



**IMPROVING STUDENTS' VOCABULARY MASTERY  
THROUGH COLLABORATIVE LEARNING METHOD  
AT SMA NEGERI 1 BARUMUN- TENGAH**

**A THESIS**

*Submitted to State College for Islamic Studies (STAIN)  
Padangsidempuan as a Partial Fulfillment of Requirement for the  
Degree of Islamic Educational Scholar ( S.Pd.I )in English Program*

**Written by:**

**PARIDA SIREGAR**

**Reg. No. 08 340 0070**

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTEMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
STAIN PADANGSIDIMPUAN**

**2013**



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Padangsidimpuan as a Partial Fulfillment of the Requirement for the  
Degree of Islamic Educational Scholar ( S.Pd.I ) in English Program*

**Written by:**

**PARIDA SIREGAR**

**Reg. No: 08340 0070**

**Advisor I**

**Eka Sustri Harida, M.Pd**  
NIP. 19750917 200312 2 002

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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
STAIN PADANGSIDIMPUAN  
2013**



**KEMENTRIAN AGAMA  
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Lampiran : 5 (Lima) Examplar

Padangsidimpuan, may 2013  
Kepada Yth:  
Bapak Ketua STAIN  
Padangsidimpuan  
Di-  
Padangsidimpuan

*Assalamu 'alaikum Wr.Wb*

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n **Parida Siregar** yang berjudul “ **Improving Students' Vocabulary Mastery Through Collaborative Learning Method AT SMA N 1 Barumun- Tengah**”. Maka kami berpendapat bahwa skripsi ini sudah dapat memenuhi syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah STAIN Padangsidimpuan.

Untuk itu, dalam waktu tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr.Wb*

**PEMBIMBING I**

**EKA SUSTRI HARIDA, M.Pd**  
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## DECLARATION LETTER OF WRITING OWN THESIS

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VOCABULARY MASTERY THROUGH  
COLLABORATIVE LEARNING  
METHOD AT SMA NEGERI 1  
BARUMUN – TENGAH**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students’ ethic code in article 14 subsections 2.

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Padangsidempuan, May 2013

Declaration Maker



**PARIDA SIREGAR**  
**Reg. No. 08 340 0070**



RELIGION MINISTRY OF  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN

DEWAN PENGUJI SIDANG  
SIDANG MUNAQASYAH SKRIPSI

Nama : PARIDA SIREGAR  
Nim : 08 340 0070  
Judul Skripsi : IMPROVING STUDENTS' VOCABULARY MASTERY  
THROUGH COLLABORATIVE LEARNING METHOD AT  
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Di : Padangsidempuan

Tanggal : 05 Juni 2013

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Hasil/Nilai : 68 (C)

IPK : 3,03

Predikat : Cukup/ Baik/ Amat Baik/ Cumlaude



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN**

---

**P E N G E S A H A N**

**Judul Skripsi** : **IMPROVING STUDENTS' VOCABULARY  
MASTERY THROUH COLLABORATIVE  
LEARNING METHOD AT SMA NEGERI 1  
BARUMUN- TENGAH**

**Ditulis Oleh** : **PARIDA SIREGAR**  
**NIM** : **08 340 0070**

Telah dapat diterima sebagai salah satu tugas  
dan syarat-syarat dalam memperoleh gelar  
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 05 Juni 2013

Ketua Senat



**DR. H. IBRAHIM SIREGAR, MCL.**  
**NIP. 19630704 200003 1 003**

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the researcher would like to convey the grateful to Allah SWT, the Most Creator and Merciful who has given the health, time and chance for finishing this thesis: **“Improving Students’ Vocabulary Mastery Through Collaborative Learning Method AT SMA Negeri 1 Barumun – Tengah”**.

In writing this thesis, the researcher is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

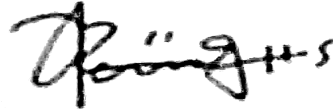
1. Special thanks are due to Eka Sustri Harida, M.Pd., as my advisor I (one) who has guided the researcher to complete this research.
2. Special thanks are due to Hamka, S.Pd. M.hum., as her advisor II (two) who has guided the researcher to complete this research.
3. Special thanks are due to D.R. H. Ibrahim Siregar, MCL, as the Chief of State College for Islamic Studies (STAIN) Padangsidempuan, and the assistants, who have helped the researcher as their students in STAIN Padangsidempuan.
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7. Thanks are due to all lecturers who have taught, guided and also encouraged her during studying in STAIN Padangsidimpuan..
8. Thanks are due to the Head Master of SMA N 1 Barumon – Tengah, Djamaluddin Tanjung, S. Pd. S.H, for his allowance to the research establishment, information giving, and data collection and minttace of thesis.
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12. Thanks are due to all of my best friends who worked together in sad for some cases, confusion sharing, and discussion, supportive words to finis the thesis well done.



This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, 05 Juni 2013

A handwritten signature in black ink, appearing to read 'Parida Siregar', with a stylized flourish at the end.

**PARIDA SIREGAR**  
**Reg. No. 08 340 0070**

**Name : PARIDA SIREGAR**

**Reg. No : 08 340 0070**

**Dep./ Study Program : Tarbiyah/ TBI**

**Thesis : Improving Students' Vocabulary Mastery Trough Collaborative Learning Method AT SMA Negeri 1 Barumun – Tengah**

### **ABSTRACT**

This research was conducted because of the low vocabulary mastery of the grade X SMA Negeri 1 Barumun – Tengah students academic year 2012 / 2013. The research is aimed to know students' vocabulary mastery through collaborative learning at SMA Negeri 1 Barumun – Tengah.

This research conducted classroom action research by using collaborative learning method to improve students' vocabulary mastery. The research used two cycle. The research instruments of this study consisted of observation and test. Observation method which means to observe the students' achievement in each cycle by applying collaborative learning method in students vocabulary mastery. The are students 32 participants. The data were collected by administrating 25 items of multiple choice tests.

Based on the result research, that hypothesis can be in accepted. Students improve by using collaborative learning method to improve students' vocabulary mastery. Seen from mean score was 48.75 in percentages 32% and total students able answer 6 students. After doing the method, the first cycle students improve with mean score was 65.87 and total students able answer 18 students. Then, the second cycle students improve became 24 students with mean score was 78.87 in percentages 96% . So, it can be concluded that using collaborative learning method the English improve students vocabulary mastery at Grade X SMA Negeri 1 Barumun – Tengah and shown by students percentages in each assessment criteria.

## APPENDIX I

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Barumun Tengah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/II  
Alokasi Waktu : 4 x 45 menit  
Pertemuan Ke : 1 & 2

Standar kompetensi : MEMBACA

11. Memahami makna teks fungsional pendek dan essay berbentuk narrative, descriptive, dan procedure text dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar

11.2. Merespon makna dalam teks fungsional pendek (missal, banner, poster, pamphlet, dan lain-lain) resmi dan tidak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan procedure text.

Indikator	Nilai Karakter
<ul style="list-style-type: none"><li>• Mengidentifikasi jenis affixation</li><li>• Mengidentifikasi prefix dalam teks yang dibaca</li><li>• Mengidentifikasi suffix dalam teks yang dibaca</li></ul>	Religius, kerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, komunikatif, gemar membaca

A. Tujuan pembelajaran

1. Peserta didik mampu mengidentifikasi affixation dalam text yang dibaca.
2. Peserta didik mampu mengidentifikasi prefix dalam teks yang dibaca.
3. Peserta didik mampu mengidentifikasi suffix dalam teks yang dibaca.

B. Materi Ajar: vocabulary

a. Noun

- reader
- guitarist
- kingdom

- nature
- arrival
- b. verb
  - worked
  - studies
  - ran
  - written
  - goes
- c. adjective
  - beautiful
  - illegal
  - uncanny
  - impossible
  - impolite
- d. adverbs
  - slowly
  - hardly
  - very fast
  - well

C. Metode Pembelajaran: Collaborative learning

TM	PT	KMTT
<ul style="list-style-type: none"> <li>• Mengidentifikasi process affixation dari kata</li> <li>• Menemukan makna dan fungsi prefix dan suffix</li> </ul>	<ul style="list-style-type: none"> <li>• Menyuruh siswa memahami process affixation exposition text</li> <li>• Mencari makna dan fungsi dari affixation.</li> <li>• Menjawab pertanyaan berdasarkan materi.</li> </ul>	<ul style="list-style-type: none"> <li>• Menyuruh siswa dirumah mencari kata-kata yang mengalami affixation</li> <li>• Menentukan fungsinya</li> </ul>

Langkah – Langkah Pembelajaran

1. Kegiatan Awal
  - Berdoa sebagai ungkapan rasa syukur
  - Menyampaikan indicator dan kompetensi dasar yang harus dicapai
  - Memberi motivasi
  - Membagi kelompok siswa yang terdiri dari 4 atau lima siswa dalam satu kelompok
2. Kegiatan Inti Eksplorasi

- Memberikan stimulus berupa pemberian materi tentang beberapa kata yang mengalami affixation.
- Menjelaskan proses affixation.
- Menjelaskan bagian – bagian penting dalam affixation
- Melibatkan peserta didik secara aktif dalam kegiatan pembelajaran.

