students lazy when THINK																			√											**19**
10	Students shy when SHARE																									√					**25**
11	Students Spirit when Share											√																			**12**

Observation Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter :
Class/Semester :
Days/Date of :
Cycles/Meeting : Cycle 1/The Second Meeting

No	Activities	Students																													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Students active to write learning material																						√								22
2	Students have motivation when learning vocabulary by using TPS																		√												18
3	Students' have full attention when learning vocabulary by TPS																	√													
4	Students' enthusiasm when learning learning by TPS													√																	
5	Students active to ask													√																	13

	some question if they have not understand yet during learning by TPS																														
6	Students' active answer some question from teacher					√																									**6**
7	Students' doing all the task																				√										**22**
8	Students active when PAIR																√														**17**
9	Students spirit when SHARE													√																	
10	Students are noisy																			√											**19**
11	Students want to permit					√																									**6**

Appendix VI

Observation Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter :
Class/Semester :
Days/Date of :
Cycles/Meeting : Cycle 2/The First Meeting

No	Activities	Students																													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Students active to write learning material																								√							24
2	Students have motivation when learning vocabulary by using TPS																							√								23
3	Students' have full attention when learning vocabulary by TPS																											√				27
4	Students' enthusiasm when learning by TPS																								√							24
5	Students active to ask some question if they have not understand yet during learning															√																15

	by TPS																													
6	Students' active answer some question from teacher											√																		**12**
7	Students' doing all the task																								√					**25**
8	Students' collect the task appropriate the time																		√											**19**
9	Students' doing task as like instructions																										√			**27**
10	Students' happy and spirit when search vocabulary quickly by indidually																								√					**25**
11	Students are noisy						√																							**6**
12	Students want to permit																													**0**

Observation Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter :
Class/Semester :
Days/Date of :
Cycles/Meeting : Cycle 2/The Second Meeting

No	Activities	Students																													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Students active to write learning material																										√					26
2	Students have motivation when learning vocabulary by using TPS																														√	30
3	Students' have full attention when learning vocabulary by TPS																							√								23
4	Students' enthusiasm when learning learning by TPS																					√										21
5	Students active to ask some question if they have not understand yet during learning by TPS																				√											20
6	Students' active answer some																												√			28

	question from teacher																														
7	Students' doing all the task																													√	**30**
8	Students' collect the task appropriate the time																													√	**30**
9	Students' doing task as like instructions																													√	**30**
10	Students' happy and spirit when doing making new vocabulary qiuckly by individually																													√	**30**
11	Students are noisy																														**0**
12	Students want to permit																														**0**

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action Research

Subject Matter :

Class/ Semester :

Days/ Date of :

Cycles/ Meeting : Cycle 1/ the First Meeting

No	Activities	Yes	No
A. Introduction	1. Teacher doing greeting	√	
	2. Teacher checks the students' present list	√	
B. Content	1. The teacher gives a problem to students as test.	√	
	2. The teacher explains about TPS strategy that will be applied.	√	
	a. Explain TPS strategy, such as outline of using TPS.	√	
	b. Showing the vocabulary will be discussed using TPS start from the vocabulary about noun adjective and verb.	√	
	c. Giving the vocabulary matery noun with related in the school.	√	
	d. Discuss the vocabulary using TPS.		
	➢ The students do TPS well		√
	➢ The studetns don't understand about TPS		√
	➢ The students mastery about vocabulary well	√	
	➢ The students understand about TPS	√	
	➢ The students can be more active in learning English by using TPS	√	
C. Closing	1. Teacher gives conclusion the lesson.	√	
	2. Teacher reminding the students to learn at home.	√	

Observed by: Co-Teacher

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action Research

Subject Matter :

Class/ Semester :

Days/ Date of :

Cycles/ Meeting : Cycle 1/ the Second Meeting

No	Activities	Yes	No
A. Introduction	1. Teacher doing greeting	√	
	2. Teacher checks the students' present list	√	
B. Content	1. The teacher devides the students to groups.	√	
	2. The teacher explains how to search vocabulary that related with noun in the school.	√	
	3. Giving the TPS chart to student	√	
	4. Doing the test about test is given.	√	
	5. Teacher asks the students the new vocabulary that related with the noun in the school and how much the score that have get it.	√	
C. Closing	1. Teacher gives conclusion the lesson.	√	
	2. Teacher reminding the students to learn at home.	√	

Observed by: Co-Teacher

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action Research

Subject Matter :

Class/ Semester :

Days/ Date of :

Cycles/ Meeting : Cycle 2/ the First Meeting

No	Activities	Yes	No
A. Introduction	1. Teacher doing greeting	√	
	2. Teacher checks the students' present list	√	
	3. Teacher ask the students matery lastweek	√	
B. Content	1. The teacher organizing the group of students to each groups base on new arrangement		
	2. The teacher explains how to do search new vocabulary that related with noun in the school with the rule of using TPS.	√	
	3. Teacher gives the TPS worksheet to each group. And search verb in the text	√	
	4. Giving the text will be discussed to each group.	√	
	5. The teacher gives information about the search vocabulary	√	
	6. Teacher asks the students vocabulary last week and ask the vocabulary just now	√	
C. Closing	1. Teacher gives conclusion the lesson.	√	
	2. Teacher reminding the students to learn at home.	√	

Observed by: Co-Teacher

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action Research

Subject Matter :

Class/ Semester :

Days/ Date of :

Cycles/ Meeting : Cycle 2/ the Second Meeting

No	Activities	Yes	No
A. Introduction	1. Teacher doing greeting	√	
	2. Teacher checks the students' present list	√	
B. Content	1. Teacher asks the students to making vocabulary that related with adjective noun it must diffrent with the member of group	√	
	2. Teacher asks each students to make the vocabulary about noun, adjective and verb 20 quickly. Who are the students the first collect their vocabulary will be given high score and reward	√	
	3. Giving the TPS chart to student	√	
	4. Doing the test about test is given.	√	
	5. Teacher asks the students vocabulary that have get with close the book.	√	
C. Closing	1. Teacher gives conclusion the lesson.	√	
	2. Teacher reminding the students to learn at home.	√	

Observed by: Co-Teacher

Appendix VI

Key Answer of The First Cycle

NO	A	B	C
1		✓	
2	✓		
3		✓	
4			✓
5	✓		
6	✓		
7	✓		
8		✓	
9	✓		
10		✓	
11	✓		
12			✓
13		✓	
14	✓		
15	✓		
16			✓
17		✓	
18		✓	
19	✓		
20	✓		

Appendix VII

Key Answer of The Second Cycle

NO	A	B	C
1	✓		
2	✓		
3	✓		
4		✓	
5	✓		
6		✓	
7	✓		
8	✓		
9	✓		
10	✓		
11			✓
12		✓	
13		✓	
14	✓		
15			✓
16			✓
17	✓		
18		✓	
19		✓	
20			✓

APPENDIX X

The Accounting of Students' Means in Cycle 1 up to Cycle 2

A. The First Cycle

1. Noun

Score (f)	Students (x)	F (x)
10	**11**	**110**
15	**6**	**90**
20	**16**	**320**
Total	N =30	**F(x)=520**

Mean = X =$\frac{\sum x}{N}$ = $\frac{520}{30}$= 17.33

2. Adjective

Score (f)	Students (x)	F (x)
10	**19**	**190**
15	**4**	**60**
20	**10**	40
Total	N =30	**F(x)=290**

Mean = X =$\frac{\sum x \times 100}{N}$ = $\frac{290}{30}$ = 9.66

3. Verb

Score (f)	Students (x)	F (x)
10	**12**	**120**
15	**11**	**165**
20	**10**	200
Total	N =30	**F(x)=485**

Mean = X =$\frac{\sum x \times 100}{N}$ = $\frac{485}{30}$ = 16.16

The Second Cycle

1. **Noun**

Score (f)	Students (x)	F (x)
10	**-**	**-**
15	**6**	**90**
20	**27**	**540**
Total	N =30	**F(x)=630**

Mean = X =$\frac{\sum x}{N}$ = $\frac{630}{30}$ = 21

2. **Adjective**

Score (f)	Students (x)	F (x)
10	**6**	**60**
15	**17**	**255**
20	**10**	200
Total	N =30	**F(x)=515**

Mean = X =$\frac{\sum x \times 100}{N}$ = $\frac{515}{30}$ = 17.16

3. **Verb**

Score (f)	Students (x)	F (x)
10	**2**	**20**
15	**21**	**315**
20	**10**	200
Total	N =30	**F(x)=535**

Mean = X =$\frac{\sum x \times 100}{N}$ = $\frac{535}{30}$ = 17.83

6. The Percentage of Students that Complete in Study at Cycle 1 up to Cycle 2

1. Cycle 1

   The number of students who get the points up 70= 4 students

   The total number of students do the test= 30 student

   $$P = \frac{R}{T} \times 100\% = \frac{4}{30} = 13.33$$

2. Cycle 2

   The number of students who get the points up 70= 30 students

   The total number of students do the test = 30 students

   $$P = \frac{R}{T} \times 100\% = \frac{30}{30} = 100\%$$

APPENDIX VIII

Students' Vocabulary Mastery Score in the First Cycle

NO	Students Initial	Noun	Verb	Adjective	Score
1	**AL**	**30**	**10**	**-**	**40**
2	**AW**	**35**	**15**	**5**	**55**
3	**AP**	**30**	**-**	**-**	**30**
4	**AK**	**10**	**-**	**10**	**20**
5	**AD**	**20**	**15**	**5**	**40**
6	**CS**	**25**	**25**	**10**	**60**
7	**CT**	**20**	**10**	**5**	**35**
8	**DG**	**30**	**20**	**10**	**60**
9	**DR**	**15**	**20**	**5**	**40**
10	**ER**	**20**	**25**	**15**	**60**
11	**HS**	**30**	**20**	**20**	**70**
12	**HA**	**35**	**35**	**-**	**70**
13	**HT**	**30**	**-**	**10**	**40**
14	**IP**	**25**	**25**	**5**	**55**
15	**IB**	**25**	**20**	**25**	**70**
16	**LW**	**10**	**20**	**5**	**35**
17	**MW**	**15**	**25**	**10**	**50**
18	**MA**	**15**	**20**	**10**	**45**
19	**MD**	**25**	**15**	**15**	**55**
20	**MR**	**30**	**20**	**15**	**65**
21	**MI**	**30**	**30**	**15**	**75**
22	**NI**	**10**	**10**	**5**	**25**
23	**NH**	**20**	**15**	**15**	**50**
24	**NU**	**25**	**25**	**10**	**60**
25	**RI**	**5**	**10**	**20**	**35**
26	**SN**	**10**	**5**	**5**	**20**
27	**SI**	**15**	**30**	**15**	**60**
28	**SP**	**30**	**15**	**5**	**50**
29	**TR**	**25**	**15**	**10**	**50**
30	**UH**	**10**	**-**	**10**	**20**
31					
32					
33					
	TOTAL				
	MEAN= $X=\frac{\sum x}{N}$ = $\frac{1.440}{30}$ X= 48				**1.440**

APPENDIX VIIII

Students' Vocabulary Mastery Score in the second Cycle

NO	Students Initial	Noun	Verb	Adjective	Score
1	**AL**	**35**	**35**	**25**	**95**
2	**AW**	**35**	**35**	**20**	**90**
3	**AP**	**35**	**30**	**20**	**85**
4	**AK**	**25**	**20**	**30**	**75**
5	**AD**	**30**	**30**	**15**	**75**
6	**CS**	**35**	**35**	**30**	**100**
7	**CT**	**35**	**35**	**30**	**100**
8	**DG**	**35**	**20**	**30**	**75**
9	**DR**	**30**	**30**	**30**	**90**
10	**ER**	**35**	**35**	**30**	**100**
11	**HS**	**30**	**35**	**30**	**95**
12	**HA**	**35**	**35**	**20**	**90**
13	**HT**	**35**	**30**	**15**	**80**
14	**IP**	**35**	**25**	**30**	**90**
15	**IB**	**30**	**35**	**30**	**95**
16	**LW**	**35**	**20**	**20**	**75**
17	**MW**	**30**	**25**	**20**	**75**
18	**MA**	**35**	**25**	**20**	**80**
19	**MD**	**25**	**25**	**20**	**70**
20	**MR**	**30**	**25**	**20**	**75**
21	**MI**	**30**	**30**	**25**	**85**
22	**NI**	**35**	**35**	**30**	**100**
23	**NH**	**35**	**30**	**25**	**90**
24	**NU**	**35**	**30**	**20**	**85**
25	**RI**	**35**	**30**	**30**	**95**
26	**SN**	**25**	**20**	**30**	**75**
27	**SI**	**35**	**30**	**20**	**85**
28	**SP**	**35**	**35**	**25**	**95**
29	**TR**	**30**	**35**	**30**	**95**
30	**UH**	**35**	**30**	**30**	**95**
31					
32					
33					
	TOTAL				
	MEAN= $X=\frac{\sum x}{N} = \frac{2.610}{30}$ X= 87				**2.610**

CURRICULUM VITAE

Name : NURHANISAH

Registration Number : 10 340 0064

Sex : Female

Address : Tombang Bustak Kotanopan, Mandailing Natal

Religion : Moslem

Place/Date of Birth : Tombang Bustak, 15 Maret 1990

Father's Name : Binu Hajar NST (alm)

Mother's Name : Nesmiati LBS

Educational background

1. Elementary School at SD Negeri 142650 Tombang Bustak 1998-2004
2. Junior high school at SMP N 2 Kotanopan 2004-2007
3. Senior high school at SMK N 1 Kotanopan 2007-2010
4. Student of English Program at State Institute for Islamic Studies (IAIN) Padangsidimpuan 2010-2014

NAMA :

CLASS :

Interview Questions

1. Do you like English? Why?(Apakah adik suka pelajaran Bahasa Inggris?/kenapa?)

   Jawab:.....

   .....

2. Do you like vocabulary subject? Why?(Apakah adik menyukai pelajaran tentang vocabulary?kenapa?)

   Jawab:.....

   .....

3. Are you lazy to learn vocabulary subject?(Apakah adik malas mempelajari vocabulary?)

   Jawab:.....

   .....

4. Why are you lazy to learn about vocabulary?(Mengapa adik malas mempelajari vocabulary?)

   Jawab:.....

   .....

5. Do you find the difficulties in learning vocabulary?(Apakah ada kesulitan dalam pelajaran vocabulary?)

   Jawab:.....

   .....

6. What difficulties do you find?(Apa kesulitan yang di hadapi dalam mempelajari vocabulary?)

   Jawab:.....

   .....

7. What strategy done by your teacher in learning vocab?(Apa strategy yang digunakan guru dalam mengajar vocabulary?)

   Jawab:.....

   .....

8. Do you like strtegy?(Apakah adik suka dengan startegy yang digunakan guru tersebut?)

   Jawab:.....

   .....

9. Do you more understand vocabulary by using teacher's strategy?(Apakah adik semakin menguasai vocabulary dengan menggunakan strategy tersebut?)

   Jawab:.....

   .....

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is as a foreign language has been learned by Indonesian learners since the students in elementary school, English is taught as a local content subject. The importance of English is the key to the international communication and commerce to make it compulsory subject for students from the junior High School .

Curiculum states that there are four language skills that should be mastered by students: listening, speaking, reading and writing, of which the standard which developed from the goal of educational program. listening, speaking, reading, and writing skills need a wide vocabularies acquisitions. The acquisition of vocabularies become the most important part in learning foreign language. It is fundamentals of a language because vocabularies have significant role in communicating process. The communication will success or not it depends on the accurate vocabularies understanding. Students can not listen, speak, read and write well if they do not know the vocabularies well. They can not do anything with the four skills if they do not know vocabularies and any single words well. However, mastering the all skills are not easy for Indonesian students because English absolutely different from Indonesian. It is different in

spelling, pronunciation and meaning. So to achieve these language skills Indonesian students should have learned a lot English vocabularies.

Teaching English to the students in Junior High School is not easy because the students are generally aggressive, they often move to other places, disturb their friends or eating snacks in the classroom when the teacher explained the lesson. A good English teacher must able to control students and make them interesting to the lesson, get the students to be enjoyable in learning, friendly, respect, but they are not afraid to their teacher. That's why, the teacher must own ability to create the technique and friendly environment to stimulate students, maintain interest to various activities and give the students'successful.

When the researcher asked the teacher of the eight grade MTs N 2 Padangsidimpuan. The English teacher said: " the students have low ability in English subject but the others subject is good''.[1]It can be seen from the students rapport result. The teacher also said that they are lazy to learn English subject cause in English: the spelling, meaning, and pronounce is different. They do not know how to pronounce words correctly. The students also do not have mastery vocabulary. So they are not able to communicate English practically. Then, the students also still often shy to give their answer cause the background of their mother tongue and do not have vocabulary. So, when the teacher give task, so many students cheat with the chairmates.

[1] Rafni Dewi Tanjung, English Teacher at Grade VIII of MTs N 2 Padangsidimpuan, *Private Interview* (MTs N 2 Padangsidimpuan, Mei 27,2014 at 09.15 a.m).

When the teacher teach English, the students just listen and repeat the teacher but they do not know the meaning of what their teacher said. In the condition the teacher do not built students' background knowledge. The teacher also not know whether the students have understood or not. It makes one problem in learning English, especially in teaching vocabulary. So the students are quickly forget the newly acquired vocabularies. The students also are less motivations from their environment or parents and so on.

Based on the statements above, the researcher wants to make a classroom action research about improving students' vocabulary by Think-Pair-Share. In this research the researcher would like to use Think-Pair-Share as a technique for teaching English vocabularies because in Think-Pair-Share students are more active in learning process because they are competition in getting the score, so it can make the students' more training their brain, with it students can be more motivated to learn vocabulary. The others, students also more related with their friends in classroom. So the learning process more effective and efisiens.

This research is be done, to know how the effect of using Think-Pair-Share is to improve students' vocabulary. The researcher aims to offer an alternative technique in improving students' vocabulary by TPS. The researcher is interested to investigate how the implementation of teaching vocabulary in using TPS is to improve students' vocabularies in the VIII grade students of MTs N 2 Padangsidimpuan, how is the using TPS in teaching vocabulary can improve

the students' vocabularies, and what are the students' responses to the TPS by the teacher in teaching English vocabularies.

Based on the explanation above, the researcher did a research on titled: **INCREASING STUDENTS' VOCABULARY THROUGH COOPERATIVE LEARNING TYPE TPS (THINK, PAIR, SHARE) AT VIII GRADE MTs N 2 PADANGSIDIMPUAN.**

B. Identification of the Problem

Based on the above about increasing students vocabularies. The problem might occur because of the low students' vocabulary knowledge, or the students feel only enough to what their teacher gave only and also lack of student interesting in learning English for example: they were afraid to give the right answers cause less of vocabularies and then, lack of teachers abilities in selecting teaching appropriate methods to the material taught.

C. Focus of research

To make this research (Think-Pair-Share) clearly researcher tried to solve the problems by using Cooperative learning methods in increasing students' vocabulary at Eight Grade MTs N 2 Padangsidimpuan.

D. Formulation of the problem

Based on the background mentioned above, the research problem formulated as follows : Does students' vocabulary mastery increase by using cooperative learning through Think-Pair-Share (TPS) at Eight Grade MTs N 2 Padangsidimpuan?

E. Aims of the research

The objective of the research is to know whether the TPS (Think-Pair-Share) strategy whether can increase students' vocabulary mastery or not.

F. The Significance of the Research

Findings of the research are expected to be very useful for:

1. Teachers who want to develop their ability in teaching English especially vocabulary learning.
2. Students, to increase the students motivation in studying school
3. Other researchers, to help the other researchers who will conduct further research in the same topict or technique. It can give them information about teaching method especially TPS technique. So that it make them easier in their research.

G. Defenition of Terminologies

To avoid misunderstanding and misinterpretating between researcher and reader from the title of the problem, the researcher gave the definition of the problems from the bakcground above. The defenition as follows:

1. Increase is making the students' vocabulary better than before
2. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.[2] So, vocabularies

[2]Jack, C. Richards, *Curriculum Development in Language Teaching* (Cambridge University Press, 2001), p. 4.

very needed in built a language caused with the group of vocabularies would be sentence.

3. Cooperative learning TPS (Think,Pair,Share) is one of cooperative learning method. It is method was developed by Frank Lyman of the university of Maryland.[3] Think, Pair, Share is a cooperative teaching technique that includes three components. There are time for thinking, time for each pair to share back to a larger group.[4] Additionally, the students more active if their work with their partner and then the relation more looked in the learning process.