Elaborasi

- Membiasakan siswa mampu menemukan sendiri kata-kata yang mengalami proses affixation.
- Memfasilitasi peserta didik melalui pemberian tema – tema.
- Pemberian kesempatan untuk berpikir dan menganalisis kemungkinan kata-kata yang mengalami proses affixation dalam kelompok
- Siswa mengajukan beberapa kata yang ditemukan.

Konfirmasi

- Memberikan umpan balik pada peserta didik dengan memberikan penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya.
- Memberikan motivasi pada peserta didik yang kurang dan belum bisa mengikuti pelajaran.
- Memberikan konfirmasi pada hasil tugas yang sudah dikerjakan oleh siswa.

3. Kegiatan Akhir

- Peserta didik diminta membuat rangkuman tentang materi yang dipelajari.
- Peserta didik diberikan PR yang terkait dengan materi yang dipelajari.
- Menyampaikan rencana pelajaran pada pertemuan berikutnya.

D. Alat/Bahan/Sumber Belajar: English Alive, Yudistira

E. Penilaian

Teknik	: Tertulis
Bentuk	: Question
Instrument	: Find some words in prefixes and suffixes and write the function
Penilaian	: depend on the students' answer

$$\text{Nilai} = \frac{\text{skorperolehan}}{\text{skormaksimal}} \times 100\%$$

Padangsidempuan, 22 Maret 2013

Mahasiswa STAIN Padangsidempuan

**PARIDASIREGAR**  
**NIM : 08 340 0070**

## APPENDIX II

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Barumun Tengah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/II  
Alokasi Waktu : 4 x 45 menit  
Pertemuan Ke : 3 & 4  
Standar kompetensi : MEMBACA

11. Memahami makna teks fungsional pendek dan essay berbentuk narrative, descriptive, dan procedure text dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar

11.2. Merespon makna dalam teks fungsional pendek (missal, banner, poster, pamphlet, dan lain-lain) resmi dan tidak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan procedure text.

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F. Tujuan pembelajaran

1. Peserta didik mampu mengidentifikasi affixation dalam text yang dibaca.
2. Peserta didik mampu mengidentifikasi prefix dalam teks yang dibaca.
3. Peserta didik mampu mengidentifikasi suffix dalam teks yang dibaca.

G. Materi Ajar: vocabulary

e. Noun

- writer
- dentist
- worker
- failure

- darkness
- f. verb
  - had
  - appeared
  - broken
  - opened
- g. adjective
  - doubtful
  - careful
  - hopeful
- h. adverbs
  - slowly
  - hardly
  - dangerous

#### H. Metode Pembelajaran: Collaborative learning

TM	PT	KMTT
<ul style="list-style-type: none"> <li>• Mengidentifikasi process affixation dari kata</li> <li>• Menemukan makna dan fungsi prefix dan suffix</li> </ul>	<ul style="list-style-type: none"> <li>• Menyuruh siswa memahami process affixation exposition text</li> <li>• Mencari makna dan fungsi dari affixation.</li> <li>• Menjawab pertanyaan berdasarkan materi.</li> </ul>	<ul style="list-style-type: none"> <li>• Menyuruh siswa dirumah mencari kata-kata yang mengalami affixation</li> <li>• Menentukan fungsinya</li> </ul>

#### Langkah – Langkah Pembelajaran

1. Kegiatan Awal
  - Berdoa sebagai ungkapan rasa syukur
  - Menyampaikan indicator dan kompetensi dasar yang harus dicapai
  - Memberi motivasi
  - Membagi kelompok siswa yang terdiri dari 4 atau lima siswa dalam satu kelompok
2. Kegiatan Inti
 

Eksplorasi

  - Memberikan stimulus berupa pemberian materi tentang beberapa kata yang mengalami affixation.
  - Menjelaskan proses affixation.
  - Menjelaskan bagian – bagian penting dalam affixation
  - Melibatkan peserta didik secara aktif dalam kegiatan pembelajaran.

#### Elaborasi

- Membiasakan siswa mampu menemukan sendiri kata-kata yang mengalami proses affixation.
- Memfasilitasi peserta didik melalui pemberian tema – tema.
- Pemberian kesempatan untuk berpikir dan menganalisis kemungkinan kata-kata yang mengalami proses affixation dalam kelompok
- Siswa mengajukan beberapa kata yang ditemukan.

#### Konfirmasi

- Memberikan umpan balik pada peserta didik dengan memberikan penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya.
- Memberikan motivasi pada peserta didik yang kurang dan belum bisa mengikuti pelajaran.
- Memberikan konfirmasi pada hasil tugas yang sudah dikerjakan oleh siswa.

#### 3. Kegiatan Akhir

- Peserta didik diminta membuat rangkuman tentang materi yang dipelajari.
- Peserta didik diberikan PR yang terkait dengan materi yang dipelajari.
- Menyampaikan rencana pelajaran pada pertemuan berikutnya.

I. Alat/Bahan/Sumber Belajar: English Alive, Yudistira

J. Penilaian

Teknik : Tertulis

Bentuk : Question

Instrument : Find some words in prefixes and suffixes and write the function

Penilaian : depend on the students' answer

$$\text{Nilai} = \frac{\text{skorperolehan}}{\text{skormaksimal}} \times 100\%$$

Padangsidempuan, 28 Maret 2013

Mahasiswa STAIN Padangsidempuan

**P A R I D A S I R E G A R**  
**NIM : 08 340 0070**



## APPENDIX III

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Barumun Tengah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/II  
Alokasi Waktu : 4 x 45 menit  
Pertemuan Ke : 5 & 6  
Standar kompetensi : MEMBACA

11. Memahami makna teks fungsional pendek dan essay berbentuk narrative, descriptive, dan procedure text dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

#### Kompetensi Dasar

11.2. Merespon makna dalam teks fungsional pendek (missal, banner, poster, pamphlet, dan lain-lain) resmi dan tidak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan procedure text.

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#### K. Tujuan pembelajaran

1. Peserta didik mampu mengidentifikasi affixation dalam text yang dibaca.
2. Peserta didik mampu mengidentifikasi prefix dalam teks yang dibaca.
3. Peserta didik mampu mengidentifikasi suffix dalam teks yang dibaca.

#### L. Materi Ajar: vocabulary

##### i. Noun

- worker
- driver
- pianist
- departure

- goodness
- j. verb
  - modernize
  - equalize
  - darken
  - deepen
- k. adjective
  - mysteries
  - famous
  - manly
- l. adverbs
  - beautifully
  - smartly
  - fastly

M. Metode Pembelajaran: Collaborative learning

TM	PT	KMTT
<ul style="list-style-type: none"> <li>• Mengidentifikasi process affixation dari kata</li> <li>• Menemukan makna dan fungsi prefix dan suffix</li> </ul>	<ul style="list-style-type: none"> <li>• Menyuruh siswa memahami process affixation exposition text</li> <li>• Mencari makna dan fungsi dari affixation.</li> <li>• Menjawab pertanyaan berdasarkan materi.</li> </ul>	<ul style="list-style-type: none"> <li>• Menyuruh siswa dirumah mencari kata-kata yang mengalami affixation</li> <li>• Menentukan fungsinya</li> </ul>

Langkah – Langkah Pembelajaran

1. Kegiatan Awal
  - Berdoa sebagai ungkapan rasa syukur
  - Menyampaikan indicator dan kompetensi dasar yang harus dicapai
  - Memberi motivasi
  - Membagi kelompok siswa yang terdiri dari 4 atau lima siswa dalam satu kelompok
2. Kegiatan Inti
 

Eksplorasi

  - Memberikan stimulus berupa pemberian materi tentang beberapa kata yang mengalami affixation.
  - Menjelaskan proses affixation.
  - Menjelaskan bagian – bagian penting dalam affixation
  - Melibatkan peserta didik secara aktif dalam kegiatan pembelajaran.

#### Elaborasi

- Membiasakan siswa mampu menemukan sendiri kata-kata yang mengalami proses affixation.
- Memfasilitasi peserta didik melalui pemberian tema – tema.
- Pemberian kesempatan untuk berpikir dan menganalisis kemungkinan kata-kata yang mengalami proses affixation dalam kelompok
- Siswa mengajukan beberapa kata yang ditemukan.

#### Konfirmasi

- Memberikan umpan balik pada peserta didik dengan memberikan penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya.
- Memberikan motivasi pada peserta didik yang kurang dan belum bisa mengikuti pelajaran.
- Memberikan konfirmasi pada hasil tugas yang sudah dikerjakan oleh siswa.

#### 3. Kegiatan Akhir

- Peserta didik diminta membuat rangkuman tentang materi yang dipelajari.
- Peserta didik diberikan PR yang terkait dengan materi yang dipelajari.
- Menyampaikan rencana pelajaran pada pertemuan berikutnya.

N. Alat/Bahan/Sumber Belajar: English Alive, Yudistira

#### O. Penilaian

- Teknik : Tertulis  
Bentuk : Question  
Instrument : Find some words in prefixes and suffixes and write the function  
Penilaian : depend on the students' answer

$$\text{Nilai} = \frac{\text{skorperolehan}}{\text{skormaksimal}} \times 100\%$$

Padangsidempuan, 4 April 2013

Mahasiswa STAIN Padangsidempuan

**P A R I D A S I R E G A R**  
**NIM : 08 340 0070**

## APPENDIX IV

### Test 1.

## THE RESEARCH INSTRUMENT OF VOCABULARY MASTERY

### A. Pengantar

1. Instrument ini bertujuan untuk menjanging data dari siswa tentang vocabulary mastery. Oleh karena itu jawablah sesuai dengan kemampuan anda.
2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
3. Jawaban anda akan dijaga kerahasiaannya.

### B. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama!
2. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.
3. Lingkarilah jawaban sesuai dengan pendapat anda.
4. Waktu yang tersedia hanya 60 menit.

Nama : .....

Kelas : .....

### C. Pertanyaan

1. The word “unemployed” belongs to.....
  - a. suffix
  - b. prefix
  - c. affix
  - d. infix
2. The word “ impossible” belong to.....
  - a. suffix
  - b. affix
  - c. prefix
  - d. infix
3. Illegal is the example of
  - a. prefix
  - b. suffix
  - c. affixes
  - d. infixes

4. Which one the following words is found prefix.....
 

a. equip	c. irregular
b. monologue	d. exconmmunicate
  
5. The prefix “in” in this word bellow have a negative meaning, except....
 

a. indirect	c. incorrect
b. inaccurate	d. income
  
6. Unhappy derived from the word.....
 

a. un	c. happi
b. happy	d. hapy
  
7. The word “rational” prefixes, which addition of the word ....
 

a. ir	c. ration
b. irra	d. rational
  
8. Nonsense the basically from the underline word is.....
 

a. non	c. nonsen
b. sense	d. nonse
  
9. “Indirect” is the use of the word prefixes, the word essentially.....
 

a. direct	c. in
b. indire	d. rect
  
10. The word “irregular” belongs to....
 

a. suffixes	c. prefixes
b. infix	d. affixes
  
11. the word “ incomplete” the basically from word is.....
 

a. income	c. complete
-----------	-------------

b. in d. incomplet

12. the word “ incorrect” belong to .....

a. suffixes c. prefixes

b. infix d. affixes

13. Which use to word the prefixes below which.....

a. happiness c. darkness

b. irregular d. educational

14. The word “carriage” is the example of.....

a. infix c. suffixes

b. prefixes d. affixes

15. Carefully honey, mother said to me when I go to school. The basically from the underline word is.....

a. care c. ly

b. fully d. careful

16. goodness is one kind of suffixes. The basically from the word is....

a. good c. god

b. ness d. goodness

17. The word which belong to suffixes are.....

a. slowly c. unlucky

b. carriage d. marriage

18. The word Destructive is suffixes the basically which.....

a. Destruct c. tructive

b. structure d. des

19. lovely is a basically which.....
- a. lov
  - b. vely
  - c. love
  - d. ly
20. the word “ judgment” is the example of .....
- a. suffix
  - b. affixes
  - c. infix
  - d. prefix
21. the word “ darkness” belongs to.....
- a. infix
  - b. suffixes
  - c. affixes
  - d. prefixes
22. the word “ activity” is the example of.....
- a. prefixes
  - b. infix
  - c. affixes
  - d. suffixes
23. the word “ kindness” is the example of .....
- a. prefixes
  - b. suffixes
  - c. infix
  - d. affixes
24. the word “ dangerous” belongs to.....
- a. suffixes
  - b. prefixes
  - c. infix
  - d. affixes
25. Which one the following words is found suffixes
- a. unhappy
  - b. irregular
  - c. darkness
  - d. underempoloyed

## APPENDIX V

### Test 2.

## THE RESEARCH INSTRUMENT OF VOCABULARY MASTERY

### D. Pengantar

4. Instrument ini bertujuan untuk menjanging data dari siswa tentang vocabulary mastery. Oleh karena itu jawablah sesuai dengan kemampuan anda.
5. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
6. Jawaban anda akan dijaga kerahasiaannya.

### E. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama!
2. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.
3. Lingkarilah jawaban sesuai dengan pendapat anda.
4. Waktu yang tersedia hanya 60 menit.

Nama : .....

Kelas : .....

### F. Pertanyaan

21. The word “unucky” belongs to.....
  - a. suffix
  - b. prefix
  - c. affix
  - d. infix
22. The word “ import” belong to.....
  - a. suffix
  - b. affix
  - c. prefix
  - d. infix
23. Irresponsible is the example of



a. prefix c. affixes

b. suffix d. infixes

24. The word “discount” is the example of .....

a. suffix c. infix

b. affix d. prefix

25. The word “ uncanny” belongs to.....

a. suffix c. affix

b. infix d. prefix

26. The word disclose derived from the word.....

a. dis c. closed

b. close d. disclous

27. The word “inflame” prefixes, which addition of the word ....

a. flame c. famous

b. in d. inflame

28. incorporate the basically from the underline word is.....

a. in c. corpora

b. corporate d. rate

29. “Illiteral” is the use of the word prefixes, the word essentially.....

a. il c. teral

b. literal d. illi

30. The word “discontinoue” belongs to....

a. suffixes c. prefixes





## APPENDIX VI

### Test 3.

## THE RESEARCH INSTRUMENT OF VOCABULARY MASTERY

### G. Pengantar

7. Instrument ini bertujuan untuk menjaring data dari siswa tentang vocabulary mastery. Oleh karena itu jawablah sesuai dengan kemampuan anda.
8. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
9. Jawaban anda akan dijaga kerahasiaannya.

### H. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama!
2. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.
3. Lingkarilah jawaban sesuai dengan pendapat anda.
4. Waktu yang tersedia hanya 60 menit.

Nama : .....

Kelas : .....

41. "Imposible" derived from the word.....

- |             |          |
|-------------|----------|
| a. possible | c. im    |
| b. impos    | d. sible |

42. The word "irresponsible" is prefixes, which addition of the word ....

- |          |                |
|----------|----------------|
| a. irres | c. respon      |
| b. ir    | d. responsible |

43. Disbelieve the basically from the underline word is.....

- |          |            |
|----------|------------|
| a. lieve | c. believe |
| b. dis   | d. lieve   |

44. “unkind” is the use of the word prefixes, the word essentially.....
- a. kind
  - b. un
  - c. unkind
  - d. kinds
45. The word “dishonest” is use of the prefixes, the beginning of the word.....
- a. honest
  - b. dis
  - c. nest
  - d. dishonest
46. the word “ discover” the basically from word is.....
- a. dis
  - b. disco
  - c. discover
  - d. cover
47. the word “ carefully” belong to .....
- a. suffixes
  - b. infix
  - c. prefixes
  - d. affixes
48. Which use to word the prefixes below which.....
- a. discover
  - b. believe
  - c. darkness
  - d. emotional
49. The word “unemployed” belongs to.....
- a. suffix
  - b. prefix
  - c. affix
  - d. infix
50. The word “ disbelieve” belong to.....
- a. suffix
  - b. affix
  - c. prefix
  - d. infix
51. Irregular is the example of
- a. prefix
  - c. affixes



19. the word “painter ” belongs to.....

- a. infix
- b. suffixes
- c. affixes
- d. prefixes

20. the word “ equalize” is the example of.....

- a. prefixes
- b. infix
- c. affixes
- d. suffixes

21. the word “ policing” is the example of .....

- a. prefixes
- b. suffixes
- c. infix
- d. affixes

22. the word “ package” belongs to.....

- a. suffixes
- b. prefixes
- c. infix
- d. affixes

23. the word “ classify” is the example of .....

- a. infix
- b. prefixes
- c. suffixes
- d. affixes.