H. The Indicator of the Action

Action research is a research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way the address issues and solve problems. Geoffery says that action research is" any systematic inquiry conducted by teachers' reseachers, principals, schools counselors, or other stakeholders in the teaching learning environment to gather information about the ways the ways that their particular schools operate how they think, and how well their students learn". This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive

[3] Robert E. Slavin, *Cooperative:Theory, Research and Practice* (USA:Singapore,1994), p. 132.

[4] Richards I Arends, *Learning to Teach Buku Dua* (Yogyakarta:Pustaka Pelajar,2008), p. 259.

changes in the school environment outcomes and the lives of those involved.[5] Action research involves the process of actively participating in an organization change situation whilst conducting research. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researcher, with the aim of improving their strategies, practices and knowledge of the environments within which they practice.

Action means the activities that will be done. The researcher made the teaching program, lesson plan and also media that use to teach vocabulary to the students, in the end of the actions that have been done. In this research, the researcher collaborated with teacher to become a team work who work together to solve the students' problem in increasing student vocabulary through TPS (Think, Pair, Share). In every cycle the researcher gave materials about noun verb and adjective. The researcher asked the students to use TPS in learning the materials.

Actually, the indicator of TPS (Think-Pair-Strategy) is done by a team, in a team consist of two students; first the teacher gives the lesson about vocabulary noun, verb and adjective. Then, the teacher order students to ''Think'' about matery after that, the teacher order the students to ''Pair'' with their friends during they were pair, both of them correct their vocabularies if there were the vocabularies that same with their friends so, it must changed until different with

[5] Geoffery E. Mills, *Action Research a Guide for the Teacher Research* (New Jersey: Prentice Hall, 2000) , p. 6.

their friends and the last, the students shared their vocabularies in front of class and the other students checked their vocabularies. It means that TPS strategy can made the students more active in learning vocabularies through small discussion. Moreover, the researcher's action did toward vocabularies it was about noun, verb, and adjective.

Meanwhile, the researcher gave vocabulary test to know how far the students vocabularies increase by using TPS strategy at VIII Grade MTs N 2 PADANGSIDIMPUAN.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical description

1. Vocabulary

a. Defenition of vocabulary

Vocabulary is the collection of words that an individual knows. There are some definitions about vocabulary that have the same meaning the first is A. S. Hornby says that" vocabulary is the total number of words which make up a language." So, language is arranged by so many words and phrases.[1] Additionally Hornby A.S says "vocabulary is a collection of words or phrases in language." It means that vocabulary is a language component which gives information or explanation in a language terms.

Moreover, there is another definition of vocabulary, it is: according to David L. Stepherd; he said that vocabulary is one of the most significant aspects of language development.[2] It means that vocabulary is the one that must be taken into consideration in language development. Then, vocabulary is word or words that should be mastered by someone, which are used by group of people in an environment.

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[1] A. S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University Press, 1987), p. 461.

[2] David L. Stepherd, *Vocabulary Meaning and Word Analysis Comprehension High School Reading Methods* (USA: Bell and Howel Company, Co, 1973) p. 39

Moreover, there is another definition of vocabulary, it is: James Milton that vocabulary is learned, which words are being learned and when these words are being learned. Learning vocabulary is a second language becomes much more understandable when words are considered as a basic form with rule separately.[3] When new vocabulary is being introduced and practiced, there is a good opportunity for the general revision of structure and pronunciation.[4]

Meanwhile according to Kathleen T. Mc Whorter vocabulary can be one of your strongest assets or one of your greates liability. Vocabulary defines and describes you by revealling a great deal about your level of education and your experience.[5]

Based on defenition above the researcher can take a conclusion that vocabulary is one important aspect in learning a foreign language. It is important componen which gives impormation or explanation in a language term. Although vocabulary is the one that emphasized, it does not mean other kinds of language components grammar and pronunciation are less important, but all of these aspect are learned together.

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[3] James Milton, *Measuring Second Language Vocabulary Acquisition* (Multilingual Matters, 2009), p. 10.

[4] John Haycraft, *An Introduction to English Language Teaching* (Longman Group Limited, 1978), p. 50.

[5] Kathleen T. Mc Whorter, *Efficient and Flexible Reading* (Harper Collins Publishers, 1992), p. 324.

b. The Important of Vocabulary

Vocabulary is important in learning English, because it is related to other English skills, without having vocabularies someone can not speak well before stepping toward to other language skills such as listening, speaking, reading, and writing. One should learn vocabulary first, can not use a language without having knowledge about vocabulary that language.

There are some importance of vocabulary, they are: according to Lee C. Deighton;

> Vocabulary is the most important components of language power. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills.[6]

It's mean that dealing with learning English as a foreign language, vocabulary . It is one of the components of language which has the most important role in mastering four language skills.

Furthermore, there is another importance of vocabulary, it is: According to David L. Stepherd, "vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing it".[7] It means that vocabulary is important in communication.

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[6] Lee C. Deighton, *Encyclopedia of Education* (New York: Mc. Millan Co Free Press, 1971), p. 461.

[7] *Op.Cit*, p. 39.

The students do communication with others in a certain language if they don't know much words of the language.

Finally, without ignoring other language components, it is clear that vocabulary is the most important factors in the teaching learning of English as a foreign language even in all language. So, teachers are expected to have the excellen. Way to make the students interested in learning English vocabulary so that the teaching learning objectives can be carried out successfully.

c. Kinds of Vocabulary

Vocabulary is important to students in learning English, because it is related to other English skills, without having vocabularies someone can not learning English well. According to thornbury in Harmer, there are two kinds of vocabulary as follows: Receptive vocabulary or passive vocabulary and productive vocabulary or active vocabulary.[8]

Based on the explanation above, the researcher takes a conclusion about receptive or passive vocabulary will be easy understand by using listening and reading to remember words or vocabularies, while productive or active vocabulary will be easy understand by using concentration patterns and grammatical word to get vocabulary.

[8] Jeremy Harmer, The Practical of English Language Teaching (New York : 2000), p. 16

According to Haycraft, vocabulary can be classified into two kinds. They are[9]:

1) Active vocabulary

Active vocabulary is occurs in speech production. It refers to word which the students can understand, pronounce correctly, and use correctly in speaking and writing.

2) Passive vocabulary

Passive vocabulary is vocabulary recognized and understood by the students when it is in context, but the students can not produce it correctly.

Based on the explanation above, the researcher made a conclusion about kinds of vocabulary. Active vocabulary refers to the words the students should use in speaking and writing, while passive vocabulary means words they needs only to comprehend especially in reading and listening. So, vocabulary must be introduced in many words. The students can make the sparkling communication with others.

d. The Aspect Vocabulary

There are some aspects that have to be understood in understanding vocabulary. Vocabulary or words can be used to describe actions, show relationship and to combine words or sentences which are prequently

[9] *Ibid.,* p. 44

used in speech or writing are called by the Eight parts of speech but in this research only corrected three parts they are:

1) Noun

Noun is one of the most important parts of speech. Noun is a word used to name a person, place, thing, and idea or a quality of mind is defined as a noun. According to Sharon Shorenson, noun is the name of a person, place, or thing.[10] Example; *walking*in the *woods* is fun for *Jason.* (Walking is the name of a thing; *woods* are the name of a place; and *Jason* is the name of person).[11]Then Rodney and Geoffrey says that noun is a grammatically distinct category of words which includes those denoting all kinds of physical objects, such as persons, animals and inanimate objects.

So, it can be concluded that noun is the name all the words such as name of people, object, place, and thing and other word have meaning. Nouns also used to add word to another word.

b) verb

Verb is a word that tell something about a person or thing. Verb describe as a word used to indicated an action, a state of being of existence or possession. Then, verb used to explain about work or

[10]Wren and Martin, *High School English Grammar and Composition* (Jakarta: PrasadaRao, 1990), p. 3

[11]Sharon Shorenson, *Webster's New World Student Writing Handbook* (US: Wiley Publishing, 2010), p. 404.

activity of someone or something. Example: sleep, walk, run, write, watch, listen, and read.

c) adjective

Adjective is the word used to explain the character of something or explain about noun. According to Barbara and Dykes, the word "adjective" is from Latin *ad jacere*"throw to" or "add". In the grammatical sense, it means to add the characteristic of something.[12]Then, in the other word we can said that adjective define the colour and condition of the noun. Example: beautiful, white, happy, sad, black and expensive.

So, adjective is a wordss use to another word as atribute and predicate that explain quantity, quality and number from character of words. Adjective also to complete and combine the meaning of words that difficult to understand.

e. Teaching vocabulary

Teaching vocabulary is an activity to acquire some new words to improve the language. According to A. S. Hornby says that vocabulary is the total number of words in language an individual knows and those words are used as a vehicle of language to express ones thought. So, teaching vocabulary is an activity to acquire some new words to improve the language.

[12] Barbara and Dykes, *Grammar for Everyone* (Australia: Acer Press, 2007), p. 5

In the days when grammar was the major center of attention in language classes, vocabulary was also the focus drills, excercises, and memorization efforts. Below are some guidelines for the communicative treatment of vocabulary instruction[13].

1) Allocate specipic class time to vocabulary learning

   In the hustle and bustle of our interactive classrooms, sometimes we get so caught up in lively group work and meaningful communication that we don't pause to devote some attention to words.

2) Help students to learn vocabulary in context

   The best internalization of vocabulary comes from ecounters (comprehension or production) with words within the context of surrounding discourse.

3) Play down the role of bilingual dictionaries

   A corrollary to the above is to help students to resist the temptation to overuse their bilingual dictionaries.

4) Encourage students to develop strategies for determining the meaning of words.

   Then the researcher should find the effective technique to increasing students' vocabulary cooperative learning type TPS (Think, Pair, Share) vocabulary. Considering about increasing those vocabulary teaching learning, there are many kinds of teaching

[13] Brown Douglas, *Teaching By Principles* (London: Prentice Hall Regents, 1994). P. 365.

learning approach that can be used, cooperative learning approach is one of the best approaches that is suggested to use. One of them is Think, Pair, Share (TPS) technique. Think, pair, share is a cooperative teaching technique that includes three components. There are time for sharing with a partner and time for each pair to share back to a larger group.

Additionally, the students get an opportunity to give the opinion and also this technique can develop the students more responsibility in study, to increase motivation in learning English and stimulus thinking. And also the students can get the much vocabulary from this technique.

2. Cooperative Learning and TPS (Think-Pair-Share) Strategy

a. Definition of Cooperative Learning

Cooperative learning is both an instructional technique and a teaching philosophy that encourages students to work together to maximise their own learning and the learning of their peers.[14] Chamot et. al. States that cooperative learning is learning strategies work with others to complete tasks, build confidence, give and receive feedback with met cognitive processes (planning, monitoring, problem-solving, evaluation, and remember information).

[14] Roy Killen, *Effective Teaching Strategies* (Katoomba: Social Science Press, 1998), p.82.

Next, Johnson and Holubc says, “Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each others learning. Further, Jack C. Richards and Willy A. Renandya says that with cooperative learning students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and helpfulness in the groups and the active participation of all members.

Most of teachers did not apply the cooperative learning in the classroom because of many reasons. The main reason is the curiosity of chaos, crowded, and uncontrolled situation in the classroom. It was happened because the misinterpretation of cooperative learning itself. The model of cooperative learning is not similar with other usual group work. There are some basic elements of cooperative learning which make cooperative learning different from other usual group work. Their methods emphasize four elements, they was given by Robert E. Slavin[15]:

1) Face-to-Face Interaction:
   Students work in four-to-five member groups.
2) Positive Interdependence:
   Students work together to achieve a group goal.

[15] Robert E. Slavin, *Cooperative Learning Theory, Research, and Practice* (Boston, MA: Allyn and Bacon, 1995), p.127.

3) Individual Accountability:
   Students must show that they have individually mastered the material.
4) Interpersonal and Small-Group Skills:
   Students must be taught effective means of working together and of discussing how well their groups are working to achieve their goals.

So, it means that the cooperative learning more effective than traditional debate or individual study methods in increasing retention of information, changing attitudes, and other outcomes.

b. Advantages of Using Cooperative Learning As a Teaching Strategy

1) Cooperative learning teaches students to be less reliant on their own ability to think, to seek information from other sources, and to learn from other students.
2) Coopertive learning encourages students to verbalise their ideas and to campare them with the ideas and feelings of other students.
3) Cooperative learning helps students to learn respect for one another stregths and limitations and to accept these differences.
4) Working in cooperative learning teams helps empower students to take greater responsibility for their own learning and for the learning of others.
5) Cooperative learning is an effective strategy for having students achieve a wide range of academic and social outcomes including enhanced achievement.
6) Having students work together results in much more learning than occurs when students work alone, competitively or individually.
7) Students will learn more like school better, like one another better and learn more effective social skills when cooperative learning is used.
8) Cooperative learning provides students with opportunities to test their ideas and understanding and to receive feedback in relatively safe and non threatening environment.
9) Cooperative learning can enhance student's ability to use the information and skills they have learned in the abstract to make real decisions.
10) When compared with lecture discussion activities, cooperative learning can lead to students being frustrated less often, getting confused less often, feeling more intelectually chalenged, feelings

more actively involved in learning and looking forward to class more often.[16]

c. TPS (Think, Pair, Share) technique

1) Definition of TPS (Think, Pair, Share) technique

Think-Pair-Share (TPS) technique is developed by Frank Lyman at the year of 1985 and his friends in University of Maryland. Think-Pair-Share is a cooperative learning technique that includes three components. There are time for thinking, time for sharing with partner, and time for each pair to share back to a larger group[17]. Teacher gave the lesson with the conventional, gave the problem to student and student work cooperative learning with pair (think-pair), group presentation (share), quiz individually, make the improving every student, inform the result and give the reward[18]. This technique did not only gave the students an opportunity to work individually, but also work in group with other students. The excellent point from his technique is TPS technique also builts each student's potential by conventional technique which usually one student's show then share it to other students, this TPS technique gave students show their participation to other students.

[16] *Ibid,* p. 86.
[17] *Op. Cit*, p. 132.
[18] Suyatno, *Menjelajah Pembelajaran Inovatif* (Banjarmasin: Aswaja Pressindo,2012), p.169.

2) Steps of Think, Pair, Share technique

The cooperative learning technique which is used in this study is TPS (Think-Pair-Share) strategy. TPS is one of cooperative learning model in which there is a participation of the students and it's designed to increase students vocabulary. So' TPS in learning process can be as a motivation to the students to be active and more participate than before. There are some steps in TPS ,they are:

Step I: Thinking

The teacher poses a question or an issue associated with the lesson analytical asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not past of thinking time.

Step II: Pairing

Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually teacher allow no more than four or five minutes for pairing.

Step III: Sharing

In the final step, the teacher asks the pairs to share with the whole class what they have been thinking about. It is effective to

simply go around the room from pair to pair and continue until about a fourth or a half the pairs have had a chance to report[19]. This technique does not only give the students an opportunity to work individually, but also work in group with other students. The excellent point from this technique is TPS technique also builds each student's potential. By conventional technique which usually one student's show then share it to other students, this TPS technique gives students a chance which is eight times more to be known, and show their participation to other students.

3) The purpose of think, pair, share technique in the learning process.

Think-Pair-Share is one of strategy to increase students vocabulary in English. There are some purpose of TPS (Think-Pair-Share), they are:

a) Providing "think time" increases quality of student responses.
b) Students become actively involved in thinking about the concepts presented in the lesson.
c) Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-

[19] Richard I. Arends, *Learning to Teach Fifth-Edition* (New York: McGraw Hill, 2008), p. 325.

share" throughout the lesson, more of the critical information is retained.

d) When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.

e) Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.

f) Think-Pair-Share is easy to use on the spur of the moment.

g) Easy to use in large classes.

So, applying Think-Pair-Share technique can enriched the students vocabularies more understand about the lesson also more brave to give the opinion when the learning process. And the other hand, students become actively, critical information from the text, more willing to participate and easy comprehension in teaching English.

4) The application of think, pair, share Technique in the classroom

The ways of applying Think, Pair, Share technique by teacher to the students in the classroom. There are:[20]

[20] Istarani, 58 *Model Pembelajaran Inovatif*, (Medan: Media Persada,2011), p.67.

a) Teacher convey core of the lesson and competence ill be reached
b) Ask the student to THINK about the lesson or problem that the teacher has conveyed.
c) Ask the students PAIR with her friend (2 person in a group) and explain the result of thinking
d) Teacher manage the result of discuss, each group presented the result of discuss.
e) Teacher add the lesson and explain the core topic
f) Teacher give the conclusion
g) Closing

5) The advantages and disadvantages of Think, Pair, Share technique

Think, Pair, Share used whether the teacher want the student understand about the core lesson, the advantages this technique are:

a) The aim of the lesson clearly because in the first time teacher explain the lesson will be studied.
b) Make the condition happier because student make group by group with heterogeneous. So, the student not bored get friend in the lesson.
c) Lesson has the aim because teacher at the first time convey the lesson before began task group

d) Can improve cooperative student between student, because in lesson give discuss in a group.

e) Quiz technique will improve the student sprite for answer the question.

f) To know the student's ability in understand the lesson, because teacher give the question to all student, and before teacher take the conclusion the teacher do the evaluation.

The disadvantage Think, Pair, Share technique are:[21]

a) Teacher is not easy to determine heterogeneous group.

b) Because group heterogeneous, there are mismatching between student in a group

c) In discussion only a part student do it and the other not do it

d) In evaluation the student are teaching.

B. Review of Related Findings

Beside of theory study above. The researcher found some research in studying vocabulary with some kinds methods or techniques. First, the research was done in SD Negeri 116254 Ranto Jior. Her name is Wirda Halwi, with the researchers' tittle "Improving Grade V Students' vocabulary mastery using antonyms and synonims. She is succeed tried this method with gave his students

[21] *Ibid.,* p. 69.

two cycles with higher score.[22] It seen from the result The increasing score from 48, 21 to 56, and 50 is 8.29; "t" calculated was -22, 5 with 45 degree of freedom.

Secondly, a thesis by Parida Siregar in State Collage for Islamic Studies Padangsidimpuan 2008. Her thesis about "Improving Students' Vocabulary Mastery Throught Collaborative Learning Method" she is success in trying this method with gave two test to her students with high score.[23] It seen from the result the improving the mean score 78.87 has been demonstrated > 75 %.

Meanwhile, a thesis by Ade Yusrina in State Collage for Islamic Studies Padangsidimpuan 2012. Her thesis about "The Effect of Think-Pair-Share technique on Students Reading Comprehension in Analytical Exposition Text." She found that there is the effect of applying Think-Pair-Share technique on reading comprehension in analytical exposition text. It is seen from the result r-count > r-table (6.33 > 2.00).[24]

The last, a thesis by Wiwi Nurmala in UMTS Padangsidimpuan 2003. Her thesis about" Study on Effectiveness of Teaching English through action and Function Method to Increase Students' Vocabulary at SMP N Padang bolak''. In the objective of study, she wanted to find out the significant effect of teaching English through action and function method in increasing students' vocabulary

[22] Wirda Halwi, Improving Grade V Students Vocabulary Mastery Using Antonyms Synonims(*Unpublished Thesis:*STAIN: Padangsidimpuan 2013).

[23] Parida Siregar, Improving Students Vocabulary Mastery Throught Collaborative Learning,*(Unpublished Thesis*: Barumun Tengah: SMA N 1, 2008).

[24] Ade Yusrina, The Effect of TPS on Students Reading Comprehension In Analytical Exposition Text(*Unpublished Thesis*:STAIN Padangsidimpuan 2012).

master[25]. The result is significant effect of using AFM on student vocabulary which the experimental group made improvement 13% while the control group 5%.

Therefore, this research was used to complete the researchers above, especially vocabulary. So that, from the description above, the researcher concluded that many method can improve the student's vocabulary mastery. Next, the researcher hoped TPS (THINK-PAIR-SHARE) can increase student's vocabulary mastery. So that, the researcher interested to research about " *Increasing Students' Vocabulary Through Cooperative Learning Type TPS (Think-Pair-Share) at Grade VIII Mts N 2 Padangsidimpuan"*.

[25] Wiwi Nurmala, Study on Effectivenes of Teaching English Through Action and Function Method to Increase Students' Vocabulary(*Unpublished Thesis*: STAIN Padangsidimpuan 2011).