24. The word which belong to suffixes are.....

- a. prosperous
- b. carriage
- c. unlucky
- d. marriage

25. The word freedom is suffixes the basically which.....

- i.Free
- ii.Dom
- c. edom
- d. freedom

## APPENDIX VII

### KEY ANSWER INSTRUMENT I

1. B	11. C	21. B
2. C	12. C	22. D
3. A	13. B	23. B
4. C	14. C	24. A
5. D	15. D	25. C
6. B	16. A	
7. A	17. A	
8. B	18. A	
9. A	19. C	
10. C	20. A	



## KEY ANSWER

11. A

11. C

12. C

12. C

13. B

13. B

14. D

14. D

15. A

15. D

16. A

16. A

17. D

17. A

18. D

18. B

19. C

19. C

20. B

20. A

## APPENDIX VIII

### KEY ANSWER INSTRUMENT 2

1. B	11. C	21. B
2. C	12. C	22. D
3. A	13. A	23. B
4. D	14. C	24. A
5. D	15. A	25. C
6. B	16. A	
7. B	17. A	
8. B	18. D	
9. A	19. B	
10. C	20. A	

## **APPENDIX IX**

### **KEY ANSWER INSTRUMENT 3**

1. A	11. A	21. B
2. B	12. D	22. A
3. C	13. D	23. C
4. A	14. C	24. A
5. B	15. B	25. A
6. D	16. A	
7. A	17. A	
8. A	18. A	
9. B	19. B	
10. C	20. D	







## Appendix XII

## Score Numbers Items The Second Cycle

No	Name	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	Total
1	Ade	4	4	0	4	4	4	0	4	4	4	4	4	0	4	0	4	4	4	4	4	0	4	4	4	4	80
2	Asmida	4	4	4	4	0	0	0	0	0	4	4	0	4	4	4	0	0	4	0	4	4	0	4	4	4	60
3	Azhar	4	4	0	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	0	4	4	4	4	80
4	Baharuddin	4	4	4	4	4	4	0	0	4	4	0	4	4	4	0	4	4	4	4	0	4	4	4	4	0	76
5	Putri	4	4	4	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	0	4	4	88
6	Erlina	0	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	0	4	4	0	4	4	80
7	Fifi	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	84
8	Henni	4	4	4	4	4	4	4	0	0	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	84
9	Indah	4	4	0	0	4	4	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	84
10	Irma	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	0	4	4	0	4	4	88
11	Kurnia	4	4	4	4	4	4	4	4	0	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	0	84
12	Laju Boy	0	0	0	0	0	0	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	0	0	4	64
13	Lenni	0	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	88
14	Mhd	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	0	4	4	4	4	4	4	4	0	4	84
15	Rasid	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	80
16	Rika	0	0	4	4	0	4	4	4	0	0	0	4	4	4	4	0	0	0	4	4	4	4	4	4	4	64
17	Riska	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	0	4	4	88
18	Rina	4	4	0	0	0	4	0	4	4	0	0	4	4	0	4	0	4	4	0	4	4	4	4	4	4	64
19	Risky	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	4	88
20	Rita	4	4	4	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	84
21	Rosmalinar	4	4	0	0	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	84
22	Tri	4	4	4	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	88
23	Tukma	4	4	0	4	4	0	4	4	0	4	4	0	4	4	0	4	4	0	4	0	0	4	4	0	0	60
24	Wahyu	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	88
25	Willi	4	4	0	0	4	4	0	4	0	4	4	4	0	4	4	4	0	4	4	4	0	4	0	0	0	64
26	Uli	4	4	4	4	0	4	4	4	4	4	0	0	4	4	4	0	4	4	0	4	4	4	4	4	4	80
27	Parlin	4	4	0	4	4	0	4	4	4	0	0	0	4	4	0	4	0	0	4	4	4	0	4	4	0	60
28	Hastuti	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	88
29	Resi	4	4	0	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	84
30	Dina	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	88
31	Hamna	0	4	0	4	4	4	0	0	4	4	0	4	0	0	4	4	0	4	4	0	4	4	4	0	4	60
32	Dermila	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	88
<b>Mean Score</b>																										2524	
<b>Avarage Value Class</b>																										78, 87	
<b>Percentages</b>																										96%	

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is the main vehicle in communication. English is one of languages in the world. In order to achieve a good communication in English, people must master a number of English vocabularies. Mastering vocabulary can make us understand what people say and comprehend the reading. It is important to know that somebody who has a large stock of vocabularies is more useful in understanding what people say although he / she doesn't know about grammar.

English as a foreign language has been learned by Indonesian learners since they were in elementary school. At the elementary school, English is taught as 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 up to the Senior High School. Thus, the elements at English such as words, groups, phrases, clauses and sentences are very important to study, especially for mastering experience is by having much more vocabularies. Vocabulary is the foundation to build language which plays a fundamental role in communication. It means that vocabulary is the first priority in learning english.



Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. Then, vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned attention to.

Vocabulary mastery has always been an essential part of English as a foreign language. From the importance of vocabulary above, teachers should give serious attention in teaching vocabulary especially to children, because it is a crucial thing in learning English. To teach vocabulary in senior high school is not easy.

A successful educational process depends on several factors, which include the characteristics of teaching and learning strategies, teachers' perception of the teaching materials for teaching learning. All of them must be integrated and organized to support a successful teaching learning process in the classroom. Students, however, always get much trouble to achieve a great success in learning the skills. Pointed out factors of successful achievement of learning English, one of them is a very low mastery of vocabulary.

As a matter of fact, very little attention is paid to vocabulary teaching. It can be seen from the teachers' perception that the students can automatically improve their vocabulary by themselves like simply learning the other skill. For instance, reading can do it, this situation makes teachers less creative in finding the effective methods or techniques in teaching vocabulary. Vocabulary plays a

very important role in learning English. Based on the experience during teacher training practice in SMA Negeri 1 Barumun – Tengah, the writer found that the students have a very low level of vocabulary. This makes the students lazy to study and they do not pay attention and enthusiasm to English subject when they are studying. So to find a solution for this problem, teachers have to make variation in teaching vocabulary and teachers should be more creative in improving the students' vocabulary which is suitable to the students' in every course provided.

Based on the problem above the researcher should find the best or the effective technique to improve students' vocabulary collaborative learning methods as teaching and needed to help the students' understanding in vocabulary. It is also used to stimulate the students' motivation and students' interest to the lesson. But the writer tends to apply this technique in collaborative learning by situating the students in groups consisting of two or four members.

Additionally, the students get an opportunity to have group discussion which allows them to take advantages of this collaborative learning of this collaborative learning. This situation will show that different students' must have different strength, which may lead them to play different roles in their groups as well. For this purpose teaching vocabulary by methods collaborative learning can motivate students and make them interested in learning English visual reference can increase students' interest and motivation to learn vocabulary at the result, learning vocabulary can be enjoyable.

Based on the explanation and problem above, the writer wants to conduct a research on titled: **IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH COLLABORATIVE LEARNING METHOD AT SMA NEGERI 1 BARUMUN – TENGAH.**

### **B. Identification of the Problems**

Problem of the research based on the above background were needed to be identified in order to be characterized as they should be they are: Low student vocabulary knowledge, lack of student interest in learning English, and lack of ability of teachers in selecting appropriate teaching methods to the material taught.

### **C. The Focus of Research**

The study is focused in improving students' vocabulary mastery in learning affixes to the first year students of Senior High School by using collaborative learning methods.

### **D. Definition of Key Terms**

Avoiding vagueness and misunderstandings in assuming the title of research, then it was clarified the definition of the focuses as the key terms in title improving students vocabulary mastery through collaborative learning method at grade X SMA Negeri 1 Barumun – Tengah as in the following:

1. Improving : process of becoming or making students vocabulary mastery better through several cycles which improves students vocabulary mastery by

the chosen technique in learning<sup>1</sup>. So, improving is going through better work to reach something.

2. Vocabulary mastery: vocabulary is total number of words used by individual in his language activities<sup>2</sup>, while in this research vocabulary mastery means the students' ability to recognize and understand the total number of vocabulary presented. While in Indonesian dictionary state that mastery is comprehension or capability to use knowledge or skill<sup>3</sup>. So, vocabulary mastery is the complete knowledge and understands the total number of word present.
3. Collaborative learning: Collaborative learning is a method of teaching and learning in which students' team together to explore a significant question or create a meaningful project<sup>4</sup>. A language learning technique which allows students to express ideas themselves to their peers in a group setting, groups comprising for operating the certain situation as real life structure. It refers to the imitative activity about interaction in real situation which derived into the classroom to be simulated as it is reality by using English as a target language in order to make students, vocabulary mastery improving.

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<sup>1</sup> A.S. Hornby, Oxford Advanced Learner's dictionary ( oxford university press, 1995 ), p. 598

<sup>2</sup> *Ibid.*, p. 1331

<sup>3</sup> Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* ( Jakarta: Balai Pustaka, 2001), p. 1077

<sup>4</sup> Hsinchun Chen, *Collaborative System Solving the Vocabulary Problem* ( University of Arizona, 1994), p. 59

### **E. Formulation of the Problem**

Based on the background mentioned above, the research problem is formulated as follows: Does students' vocabulary mastery improve by using collaborative learning methods?

### **F. Aims of the Research**

To know Students' vocabulary mastery by using collaborative learning methods.

### **G. The Significance of Research**

The findings of this study are expected to be useful for the teachers in their attempts to improve the students' vocabulary mastery. Furthermore, the students can encourage their vocabulary by using new words sentences.

This study is expected:

1. To be an input in teaching learning process.
2. To increase the students motivation in studying English.
3. To give some contributions for English teachers to improve the quality in teaching English vocabulary in senior high school.
4. To encourage the teachers to help theirs students to improve their vocabulary mastery by using collaborative learning methods.

### **H. Indicator of Action**

There are many indicators uses in collaborative learning method the first researcher makes the groups five and each groups of six members

teaching students who students work with their respective groups. The second, with their respective groups consist of vocabulary mastery especially used to suffixes and prefixes, the challenger 1, challenger II and so a number of existing group. The third, the students are focus on teamwork and look the question also given answer. The last, every groups active in teaching learning process in their group.