C. The Conceptual Framework

Based on the review of related theories above, conceptual framework can be seen from the figure below:

Figure 1: Conceptual Framework

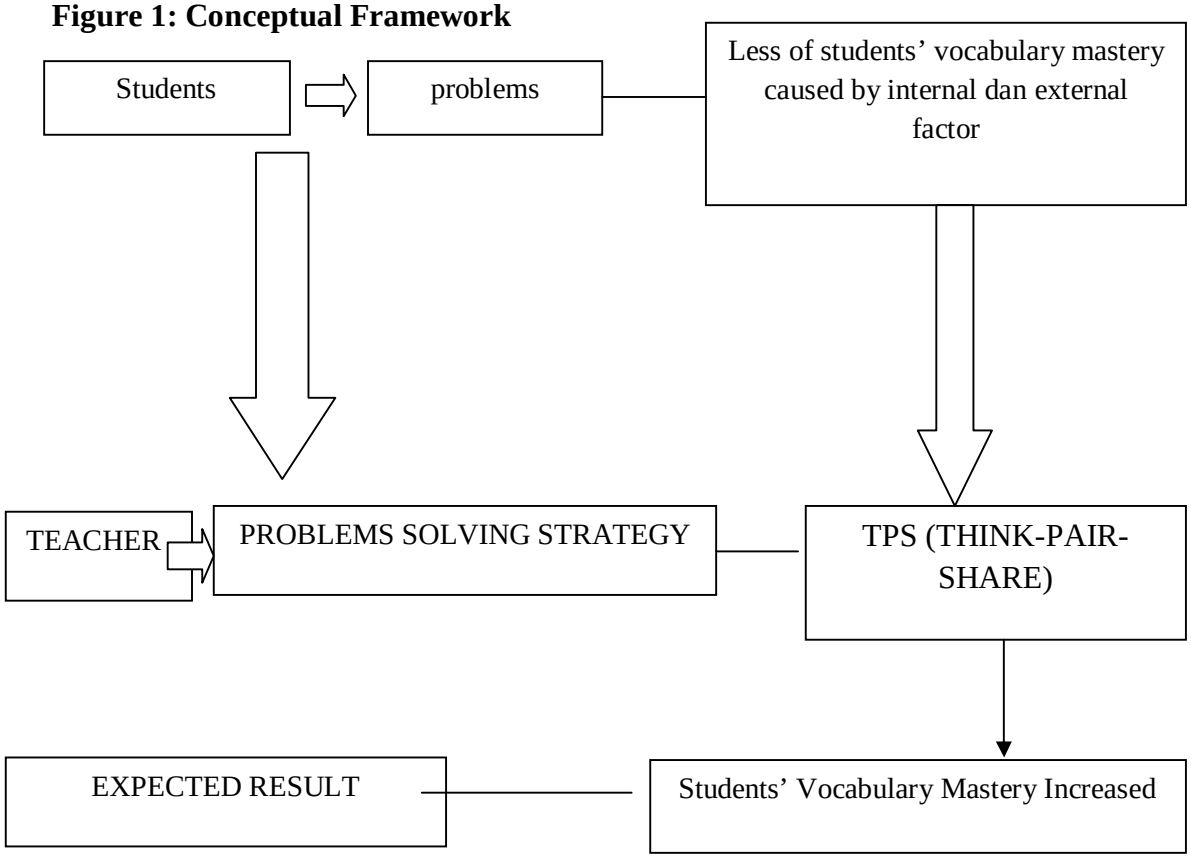

Figure 1: Research Conceptual Framework

Above, the students' problem in this research is low in vocabulary mastery. It can be seen from preliminary study show some of the students afraid to give their opinion and also some of the students cannot communicate in simple utterance.

D. Hypothesis of the Action

The hypothesis is needed to show the researcher's thinking and expectation the outcome of the research related to this research. The hypothesis of this research is stated that:'students'vocabulary mastery increase throught cooperative learning type TPS (Think-Pair-Share) at Grade VIII MTs N 2 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Research Design

This research is conducted by using classroom action research. Classroom action research is part of a broad movement that has been going on in education generally for some time.[1] Kemmis Mc Taggart states that action research is a self-reflective inquiry that is done by person which aims to improve his or her social or educational practices by evaluating his or her own practices.[2] Classroom action research is really different from the other conventional types of research. It really focuses on individual or small group practice and it is not concerned with making general statements. Based on Gay and Airasian classroom action research that was used to improve the practitioner's practice action implies doing or changing something.[3] Classroom action research is really different from the other conventional types of research. It really focuses on individual or small group practice and it is not concerned with making general statement.

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had

[1] Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge,2010), p. 2.

[2] Masnur Muslich, *Penelitian Tindakan Kelas Itu Mudah* (Jakarta: Bumi Aksara, 2009), p. 9.

[3] L.R. Gay, *Educational Research Competencies for Analysis and Application* (United States America, 1992), p. 593.

gone. Action means implementation about the content of action in the classroom. The action and the observation can't be separated each other, because the teacher must the return observation while reading what is being done. Reflection is to propose what have done.

a. Planning

Planning is an arrangement for doing something considered in advanced. It is purposed for the teacher as a handbook which is used in classroom which is used in classroom to show the action. Planning must be flexible because it depends on circumstance and curiculum. In this phase the researcher identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.

b. Action

An action the process of doing things. It is implementation of planning. The plan is carefully considered one which involves some deliberate interventions into teaching situation that the reseacher put into action over an agreed period of time. The research should be flexible and welcome to the changing situation in school. Thus, the action should be dynamic need immediately decision for what will be done, and complete simple evaluation.

c. Observation

Observation is purposed to find out information of action such as the students' attitude event the obstacles that happens. This phase involves the students' in observing systematically the effects of the action and documenting the context, action and opinions of those involved. Thus, collected as the data which are used as a basic for reflection. So the observation should be done carefully.

d. Reflection

At this point, the researcher reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue the teacher have explored more clearly. Reflection here means a feedback process from the action which has been done before. Reflection is used to help the teacher make decision.[4]

2. The Place and Schedule of the Research

The place of the research has been done in MTs N 2 Padangsidimpuan, the located on Jl. T. H Rizal Nurdin Palopat Padangsidimpuan, Kab Tapanuli Selatan. It has been taken from December 2013 until finished.

3. The Participants

The subject of this researcher at grade VIII-3 MTs N 2 Padangsidimpuan in academic year 2013/2014. They are totally 30 students. Researcher chooses it because the researcher found the problems of English

subject in this class. Another participant is an English teacher of MTs N 2 Padangsidimpuan. The researcher observes the execution while the teacher is doing an action in this class. Then, teacher also helps the researcher analyzed the data from the observation and makes plans for each cycle. The teacher is as collaborator.

4. The Instrumentations of Collecting Data

a. Test

The instrument of collecting would used in this research is test, this research, the researcher give multiple choice about noun, verb and adjective in order to get the information about the students vocabulary mastery. The test is consisting of 20 items. The test will given to Eight grade MTs N 2 Padangsidimpuan. It can be seen from the following table:

Indicator of Vocabulary

Table 1 Indicator of Vocabulary Mastery

NO	INDICATOR OF VOCABULARY	ITEMS	SCORES	TOTAL SCORES
1	NOUN	7	The score each items is 5	35
2	VERB	7		35
3	ADJECTIVE	6		30
	TOTAL	20		100

From the above indicator, the reseracher gives the vocabulary matery using cooperative learning method. Then, after applying method the researcher give the first test in the second meeting in cycle 1. And then, the researcher gives the second test in third meeting in the cycle 11.

b. Observations

Observation was used to collect data about students' activities in teaching and learning process and the implementation of cooperative learning method. The researcher observes the teacher, the students, and classroom process. The researcher observes the teachers' teaching and learning process. In addition, the researcher observes the classroom process by observing the procedures of TPS (Think-Pair-Share) strategy.

c. Interview

The researcher used the interview to know the condition of the students. Hornby states that interview is to talk somebody and asked them questions at a formal meeting to find out if they are suitable for job or study.[5]So, this interview is one of techniques of collecting data by doing oral interview in individual meeting. Interview is given for Eight Grade MTs N 2 Padangsidimpuan. The questions are appropriated with the list of interview. Interview is done for getting data about the factors that increase the students' vocabulary mastery.

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5. A. S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University Press, 1987), p. 788

5. The Procedures for Classroom Action Research

This action research followed the model that is developed by Kemis. It was a famous representation of the action research" spiral'' that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

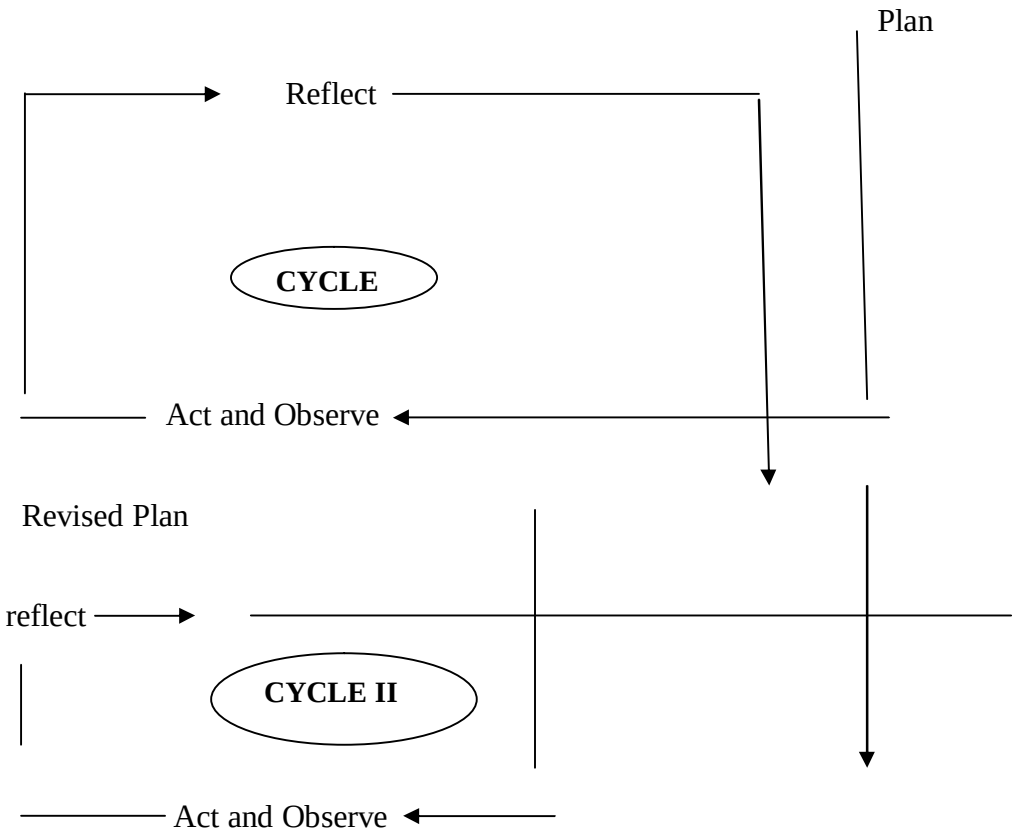


Figure 3: Action Research Spiral.[6]

[6]OrtrunZuberr-Skerrit, *New Direction in Action Research* (London: The Falmer Press, 1996), p. 14.

In this research, the researcher applied two cycles. Each cycle consist of two meetings during research process. Each cycle consist of four steps; planning, acting, observing and reflecting. Cycle I: in the cycle I consist of two meeting, the research procedures are:

First meeting

a. Planning
    1) Arranging the lesson plan
    2) Determining the lesson material was about vocabulary, which was about noun, verb, and adjective (used will).
    3) Designing vocabulary teaching by using Think, Pair, Share technique.
    4) Preparing the test each cycle
    5) Preparing the instruments was used by students
    6) Preparing instruments for teacher and observer' observation
b. Action
    1) Teacher introduced her/him self to the studenst
    2) Teacher explained about the research to the student
    3) Teacher introduced the vocabulary material to the students
    4) Teacher explained about the vocabulary
    5) Teacher poses a question associated with the lesson and asked students to spent a minute thinking alone about the answer.

6) Teacher asked the students to make Pair group, each group consist of two students, those are their chair mate selves.
7) Teacher asked the students to disscuss about the answer that they have think individually. If the answer same between them so, it must be changed until different
8) Teacher asked the students to Share the answer that have agreed with the partner.
9) Teacher collected the students' discussion result
10) Teacher checked the students' discussion result
11) Teacher gave some information about the next topic for the next meeting

c. Observation

1) Discussed with the English Teacher to observation planning
2) Monitored to the TPS is done
3) Made observation sheet when TPS using in learning process is done
4) Discussed with the English Teacher about the weakness or the finding activity during observation is done

d. Reflection

1) Analyzed the finding during the observation was done
2) Analyzed the weakness and the teacher progress when the TPS (Think-Pair-Share) strategy determines the follow up of the activity.
3) Reflected of TPS (Think-Pair-Share) that using in learning process.

4) Reflected of teaching activity and students learning result that using TPS (Think-Pair-Share)
5) Evaluated or interpreted the data gotten from the class and made any decisions for the next meeting.

Second Meeting

This meeting researcher expended to repair the problem in meeting before:

a. Planning

1) Analyzed the reflection result in the first meeting and expend to repair to be done in the next meeting
2) Prepared all material that will be needed in the teaching learning proces.
3) Encoded the problem on the learning process
4) Designing the second preparing base on the first meeting

b. Action

1) The teacher started the learning process with the question-answer about the lesson before
2) Teacher gave the explanation about topic that will be taught to the students
3) Teacher describes your classroom
4) Teacher poses a question or an issue associated with the lesson
5) Teacher asked students to Think about vocabulary from the clasroom
6) Teacher asked the students to make pair group and both of them search the vocabulary with the different abjad

7) Teacher asked the students to Share the result in front of class and the other students checked their answer.
8) Teacher asked the students to remember what vocabulary they have

c. Observation

1) Observing the execution of the Think, Pair, Share
2) Observing the students vocabulary mastery
3) Discussed the problem in process learning and giving solution.

d. Reflection

1) Discussing with co- teacher about the action
2) Making any decision for the next meeting
3) Developing another environment to Think, Pair, Share
4) Analyzing the found data
5) Clarifying the found problems in the activity whether in the case of students or teacher

Cycle II: in the cycle 2 consist of two meeting the research procedures are: researcher arranged the lesson plan based on the reflection in the cycle 1, those are:

Third Meeting

From the evaluation in cycle I, the researcher found the students' score. The researcher makes the plan based on the difficulties of students in vocabulary mastery in the second cycle.

a. Planning researcher will arrange the lesson plan based on the reflection in the cycle 1 those are:
    1) Analyzed the reflection result in the first cycle and expend the third repairing to be done in the next meeting.
    2) Determining the lesson material is about vocabulary (Noun, Verb, Adjective)
    3) Encoded the problem on the learning process.
    4) Designed the third preparing based on the second meeting
b. Action : researcher will apply Think, Pair, Share technique based on the lesson plan that is the result of reflection in cycle 2
    1) Eliminating found problems in cycle 1 by motivating, controlling and managing the class
    2) Explain again about the topic
    3) Give the example about the topic by using TPS
    4) Explaining that the students; vocabulary mastery must be better than cycle 1 by using TPS
    5) Celebrating the achievement together
    6) Helping students to remember their vocabulary
c. Observation: both teacher and observer will observe students' vocabulary mastery and activity of the learning by using Think, Pair, Share technique.
    1) Observing the procedure that had been arranged whether worked
    2) Observing students' vocabulary mastery is that better than before or not
    3) Observing students' vocabulary mastery by using instrument

d. Reflection

1) Discussing with co- teacher about the action
2) Making any decision for the next meeting
3) Developing another environment to Think, Pair, Share
4) Reflected of teaching activity and students learning result that using TPS
5) Clarifying the found problems in the activity wether in the case of students or teacher.

Fourth Meeting

a. Planning: researcher will arrange the lesson plan based on the reflection in the cycle 1. Those are:

1) Arranging the lesson plan
2) Determining the lesson material is about (Noun, Verb, and Adjective)
3) Designing procedures of teaching
4) Preparing the instrument for students, teacher and observer

b. Action: researcher will apply Think, Pair, Share based on the lesson plan that is the result of reflection in cycle 2

1) Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class
2) Rearranging the classroom arrangement
3) Changing the new scenario
4) Explaining that the students; students' vocabulary mastery must be better than cycle 1

5) Celebrating the achievement together

6) Helping students to remember their vocabulary

c. Observation: both teacher and observer will observe students' vocabulary mastery and activity of the learning by using Think, Pair, Share technique.

1) Observing the procedure that had been arranged whether worked

2) Observing students' vocabulary mastery is that better than before or not

3) Observing students' vocabulary mastery by using the instrument

6. Technique of Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching learning process. The qualitative data are analyzed from the observation sheet. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of students' achievement by using the multiple choice test.

To know the means of students' score for each cycle, the researcher will apply the following formula:

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

Explanation:

X : individual score

$\sum$x : the total score correct answer

N : the number of item

The percentages of students' vocabulary mastery throug TPS is calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : Individual score

R : the number of correct answer

T : the total number of item

Finally, researcher summarizes qualitative data by six steps as suggested by Creswell in the following:

Steps 1: organizing and preparing the data for analysis. This involves transcibing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types defending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overal meaning.

Steps 3: beginning detail analysis with a coding process it was organizing material into "chunks" before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

Steps 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories, beyond identifying the themes during the coding, researcher built additional layers of complext analysis.

Step 5: advancing how the description and themes are represented in the qualitative narative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes researcher used visuals or figure to convey descriptive information about participants in a table.

Steps 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.[7]

[7] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Sage Puplication, 2003), p. 190.

CHAPTER IV

RESEARCH FINDINGS

This chapter presented the data description by setting of the research, acting, the finding of the actions and discussion.

A. The Data Description

In this chapter, the researcher analyzed each data that had been gotten from the teaching learning process and evaluation in each cycle of this research. In this research, analysis was started from cycle 1 up to cycle 2, because this research used action research. Furthermore, analysis was also done with observation and interview.

1. Cycle 1

The first cycle applied in two meetings. It was done in grade VIII-3 of MTs N 2 Padangsidimpuan, consisted of 30 students.The first cycle was conducted for two meetings. Then, every meeting was done for 2x 45 minutes or 90 minutes. So' two meetigs were done for 4x 45 minutes or 180 minutes. The first cycle was conducted on Monday, 11 august and Tuesday, 12 august 2014.

For the first, the researcher would make lesson plan that would be done in each meetings. The researcher made lesson plan and material which suitable with indicator of this research. Also preparing the topic to do TPS along with the first test vocabulary to be given to the students and made an instrument as a tool to see the students' vocabulary mastery increase, also discussing how the TPS to be done in teaching learning. This action research would be done with the English teacher was

a co-teacher. Co-teacher would observe the research when the researcher done action in each cycle.

In this research, the researcher used field note as observation or observation sheet ‘students activity in teaching learning process’ in each meeting, and observation sheet for the researcher as a teacher in teaching learning process. This observation would be done by researcher and co-teacher when the lesson plan was done and when the researcher gave the test in second meeting. It means that, the co-teacher would observe the researcher when done the action research, and the researcher with co- teacher were together to observe the students when teaching learning process in this research was done. So, from the instruments that the researcher maked the result it can be seen;

a. Test

The result of the test from the first test showed that many students did’nt understood about the technique that the researcher maked. It caused so many students were get the low score from the test. The result of the students that the researcher found was there are some students almost not achieve the standart it can be seen from the students result in the fisrt meeting the researcher found that there are 15 students got score 20-40, there are 7 students got score 40-60 and then 8 students got score 60-75.

b. Observation

The result of observation showed that the technique was not done perfectly caused two factors. First, the students were passive to guess the answer because still felt confused with the instruction, only some of them

which active in guessing the answer during teaching learning process. Second, the material used is too difficult for the students, so students feel confused in understanding the meaning of vocabulary.

c. Interview

The researcher maked the interview to the students to know the difficulties the students. From the interview the students said that they are very confused because the students didn't know how to different the verb, and adjective in the students dictionary.

Based on the instruments above, the researcher found that there were some important points that should be given more attention. The first was about the students' motivation. It was found that there were many students whose passive in guessing the TPS. Here the researcher should give more attention to the students which passive in guessing the TPS by asking to them to answer the test. And giving them a motivation to make them did not feel lazy. The second was about the students' understanding. Most of the students still confused about the meaning clues of the TPS. Seeing this, it was important for the teacher to help them in giving the meaning of that vocabulary which they do not know yet.

After that, in this cycle the researcher introduced TPS strategy in teaching vocabulary. In the first meeting in cycle 1 acted some actions; the first, the researcher explained TPS. The second while teaching learning process the researcher showed the picture would be discussed using TPS strategy. The third the researcher

give the issue or problem that related with the material. After that, the researcher asked the students to Think about the problem a few minutes. Then, the researcher asked the students to make Pair with their chairmates(2 people) then the researcher asked the students to showed the result that theirs got when thinking. If there are the answer/ vocabularies that same with their partner so, it must be changed until different. The last the researcher asked the students to share theirs result in front of class and the others checked what vocabulary they have.[1] If there are vocabulary not same with their result so they are wrote to their book the new vocabulary. After several minutes, the researcher asked the students to collect their test in blackboard together by discussing what the correct answer were.