### **I. Hypothesis of Action**

The hypothesis is needed to show the writer thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: “collaborative learning method can improve students’ vocabulary at SMA Negeri 1 Barumun-Tengah.”

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follow:

##### 1. Vocabulary mastery

###### a. Definition Vocabulary mastery

According to Hornby, “vocabulary is the total number of words in a language and vocabulary is a list of words with their meaning<sup>1</sup>.” One can construct some words to make sentences and for communication with other people and for reading text. Then, vocabulary is word or words that should be mastered by someone, which are used by group of people in an environment.

According to James Milton, “vocabulary is learned, which words are being learned and when these words are being learned. Learning vocabulary in a second language becomes much more understandable when words are considered as a basic form with rule separately<sup>2</sup>.” When new vocabulary is

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<sup>1</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 1995), p. 131

<sup>2</sup> James Milton, *Measuring Second Language Vocabulary Acquisition*, (Multilingual Matters, 2009), p. 10

being introduced and practiced, there is a good opportunity for the general revision of structure and pronunciation<sup>3</sup>.

According to Kathleen T. McWhorter, “vocabulary can be one of your strongest assets or one of your greatest liabilities. Vocabulary defines and describes you by revealing a great deal about your level of education and your experience.”<sup>4</sup>

Mastery the word from master. Master is person very skilled and able in some work, profession, science. while mastery is the expert skill or knowledge<sup>5</sup>. On oxford advanced learner dictionary by Hornby states that mastery is complete knowledge or skill<sup>6</sup>. While in Indonesian dictionary state that mastery is comprehension or capability to use knowledge or skill<sup>7</sup>. Meanwhile vocabulary mastery has always been an essential part of English as foreign language.

Based on definition above the writer can take a conclusion about vocabulary. Vocabulary is one important aspect in learning a foreign language. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. Then, vocabulary is total numbers or list of words as symbol

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<sup>3</sup> John Haycraft. *An Introduction to English Language Teaching*, (Longman Group Limited, 1978), p. 50

<sup>4</sup> Kathleen T. McWhorter, *Efficient and Flexible Reading*, (Harper Collins Publishers, 1992), p. 324

<sup>5</sup> A.S Hornby, *Op. Cit.*, p. 833

<sup>6</sup> *Ibid.*, p. 721

<sup>7</sup> Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* ( Jakarta: Balai Pustaka, 2001), p. 1077



of ideas of foreign language text or grammar which are needed to express their idea.

**b. Classification of vocabulary**

According to Haycraft vocabulary can be classified into two kinds.

They are:

1. Active vocabulary

Active vocabulary is the words which the student understands, can pronounce correctly and use constructively in speaking and writing.

2. Passive vocabulary

Passive vocabulary is the words which the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.<sup>8</sup>

Active vocabulary refers to the words the students should use in speaking and writing, while passive vocabulary means words they need only to comprehend especially in reading and listening. Vocabulary is very useful for anyone who is studying a foreign language. If someone has a large vocabulary, he will speak English well and vice versa. So, vocabulary that is introduced if too much is introduced, students will be impeded by the need to absorb too many words.

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<sup>8</sup> John Haycraft. *Op. Cit.*, p. 44

### c. Vocabulary Building

The most important of all these tips is this: prioritize students' vocabulary buildup. This is not exactly a tip, but a word of caution. If the students don't give it importance, it can easily be secondary to them, leading to inactivity after a month. So, make sure the students do it every day. The smallest English Dictionary "The New Horizon Ladder Dictionary of the English Language by John Robert Shaw, contains only 5000 of the most frequently used words in the English language."<sup>9</sup> It means that vocabulary building is like body building something to be done every day unless the students want to get right back to the starting point. In your daily schedule, allot one hour in the early morning for new words. As students advance in their study of the foreign language, they must continue to build their vocabularies. Two helpful techniques for vocabulary expansion are given in this section, they are: dictionary and vocabulary notebook or cards.<sup>10</sup>

Based on the quotation above, it can be inferred that vocabulary mastery should used technique. Because the technique can help the students in mastering the vocabulary. It has been mentioned that there were two technique that are usually given for vocabulary expansion, they are dictionary and vocabulary note or card.

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<sup>9</sup> Team of Five, *Improving Reading Skill in English for University Students* ( Jakarta: Darul Ulum Press, 2001), p. 115

<sup>10</sup> IKIP, *Approaches Methods and Techniques Used in Teaching Listening, Pattern Practice, Vocabulary, Reading, Writing* ( Medan: 1983), p. 63

## 1) Some tips on vocabulary building

### a) The dictionary

Dictionary can be used as a last resort when guessing from context strategies fail. But they can also be used productively, both for generating text and as resources for vocabulary acquisition. Training learners in effective dictionary use is particularly important since many learners may not be familiar with dictionary conventions, even in their own language.<sup>11</sup>

However, the role of dictionaries in vocabulary learning has been reassessed.<sup>12</sup> The Dictionary is very important for a person who is learning English. When students begin their study of a second language, they usually use a bilingual (or two language) dictionary.<sup>13</sup> Dictionary most other symbols look just like ordinary letters of the English alphabet and pronunciation is not so hard to guess. The dictionary is expanding your vocabulary will always be improved by regularly diving into the dictionary and reading entries for words you aren't yet familiar with. This requires the ownership of a quality dictionary to make it more interesting, so look for a dictionary that has lengthy explanations on the origins and uses of words, as these will go

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<sup>11</sup> Scott Thornbury, *How to Teach Vocabulary*, ( England : Person Education, 2002), p. 151

<sup>12</sup> *Ibid.*, p. 60

<sup>13</sup> Team of Five, *Op. Cit.*, p. 99

a long way to helping you remember the word and enjoy using your dictionary<sup>14</sup>.

Based on definition above the researcher can take a conclusion about dictionary. That dictionary can be helpful students to understanding the way dictionary entries are coded, then recognizing of dictionary layout such as use of alphabetical order, grammar, pronunciation information and also definition other. Most people know how to use a dictionary to look up a word's meaning.

b) Vocabulary notebook or card

Start a vocabulary notebook. Write down new words that you hear and want to look-up later on. Set goals for learning new words, or list each new word as you learn it, and become pleasantly surprised when you have filled the notebook. This book divides vocabulary into a large number of different topics, probably far too many for a notebook, but you could try dividing your book into different broad sections, with sections for words for feelings, words to describe places, words for movement, words for thinking<sup>15</sup>. So, based on definition above the writer can take a conclusion about notebook. In this way can build families of words related in meaning. Then, there is no one

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<sup>14</sup> Michael Mc Carthy and Felicity O'Dell, *English Vocabulary in Use Upper-Intermediate & Advanced*, (Jakarta: PT Gelora Aksara Pratam,a, 2001), p.10

<sup>15</sup> *Ibid.*, p. 6

correct way to organize a vocabulary notebook, but it is a good idea to think about possible ways of doing so.

## 2) Affixes

Most of the morphological work in English is performed by affixes that bound morphemes that are added to free morphemes. Affixes are the bound morphemes which are added to a word which change the meaning category or the grammatical function of word.

## 3) Prefixes and Suffixes

These French, Latin and Greek words are typically made up of prefixes, stems and suffixes: as/ation/de/fin/ition/un/in. it means that using word part knowledge is a very useful way of learning low frequency word.<sup>16</sup> Affixes attached to the end, like *ist* are called suffixes. Generally, prefixes change the meaning of a word and suffixes change its part of speech<sup>17</sup>.

Prefixes are one or two syllable addition at the beginning of a word that change its meaning but do not change its part of speech. Prefix a syllable placed at the beginning of a word to form a new word is called a prefix.<sup>18</sup> Prefixes are often used to give adjectives a negative meaning. The opposite of comfortable is uncomfortable the opposite of convenient and the opposite of similar is dissimilar. There is no easy way of knowing which prefix any

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<sup>16</sup> David Nunan, *Practical English Language Teaching, First Edition*, (America: New York, 2003), p. 138

<sup>17</sup> Team of Five, *Op. Cit.*, p.125

<sup>18</sup> Jayanthi Dakshina Murthy, *Contemporary English Grammar*, ( Shivam Printers, Delhi, 1998), p. 342.

adjective will use to form its opposite.<sup>19</sup> Although it is mainly adjectives which are made negative by prefixes can also form the opposites of verbs too. Then, many other prefixes are used in English. Here is a list of prefixes which are useful in helping students to understanding unfamiliar words.

Suffixes a syllable placed at the end of a word to form a new word is called suffixes.<sup>20</sup> Suffixes can change the word-class and the meaning of the word. The Suffixes is that they to lend themselves to paradigms which apply to the language. The paradigm of a major word class consists of a single stem of that with the inflectional suffixes which the stem may take. However, to belong to class, a word need not take every inflectional suffix. Inflectional suffixes of nouns, adjectives and adverbs.<sup>21</sup> It means that inflectional in suffixes can be applied to noun, adjective and adverb class.

#### 1) Negative prefixes

Negative prefixes indicate the meaning of “not”. It can be divided into four types namely:

##### a) The negative prefix *un-*

Un + true	Untrue.
Un + kind	Unkind

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<sup>19</sup> Michael Mc Carthy and Felicity O’Dell, *Op. Cit.*, p. 18

<sup>20</sup> Jayanthi Dakshina Murthy, *Op. Cit.*, p. 342

<sup>21</sup> Howard Jackson and Etiene Ze Amvela, *Words, Meaning and Vocabulary an introduction to Modern Lexicology* ( New York : Lexington Avenue), p. 70

Un + popular	Unpopular <sup>22</sup>
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b) The negative prefixes in-, il-, im-, ir-

Il + legal	Illegal
Im + possible	Impossible
Ir + rational	Irrational
In + active	Inactive <sup>23</sup>

c) The Negative prefix dis-

Dis + appear	Disappear
Dis + similar	Dissimilar
Dis + qualified	Disqualified <sup>24</sup>

d) The negative prefix non-

Non + sense	Nonsense
Non + support	Nonsupport

2) A prefixes that form verbs

It is also important to distinguish the meaning of the prefix *im-* or *in-* 'not' from those carrying the meaning 'in, into' which forms a verb.

Im + port	Import
In + flame	Inflame
In + corporate	Incorporate <sup>25</sup>

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<sup>22</sup>Judeth Wilded, *Building Your Vocabulary: Prefixes negativeprefixes*, accessed on January, 2013

<sup>23</sup> *Ibid.*

<sup>24</sup> *Ibid.*

## 3) Noun forming suffixes

- Verb to Noun

## Suffixes – AL

Verbs	Nouns
Arrive	Arrival
Bury	Burial
Try	Trial

## Suffixes – URE – TURE – ATURE

Verbs	Nouns
Fail	Failure
Mix	Mixture

## Suffixes – AGE

Verbs	Nouns
Carry	Carriage
Pack	Package
Marry	Marriage <sup>26</sup>

- Adjective to Noun

## Suffixes - NESS

Adjective	Nouns
Dark	Darkness
Good	Goodness

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<sup>25</sup> Zhao Jianhua, *Strategies in Higher Education*, accessed on January, 2013

<sup>26</sup> Jayanthi Dakshina Murthy, *Op. Cit.*, p. 360



Happy	Happiness
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Suffixes – TH

Adjective	Nouns
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Deep	Depth
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Strong	Strength
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Suffixes – Y – TY

Adjective	Nouns
-----------	-------

Active	activity
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Honest	honesty
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Moral	morality <sup>27</sup>
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#### 4) Verb forming suffixes

- Noun to Verb

Suffixes – EN

Nouns	Verbs
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Fright	Frighten
--------	----------

Length	lengthen
--------	----------

Suffixes – FY – IFY- EFY

Nouns	Verbs
-------	-------

Class	Classify
-------	----------

Beauty	Beautify
--------	----------

Suffixes – ZE – IZE

Nouns	Verbs
-------	-------

Colony	Colonize
--------	----------

Critic	Criticize
--------	-----------

Memory	Memorize
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- Adjective to Verb

Suffixes – IZE

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<sup>27</sup> *Ibid.*, p. 357

Adjective	Verbs
Real	Realize
Equal	Equalize
Modern	Modernize
Suffixes – EN	
Adjective	Verbs
Bright	Brighten
Dark	Darken
Deep	Deepen <sup>28</sup>

#### 5. Adjective forming suffixes

- Noun to Adjective

##### Suffixes – FUL

Nouns	Adjective
Beauty	Beautiful
Care	Careful
Doubt	Doubtful

##### Suffixes – OUS – LOUS

Nouns	Adjective
Danger	Dangerous
Mystery	Mysterious
Fame	Famous

##### Suffixes – LY

Nouns	Adjective
Friend	Friendly
Live	Lovely
Man	Manly

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<sup>28</sup> *Ibid.*

- Verb to Adjective

Suffixes – ED -- EN

Verbs	Adjective
Complicate	Complicated
Swell	Swollen

Suffixes – VE- TIVE- ACTIVE

Verbs	Adjective
Act	Active
Attract	Attractive
Imagine	Imaginative
Destroy	Destructive

Suffixes – ING

Verbs	Adjective
Annoy	Annoying
Interest	Interesting
Will	Willing <sup>29</sup>

#### d. Teaching Vocabulary

According to David Nunan, “Teaching vocabulary very important part of language learning and one of the difficulties in planning the vocabulary components of a course is making sure that does not overwhelm other essential part of the course”.<sup>30</sup> Vocabulary component of a course would be largely indistinguishable from the listening, speaking, reading and writing parts of the language program.<sup>31</sup> Teaching is seen as an activity one tries to

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<sup>29</sup> *Ibid.*

<sup>30</sup> David Nunan, *Op. Cit.*, p. 135

<sup>31</sup> Jack C. Ricards & Willy A. Renandya, *Methodology in Language Teaching AN anthology of Current Practice* ( Cambridge: University Press, 2002 ), p. 272

help and to lead someone in getting, changing or developing skills, attitude, ideas, appreciation and knowledge. It supported by Hornby say that teaching is to give instruction to somebody, or cause somebody to know or be able to do something, give to some body knowledge, skill and give lesson at school<sup>32</sup>.

The first point to make in connection with teaching vocabulary is one that most teachers take for granted today. The techniques suggested here are for selective and appropriate use when such situation arise not teaching lists of words. When teach a word a teacher must teach three things there are:

1. The teacher must teach the shape, of form, of the word.
2. The teacher must teach the meaning of the word.
3. The teacher must teach that the form and the meaning of the word go together.

Moreover, teaching itself as defined in terms of educational objectives is the process of delivering material from teachers to students, and as result, there will be a changing habit in the students behavior. In teaching learning vocabulary, it is important for the teacher to know how to teach vocabulary.

Based on definition above the writer can take a conclusion about teaching vocabulary is one aspect important. Then, techniques for teaching each of these three aspects of a word. After that, a teacher will consider technique for adding interest to the teaching and combining ideas from these various parts in ways suitable to your own situation for teaching vocabulary.

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<sup>32</sup> A.S. Hornby, *Op. Cit.*, p. 886

## 2. Collaborative Learning

### a. Definition Collaborative Learning

Collaborative learning is a method of teaching and learning in which students' team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning<sup>33</sup>. If one wants to comprehend the collaborative learning approach, one must to know what the collaboration is first. The definition of collaboration is as coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem. Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contribution of their peers.

Collaborative learning is viewed as working with others towards a common goal which it process tot encourage constructive discussion of ideas, collaborative argument, and interaction among participants especially when those participants begin the discussion with little in common.

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<sup>33</sup>Gary D. Borich, *Web-Based Collaborative Learning Methods*, Accessed on April 24, 2012

Collaboration is between A and B the action of collaborating for example: she wrote the book in collaboration with her sister, ( they wrote it together ). Collaborative to done or made by two or more people, groups, working together.<sup>34</sup>

Collaboration can happen in the planning implementation, and assessment stages of teaching. It begins with planning partnership itself. In formal collaborations, collaborators most schedule time to meet ideally, they preview the lesson ideas to teach other in advance of the meeting so that planning can be more focused<sup>35</sup>. The quotation indicates that collaborative learning is the instructional use of small groups. It's goal is to allow students to work together. Collaborative learning is to organize different students into various small-groups and the tutor will direct the small-group learning.

Collaborative learning is one of the best ways to promote active learning is to give learning assignments that carried out in small group of students. The peer support and diversity of viewpoints, knowledge and skill help make collaborative learning a valuable part of your classroom learning climate. Collaborative learning is not always effective. There may be unequal participation, poor communication and confusion instead of real

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<sup>34</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary*, ( Oxford University Press, 1995), p. 219

<sup>35</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact*, ( America Library Association Chicago, 2007), p. 4

learning.<sup>36</sup> This part presents ways to design learning tasks done in small groups of students. You will find strategies that foster student cooperative and interdependence.<sup>37</sup>

Based on definition above the writer can take conclusion about collaborative learning. Collaborative learning is that meaningful learning take place. Where all participants in the group must engage actively in working together toward the stated objectives. If one group member completes a group task while the others simply watch, then it is not collaborative learning. So, all students work together on a collaborative assignment, they must increase their knowledge or deepen their understanding of course curriculum. Then, collaborative learning is two ore more students group.