In observing the action, this observation would be done by researcher and co-teacher. The researcher observed the students and clasroom process then, co- teacher observed the researcher when doing the action. In observing the action, researcher used observation sheet to observe students and the teaching learning process. The observation result from the observation sheet, it has found that the researcher came to the class on time, greeted to the students. She explained the material about picture was given concluded the material after doing the class. Additionally, the students, most of students enthusiastic in teaching learning process, still made noisy in the class caused there are some studenst "*cari perhatian*". Students were not lazy to Think vocabulary. Some students also were still uninterested yet. Moreover, some students still had low motivation in participating in learning process. Based on the result of the observation, the researcher realized that the results of activities that had

[1] Cholvia Sari, The Student of Grade VIII in Academic Year2014/2015 MTs N 2 Padangsidimpuan, Interview on August 11th 2014

been done were not so succesful in solving the students' achievement problem in vocabulary mastery. It could be concluded that the activities should be changed, improved and completed. Therefore, the researcher made lesson plan again for the second meeting in this cycle.

The second meeting in cycle 1 was done on Tuesday, 12 august 2014. In this meeting. The researcher continued the first meeting. Before researcher was going to continue material, the researcher gave greetings to open the class and remembering the students about material last meeting, so the material still relation. After that the researcher explained the material that would be teach, the teacher made the action same with the meeting before, the different in this meeting is the researcher determining abjad to the students to search the vocabulary. The researcher gave the topic was describing your classroom. The last teacher collected the students' discussing result.

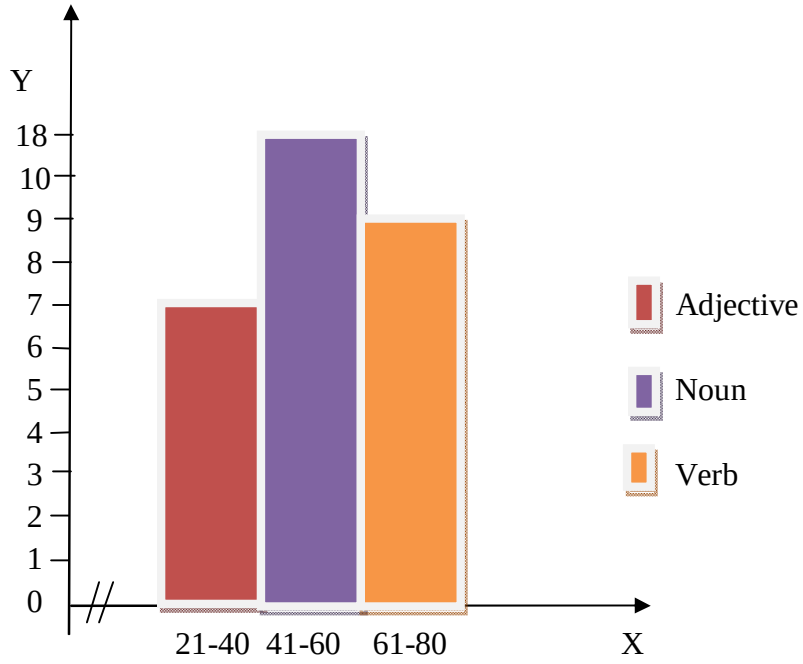
After finish, the researcher gave the test to the students and the researcher gave the instruction about the test, how to answer the test, and asked the students to write the name and made answer about their answer. Furthermore, the test was 20 items multiple choice test form. On this test, students were enthusiastic and serious attention when they were answer the test, but still there were students become trouble maker, they always ask to other students around of them, so it made other students did not concentration and made them noisy and cheat with their friends.

Finally, based on the result of the first cycle, the researcher found that there are 7 students got score 21-40, there are 18 students got score 41-60, there are 9 students got score 61-80 most of students did not pass on the minimum mastery

criterion on MTs N 2 Padangsidimpuan with score 70. Also, the researcher got the students result of test in vocabulary mastery based on indicator of vocabulary mastery. It means that the average mean score of students' vocabulary mastery in the first test was 48 with percentage of students got above score 70 was 13.33%. it could be seen, most of students did not pass on the minimum mastery criterion on MTs N 2 Padangsidimpuan with score 70. There were 83% of students did not pass the minimum mastery criterion or KKM. it could be seen from the result of the students Lisdawani got the score is very low.[2]

From the data above, the researcher realized that the first cycle was less or the result of the first cycle was not succes for improve the students' vocabulary mastery. It can be concluded that, the action should be repaired and change for improve students' vocabulary mastery again. The researcher should change the strategy or the new atmosphere in activities teaching learning process. Based on the result above it can be brown at histogram as follows:

[2]Lisdawani, The Student of Grade VIII in Academic Year2014/2015 MTs N 2 Padangsidimpuan, Interview on August 12th 2014



To repair, the researcher done reflecting related to action research and effort that had been done in first cycle. It means that, making evaluation about teaching learning process in the first cycle and gave solution for the next cycle. So, observation that had been done by researcher and co-teacher purposed to find out the problem when the action or teaching learning process was done and made conclusion. Based on it the result of the first test should be needed to repair and gave solution for improve some students that still got score in underneath of minimum mastery criterion. The last the researcher and co-teacher concluded that the first cycle should be repaired especially in lesson plan, material, and strategy the teaching learning process for the next cycle.

2. Cycle Two

The seond cycle was conducted for two meetings. the meeting was done for ninety minutes. Based on the reflection in the previous cycle, there were still some problems related to the students' vocabulary mastery. Problems in vocabulary mastery. Problems in noun, verb, and adjective. Researcher planned the activities for the second cycle. The planning that had repaired to improved the students vocabulary mastery in cycle 1, the first made lesson plan and prepared all material that would be used and the test in this cycle, the second motivated students to have quick vocabulary mastery prediction. The last setting seat formation widely.

The first meeting the researcher needed extra time to prepare students about the activity. As a result, the testing only was done in the execution of TPS in the end of the cycle. The researcher and the co- teacher acted: the first, eliminated found problems in cycle 1 by motivating, encouraging, controlling and managing the class. Researcher explained some solution in the first cycle.

In the first meeting in cycle II, researcher divided the students in group, organized the group of students to each groups base on new arrangement. The researcher made six groups, because the students in VIII-3 were 30, so each group there were 5 students. The researcher gave the materi about profesi. Then the researcher explained about profesi. After that, the researcher asked them what profesi the students like? Next, the researcher give the time to them to thinking about vocabulary they have. Then, ordered them to Pair in pair the students discuss what the adjective and verb from the vocabulary it. The last the students Share their

result and write in the blackboard. The other groups gave comment about the answer that Share.

In observing the items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet, there was an improvement on students' vocabulary mastery. The researcher came to the class on time, greeted the students. The researcher could improve her ability in taught the class. In starting the class, the researcher gave good motivation to the students so, they had spirit in teaching learning process. They also improved their vocabulary mastery. The researcher could organize the class well. The researcher moved from group to group to control the class and gave suggestion. The students were more active in the group although still there were some students made noisy in their groups.

The next, for the second meeting was conducted on Tuesday, 19 august 2014. This meeting was continuity on the first meeting in cycle 2. As like as usually, to open the class, the researcher gave greeting, and gave review about the material last meeting. The researcher also gave motivation to make students more interesting and enjoy in learning process.

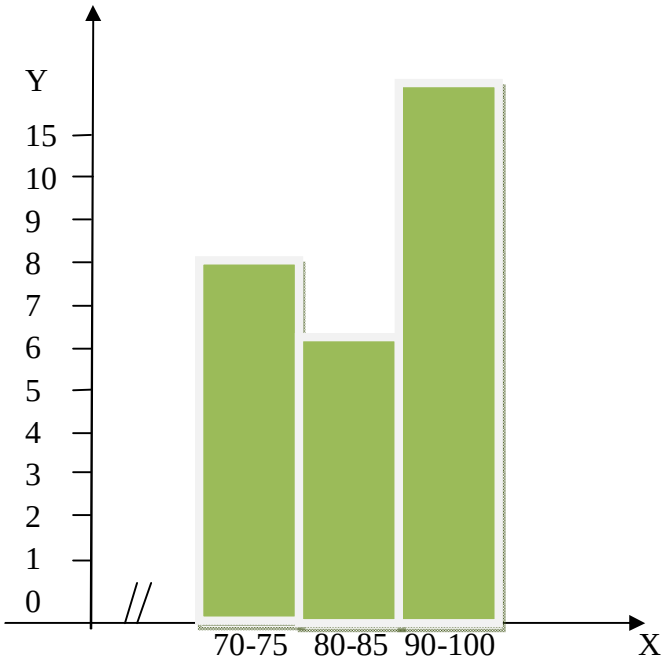
Last meeting, the researcher made the learning process with group again. The researcher also made six groups. The group same with the meeting before. The researcher gave the text with title A Kind Rabbit. In this time, researcher asked them to looked the vocabulary quickly, who was the first group collected their vocabulary was given reward. The students seen happy and enjoy because every group wanted to be a winner and got reward. In the last the researcher made conclusion or

summary about the material and gave reward to group that became a winner to make students felt happy.

Finally, in the end of the second meeting in the cycle 2, the researcher gave test. There were 20 items multiple choice. Before gave the test, the researcher gave instruction how to do the test again, that was same with the first test before in the first cycle.

Based on the result of the second test, the researcher got score of students' vocabulary mastery increased. In the second test score mean of the students' got score above 70 was 100%, also can be concluded mean score of students got based on indicator in the table below vocabulary mastery in the table. The researcher begun lessons with a question and answer session. Many students who ask about the lesson have been learned previously. From the question given by students, the researcher opened the lesson with explanation as possible to facilitate students in understanding the lesson.

Finally, to check the students vocabulary mastery in this cycle, the researcher evaluated them by giving a test in the second cycle. There were 20 items in the form of noun, verb, and adjective. The result of the first activity is that 8 students got 70-75, 6 students got 80-85, 15 students got 90-100. It can be brown at histogram as follow:



Based on the histogram above, the result showed that the vocabulary mastery students more high than the cycle before. Here from the enthusiastic students the result showed improve the students vocabulary mastery from the students score in this cycle almost the students passed the criteria of KKM.