#### **b. Essential Components of Collaborative Learning**

The approach of collaborative learning is to organize different students into various small-groups. And then the tutor will direct the small-group learning. Groups are networks of human relations, and a group is effective only if members are effective in cooperating with each other. Whenever two or more individuals join together to achieve a goal, a group structure develops. There are five essential components that must be

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<sup>36</sup> Silberman Melvin L, *Active Learning 101 Strategies to Teach Any Subject*, ( The Unit States America, 1996 ), p. 99

<sup>37</sup> *Ibid.*, p. 68

present for small-group learning to be truly collaborative. They are (a) clear, positive interdependence among students, (b) regular group self-evaluation, (c) interpersonal behaviors that promote each member's learning and success, (d) individual accountability and personal responsibility, and (e) frequent use of appropriate interpersonal and small group social skills. The essential components of collaborative learning are the foundation to acquire the competitive factors in our research.<sup>38</sup>

Furthermore, Georgia M Langer et.al. say,

Collaborative Analysis of Student Learning (CASL) is a teacher development system that helps educators develop a culture for collaborative inquiry and gain a deeper understanding of the link between their instruction and their students' learning around a standards-based target learning area. Specifically, CASL:

- Focuses on student work samples relative to a particular content standard,
- Engages teachers in the study of selected students' learning over time,
- Follows a systematic analysis cycle,
- Occurs within a collaborative culture for inquiry, and
- Provides written documentation of teacher and student learning.<sup>39</sup>

The quotations point out that to begin the process of collaborative learning, teachers develop group norms and practice productive collaborative skills. Then they define a standards - based student learning area they want all students to achieve. Next, they gather recent classroom

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<sup>38</sup> Gary D. Borich *Web-Based Collaborative Learning Methods* Accessed April 24, 2012

<sup>39</sup> Georgia M. Langer, *Collaborative Analysis of Students Work, Improving Teaching and Learning*, (Alexandria: ASCD Publication, 2003), p. 3-4



assessments in that area (e.g., a writing assignment) and analyze each student's work. After determining patterns of strengths and weaknesses, they select two students who represent different ways students are struggling with the learning. Every few weeks, teachers bring work samples from these two students to their study group.

In the study group, one teacher begins by reviewing the learning goal for the student and presents the work. Next, the group members ask questions that prompt analysis of the various factors related to the student's progress. After deciding what may be getting in the way of student learning, the group brainstorms and evaluates various teaching strategies that may help the student. Finally, the teacher leaves the study group with a clear goal for the student, strategies to try, and a plan to gather more student work to bring to the next meeting. Periodically, participants seek information or experts to gain understanding or skills to assist students' learning. After a period of months in the study group, the teacher again assesses the entire class to gauge learning progress. Then he examines all the information collected, and writes reflections about his learning and that of the students.

**c. Collaborative Learning Techniques**

In handling the collaborative learning technique the students are given on task and the group process is working well. Most research and most discussion of group learning assumes a traditional view of the nature

of knowledge, namely that there is a “correct” answer or at least a “best solution,” and that different students will have knowledge about different aspects of the task. There is also the assumption that the teacher is an expert in the subject matter, knows the correct answers, and that ultimately the group should arrive at “the best” or “most logical” or “correct” conclusion.

Georgia M. Langer et al stated, “To begin the process, teachers develop group norms and practice productive collaborative skills<sup>40</sup>”. It means that in the process of collaborative learning the students are divided into some group and then the students will work in their group cooperatively.

#### **d. Teaching Vocabulary by Using Collaborative Learning**

Collaborative is an activity that can be adapted in any classroom to create an active learning among the students. First the students in each group try to search vocabulary from the material which is given by the teacher. They work together to define the meaning, classification and function of the vocabulary. Finally, after along discussion in the group processing, each group present their result of discussion.

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<sup>40</sup> *Ibid.*, p. 4

The process of managing collaborative learning as follows:

a. Discussion Groups

The main task in setting up a discussion group is to make sure that each group member participates. If the group is to write a report, it is also very important for each member to have a well-defined part of the task, so that all the work. It is important to select a leader of the discussion group. This person should choose for leadership ability and organizational skill, not on the basis of academic performance alone. The leader should insure that everyone participates and that the group stays on task<sup>41</sup>.

In each group is chosen a leader from the member. The leader takes an important role in controlling their group work. It means that a leader of course is chosen by considering some aspect, such as, responsibility, intelligence, or motivation. The determining criteria is hoped the process of collaborative learning runs well.

b. Group processing

Students should learn to evaluate their group productivity. They need to describe what member actions are helpful and unhelpful, and to make decisions about what to continue or change. Students must not only learn to work together, but they must also be held

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<sup>41</sup> Robert E. Slavin, *Cooperative Learning Theory, Research and Practice*, (United States of America, 1990), p. 130

responsible for their teammates learning as well as their own. In particular, has been insistent that successful groups must endorse individual accountability and team rewards.

Then, Collaborative learning is a structured learning activity that addresses major concerns related to improving student learning. It involves students actively, thereby putting into practice the predominant conclusion from a half-century of research on cognitive development. It helps students appreciate multiple perspectives and develop skills to collaboratively address the common problems facing a diverse society and it engages all students by valuing the perspective each student can contribute from his or her personal academic and life experience. Collaborative learning is an appropriate method for achieving some learning goals and tasks, but not for others. In most cases, the teachers see collaborative learning not as a replacement for lecture discussion<sup>42</sup>. Then, collaboration involves multiple participants with shared goals and requires reciprocal exchanges of ideas and extensive information sharing. The different in the participants' background, knowledge, and expertise are likely to cause vocabulary differences during information sharing, which may adversely affect the process and outcome of collaborative activities. The geographic distribution of collaborators and temporal

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<sup>42</sup> Hsinchun Chen, *Collaborative System Solving the Vocabulary Problem* ( University of Arizona, 1994), p. 59

aspect collaboration further complicate the vocabulary problem, as the concepts/ ideas and their associated vocabularies may evolve and change over time.

## **B. Review of Related Findings**

Related to this research, some researches had been done as below: First, Margaretha Debora Simanjuntak in State University of Medan 2007 “Improving Students’ Vocabulary through Phrasal Verb Mastery”<sup>43</sup>. This research used pre-experiment method by using one group pre-test and post-test. The kind of research was quantitative research by gathering data through samples testing students of eleven grade of SMA Swasta Teladan Cinta Damai.

Next, a thesis of Nia Maya Sari in State University of Medan 2011 entitled by The Effect of Using Card Media on Students’ Vocabulary Achievement<sup>44</sup>. This research used experimental method at SMAN 1 Medan. The kind of research was quantitative research by gathering data through test. Research found card media had improve students’ vocabulary mastery. Research suggested teacher to accomplish teaching speaking more interactive.

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<sup>43</sup> Margaretha Debora Simanjuntak, *Improving Students’ Vocabulary Through Phrasal Verb Mastery*, (Medan: UNIMED, 2007)

<sup>44</sup> Nia Maya Sari, *State The Effect of Using Card Media on Students’ Vocabulary Achievement*, (University: Medan, 2011)

If the researchers did research above, writer tries another method to improve students vocabulary mastery that is through collaborative learning method at SMAN 1 Barumun-Tengah. Hopefully, this research will complete and contribute a finding in teaching vocabulary.

### **C. Conceptual Framework**

Vocabulary is one of the most important things in language acquisition, whatever the language is needed. The theory and medium in teaching learning vocabulary, it will influence the others system of basic skills, Such as: listening, reading, speaking, and writing skills. They can understand the meaning of the words directly and can stand longer. Teaching vocabulary by using collaborative learning method is needed to help students' understanding and increase the effectiveness in vocabulary. It is also used stimulate the students motivation and students, interest to the lesson. In learning process the teacher using dictionary as a treatment. Teacher evaluates the students hoe far they use and discuss together to get the feed back. The teacher and students should make interaction. The most important purpose of visual aids is to make the students are interested in learning vocabulary.

Collaborative learning is an appropriate method for achieving some learning goals and tasks, but not for others. In most cases, the teachers see collaborative learning not as a replacement for lecture discussion. It involves multiple participants with shared goals and requires reciprocal exchanges of

ideas and extensive information sharing. The different in the participants' background, knowledge, and expertise are likely to cause vocabulary differences during information sharing, which may adversely affect the process and outcome of collaborative activities.

Based on the explanation above, the writer comes to conceptual framework that she very assumes that students vocabulary mastery can increase by applying collaborative learning method at SMA Negeri 1 Barumun Tengah.

In order to be clear and brief, the conceptual framework can be drawn as follow:

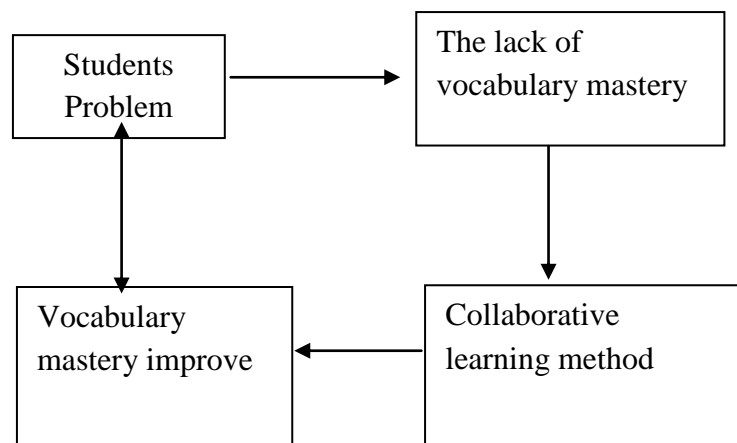


Figure 1: Conceptual

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Place and Schedule of the Research**

##### **1. Place of the research**

The research was conducted at SMA Negeri 1 Barumun – Tengah. It is located in Jl. Kihajar Dewantara No. 15 Binanga Kec. Barumun – Tengah, Kabupaten Padang Lawas.