TABLE II
The Students' Result of the Second Test in Vocabulary Mastery Based on Indicators of Vocabulary Mastery

Indicators	Mean Score
Noun	21
Verb	17.83
Adjective	17.16

In addition, from the observation before the students were more and more active and enthusiastic in doing teaching learning process in the last meeting. Based on observation sheet" Teacher Activity in Teaching Learning process", it showed that

teacher mastery in teaching vocabulary mastery process was done well. As Yusril Fahmi said,

"Saya tertarik belajar vocabulary, selama ini saya merasa kalau belajar vocabulary itu biasa z karna kami di tuntut untuk cari vocabulari jadi vocab yang di dapat tidak seberapa. Karna saya kadang malas-malasan.Tapi setelah ada TPS aq merasa dapat mengetahui vocab yang sebelumnya saya ketahui karna ada kerja sama antara saya dan teman sebangku saya jadi saya lebih rajin. Sehingga untuk selanjutnya saya ingin belajar vocabulary yang seperti ini".[3]

B. The Comparative Result of the Action

Based on the result of action the first cycle and the second cycle, it can be conclude that, students' vocabulary mastery could be increased through TPS (Think-Pair-Share) strategy.The students' score increased from the first test to the second test. The researcher gave the test in second and fourth meeting. During the research, it was found out that the students' score kept increasing from the first test to the last test. By application TPS strategy, the students' score was significantly increased. There were difference in lowest and the highest of students' vocabulary mastery. The improvement of students' score in each vocabulary test can be seen in the table below:

Table III

Comparison Score of Students' Vocabulary Test

Type Score	**Test 1**	**Test II**
	Meeting 2	**Meeting 4**
	Cycle 1	**Cycle 2**

[3] Yusril Fahmi, The Student of Grade VIII in Academic Year2014/2015 MTs N 2 Padangsidimpuan, Interview on August 18th 2014

Lowest Score	**20**	**75**
Highest Score	**85**	**95**
N	**30**	**30**

From the table above, it was seen that students' score kept improving. In vocabulary test I, The lowest score was 20 and the highest score was 75. In vocabulary test II, the lowest score 85 and the highest score 95. It showed the significant improvement in students' vocabulary mastery.

After doing an action in cycle 2, the researcher found the result of vocabulary test through TPS improved. It could be seen from the mean score of the students. The mean of the students' score in the second cycle was higher than the first cycle. So, it can be said that the students vocabulary mastery increased through TPS strategy. It can be seen from the ranges improvement in the following table below:

Table IV

Students mean Score in all Cycles

Meeting	Total Score	Mean Score	Ideal Mean Score	%
Cycle 1	2.220	74	100	74%
Cycle 2	2.610	87	100	87%

Based on test of students vocabulary mastery in the first cycle had shown, after conducting TPS strategy, students' vocabulary mastery improved becoming 87%. It had been found that discussion vocabulary in TPS strategy.

The second cycle had shown conducting TPS, students' vocabulary mastery increased higher than before to become 87%. There had 87% improvement for mean score of students' vocabulary mastery.

In this research, there were two cycles and two tests. The first test was done in the last meeting of the first cycle, and the second cycle was also done in the last meeting.

1. The first test

   The first test was done in the last meeting in the first cycle. The first test in first cycle is about noun, verb and adjective. In this test, the students still fewer to got score above the minimum mastery criterion or KKM, because just there were 4 students that passed on minimum mastery criterion or KKM, there were 4 students got score 20-25 score, there were 4 students got score 30-35 and also there were 4 students got 40-45 score, there were 7 students got score 50-55, there were 6 students got 60-65 score. Based on the students that passed on minimum mastery criterion were 13.33% students from 30 students in class of VII-3. This was effect of the some problem in the first cycle. They still confused about adjective and verb. So, the researcher made the second cycle to increased students' vocabulary mastery through Think-Pair-Share strategy again with other way or trick in teaching learning process.

So, this strategy created a good environment in teaching learning English vocabulary. Which students become active in the process of teaching English, had good interaction between student and student and between student and teacher, and share their opinion with their partner about their vocabulary.

2. The Second Test

In the second test of the second cycle, the score of students increased. Many students got score above of minnimum mastery criterion or KKM with score was 87. It was increased to become 100%. There was 86,67% increased. There were 30 students get score in above minimum mastery criterion or KKM. There were 1 and 7 person got score 70 and 75, 2 students got 80 score, 4 got score 90, and there were 7 students got 95 score the last 4 students got score 100. To make difference score of the first cycle and the second cycle, below the table of students' vocabulary score in the first cycle and the second cycle:

Table IV Students' Vocabulary Mastery score in the first test and the second test

No	The Initial of Student	Score test 1	Score test 2
1	AL	40	95
2	AW	55	90
3	AP	30	85
4	AK	20	75
5	AD	40	75
6	CS	60	100
7	CT	35	100
8	DG	60	75

9	DR	40	90
10	ER	60	100
11	HS	70	95
12	HA	70	90
13	HT	40	80
14	IP	55	90
15	IB	70	95
16	LW	35	75
17	MW	50	75
18	MA	45	80
19	MD	55	70
20	MR	65	75
21	MI	75	85
22	NI	25	100
23	NH	50	90
24	NU	60	85
25	RI	35	95
26	SN	20	75
27	SI	60	85
28	SP	50	95
29	TR	50	95
30	UH	20	95

Based on the table above, it could be conclude that all of the students got improvement on their score. There was high improvement. In the cycle 1 in the second meeting were 4 students (13.33%) got 70 points. In cycle 2 in the last meeting were 30 students (100%) got 70 points.

The percentage of the improvement students' reading comprehension could be seen in the table below:

Table V
The Percentage of Students' Vocabulary Masteri Through TPS

Meeting	The Students Got Point up 70	The Total Number of Students	Percentage
Cycle 1	4	30	13.33%
Cycle 2	30	30	100%

The result indicated that there was an improvement on the students' vocabulary mastery through TPS strategy at grade VIII-3 of MTs N 2 Palopat. So, the result of the first cycle and the second cycle showed that there was improve from the first cycle to the second cycle.

C. Discussion

The result of the research with using TPS (THINK-PAIR-SHARE) srategy in teaching vocabulary, it made opportunity students more active. Students were given time to thinking about material by individual, then pair with their partner and the last share in front of class after share wrote the answer to the blackboard. TPS was the concept that was given to students for making students could relate the one words with other words, and it made students more interested and more focused when teaching learning process.

Furthermore, based on related findings in this research, TPS is a new strategy in teaching learning vocabulary, because this strategy is not games or method like as in related findings; the first is in parida's thesis that used collaborative learning method to improve students' vocabulary. The second in Citra's thesis that used scrable method to improve students vocabulary. This strategy was one tool to make students easier to relate their learning with using concept, so that it made students did'nt feel boring. It means that, students were brough to enjoyable condition but did'nt lose concentration. So that, this strategy is differ with method that have used by other researcher before the researcher.

It's clearly states that using Think-Pair-Share as recommended by Miftahul Huda" TPS With the classical method that allows only one student forward and distribute the results to the entire class, a technique Think-Pair-Share (TPS) is given an opportunity at least eight times as much to each student to recognize and demonstrate their participation to others."[4] Added by Suyatno who says that " Think-Pair-Share is the method of cooperative learning that have determine procedure and with the explicit way it gave much time to the students to think what the teacher explained or given."[5] Meanwhile, according to Marzano, "TPS strategi is an activity designed to have students think about topic then pair with another student and share. It allows students time to formulate their thoughts and involves all students not just the view who volunteer or whom the teacher calls on."[6]

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[4] Miftahul Huda, *Cooperative Learning metode,teknik, struktur dan model penerapan*, (Yogyakarta: Pustaka Pelajar, 2011), p. 132.

[5] Suyatno, *Menjelajah Pembelajaran Inovatip*, (Sidoarjo: Masmedia Busana Pustaka, 2009), p. 54.

[6] Marzano and Robert j, *Building Academic Vocabulary*, (ASCD: 2005), P. 29.

Finally, the researcher findings of this research was students' vocabulary mastery through TPS (THINK-PAIR-SHARE) strategy can increased. It means that, students' vocabulary mastery through cooperative learning type TPS at grade VIII-3 MTs N 2 Palopat Padangsidimpuan is satisfactory. It can be seen from the result of data analyze was increase of each that had been gotten.

D. The Threats of The Research

In this research, the researcher found the threats of this research as follows:

1. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.
2. There were some students that were not bring the dictionary. So, it made them lazy,bored and confused to answer the test.
3. The limited of grating test therefore students are difficult to answer the test.
4. The learning implementation is not effective, it caused by the limited time.

Based on the threats above, the researcher tried with efforts, work hard and with a vengeance as much as possible to do the best in this research. The researcher can complete this thesis also with the assistance of all parties and consultation with the advisors.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. Conclusions

The teaching learning about TPS (Think-Pair-Share) strategy the researcher presents the conclusions that from the first cycle still many students did not have motivation and also the students still confused when the teaching learning process. After that, in the second cycle the students has brave to give theirs answer and also the students has know the application of TPS strategy. So, the learning process well.

After analyzing the data, it can be concluded that TPS (Think-Pair-Share) increased students' vocabulary at Grade VIII MTs. N 2 Padangsidimpuan. It based on the mean score in which students' vocabulary in cycle 1 was 53.54, and became 82 in cycle 2. The researcher consists of two meetings in each cycle. The test of data consists one time in each cycle. From the vocabulary test, the mean score of the students showed improvement. The mean of the first cycle was 53.54. The second cycle was 82 with percentage in the first cycle was 19.23% and in the second cycle was 80%.

B. Suggestions

Had been described the TPS (Think-Pair-Share) strategy increased the students' vocabulary mastery, and implication of the result goes to English teacher of High school. The English teachers can apply TPS (Think-Pair-Share) in learning and teaching learning. By TPS, students will feel confidence, more compact than before, good when work together and contextual learning. The researcher on this occasion hoped that other researchers would conduct a research related to the topic of this study, further, especially to find out other strategy in Increasing students' vocabulary mastery.

The suggestions are special to the teachers, students and other researchers. Therefore, the following suggestions are offered:

1. For the teacher, The English teacher should applying Think-Pair-Share technique in teaching English especially in teaching vocabulary to the students. Cause with TPS (THINK-PAIR-SHARE) the students more active in learning process than before.
2. Students can be guided by applying Think-Pair-share technique. So, they can reach the comprehension in vocabulary mastery
3. Other researchers should increase the research about Think-Pair-share technique dealing with English, especially in vocabulary lesson.

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