##### **2. Time of the Research**

The research was conducted the research at November 2012 up to May 2013.

#### **B. Research Design**

This research was conducted by using Class Action Research. Classroom Action Research is observation of every activities appearing consciously in the class. 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.<sup>1</sup> Action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operated, how they thought, and how well their students learnt.<sup>2</sup>

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<sup>1</sup> Mansur Muslich, *Penelitian Tindakan Kelas itu Mudah*, (Jakarta: Bumi Aksara, 2009), p. 9

<sup>2</sup> Geoffrey E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: Prentice Hall, 2000), p. 6



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 is a type of practitioner research that was used to improve the practitioner practice action implies doing or changing something.<sup>3</sup>

According to David Hopkins classroom action research was applied in a form of self reflective enquiry undertaken by participants in social including educational situations in order to improve rationally and justice of ( a ) their own social educational practices, ( b ) their understanding of the practices ( c ) the situation in which the practices are carried out.<sup>4</sup>

So, the research was a short period of research time, this study applied two cycles by implementing the four steps which are naturally include in classroom action research: Planning, Action, Observation and reflection, shown in the following Figure 1:

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<sup>3</sup>L.R. Gay, *Educational Research Competencies for Analysis and Application*, ( United States of America, 1992 ), p. 593

<sup>4</sup>Masnur Muslich, *Op. Cit.*, p. 8

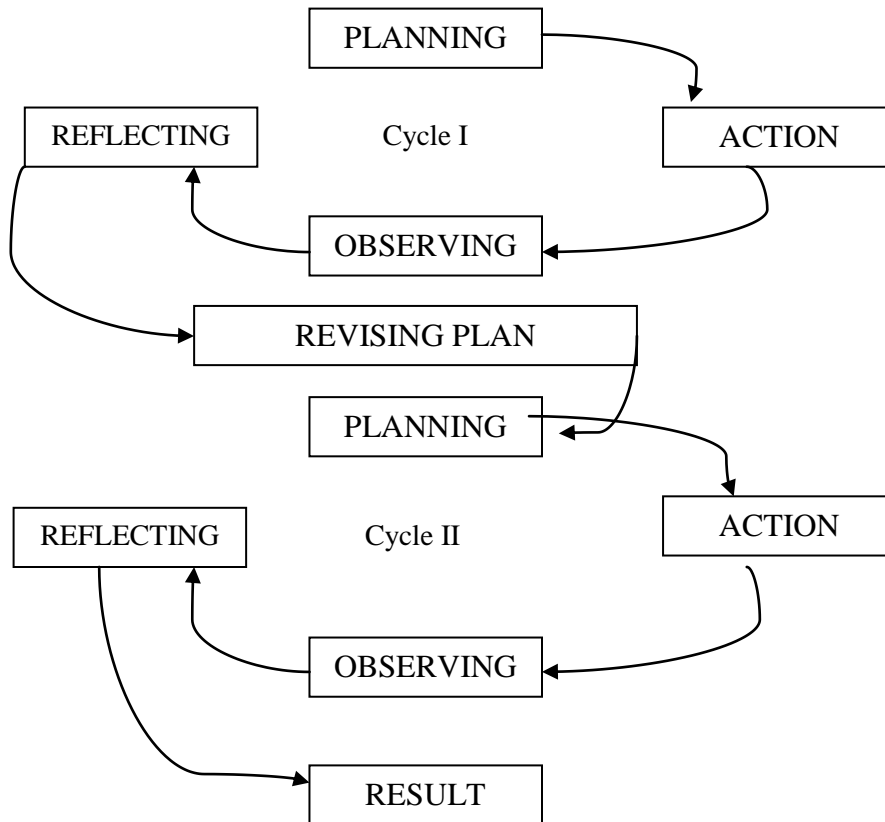


Figure. 1 Simple Action Research Model Kemmis (1988)

## 1. Planning

Planning is an arrangement for doing something considered in advanced.

It was 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 curriculum. In this phase you 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.

## 2. Action

An action the process of doing things. It was implementation of planning. The plan was carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The research should be flexible and welcome to the changing situation in school.

## 3. Observation

Observation is purposed to find out information of action, such as the students' attitude even the obstacles that happens. This phase involves you 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.

## 4. Reflection

At this point, this reflect on evaluated and described the effects of the action in order to make sense of what has happened and to understand the issue 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.<sup>5</sup>

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<sup>5</sup> Anne Burns, *Doing Action Research in English Language Teaching*, ( New York : Routledge, 2010 ), p. 7-8

### **C. The Setting and participants**

The subject of this research at first grade of X-1 SMA Negeri 1 Barumun- Tengah in academic year 2012/ 2013. They are totally 32 students.

The place of the research was at SMA N 1 Barumun - Tengah. It is located in JL. K.H. Dewantara No. 15 Binanga. It is a national standard school with 13 classes. Each class consists of 32 students. There are 40 teachers in this school. There are five English teachers in this school. The English subject had four periods in a week.

The participants of this research were the eleventh grade students of SMA Negeri 1 Barumun - Tengah. The research participants were the students of class X- 1. It consist of 32 students. There were 23 female and 9 male. This class was chosen because the writer found the problems of vocabulary in this class. In doing the research, for the first cycle the students did not enthusiastic in teaching learning program because the applying collaborative learning method was not well organized. For the second cycle, after redesign a procedure teaching vocabulary through collaborative learning method, the students become active and interested in teaching learning activity

## **D. The Instrument of Data Collection**

### a. Tests

Researcher uses test type oral presentation and the subject test used divided multiple choice test. Test was orally done for every students at the same time of the activities of the learning through the first cycle and second cycle. Test taker was researcher herself. She took the vocabulary students especially used to prefixes and suffixes assessment criteria rubric as reference in the process of learning to get students score.

From the quotation above test as the instrument for collecting data to knowledge or measure students achievement students learning mastery. In this study test will used to measure the improvement of the students vocabulary mastery. Test is done to know their weaknesses in mastering vocabulary in each cycle. The researcher want to know students' vocabulary mastery before and after going to cycle 1 and cycle 2.

Students vocabulary mastery is the students ability to master words as element of language. It was be measure by their vocabulary mastery, namely: students are able to master prefixes and students are able to master suffixes. Prefixes are given from number 1 to 13 and score 4 each item. Then suffixes are given from number 14 to 25 and also score 4 each items. Therefore, there were 25 items of test multiple choice for instruments of this research. The items were constructed based on the

indicator of vocabulary. They were prefixes and suffixes. Each item the maximal score 100.

So, the total score is 100. In order to be brief and clear can be seen on the following table:

**Table 2: Indicators of the test**

No	Indicators	Item	Score
1	Students' are able to master Prefixes	13	52
2.	Students' are able to master Suffixes	12	48
	Total	25	100

From the above indicator, the research gives the vocabulary mastery test like pre-test before collaborative learning method and he research gives the first test. Then, after applying method, the research gives the second test in the third meeting in cycle 1. Afterword, the research gives the third test in six meeting in the cycle 2.

b. Observations

Observation was used to collect data about students' activities in teaching and learning process and the implementation of collaborative learning method. The observer is the co-teacher. She observes the teacher, the students, and the classroom process in the classroom. Moreover, observation during the intervention is carried out to reveal the students vocabulary mastery during the intervention by using collaborative learning

method. Therefore, researcher followed the following questions to be answered when making field for observation.

1. How are students' ability in this study vocabulary especially about suffixes and prefixes?
2. How did the meeting end? Was the group divided, united, upset, bored, or relieved?
3. What are the difficulties of students' in study vocabulary especially suffixes and prefixes?
4. What are your methods or technique in teaching vocabulary especially suffixes and prefixes?
5. How do you solve the problems in students' study vocabulary?

#### **E. Research Procedures**

This action research follows the model that is developed by Kemmis and Robin. It is a famous representation of the action research "spiral" that contains four stages; planning, acting, observing and reflecting. The first cycle had three meetings; second cycle had three meeting, so there six meetings in the action research.

In the cycle 1, the research procedures were are:

##### **1. Planning**

Planning is an arrangement of doing something. In planning, it was considered everything relate to the action and it is also prepare

everything that need in teaching and learning process. There are many activities that will be plan :

- a. Arrange the lesson plan.
- b. Determine the lesson material.
- c. Prepare instrument for collecting data observation and test.
- d. Prepare forming on groups.

## 2. Action

Action is the implementation of planning of the research. Action itself means instructional activities were done by the students in the classroom based on the planning. however, the instructor sometimes didn't fit the planning because they are effect by condition of students' the classroom, through collaborative learning method were used in the instructional activities. The procedures of the action research are:

- a. Applying collaborative learning method with learning in small groups five students work with their respective groups.
- b. Each groups determine of leader ability from member.
- c. Teach suffixes and prefixes to the students in groups.
- d. Gives example suffixes and prefixes using 15.
- e. Gives exercises each groups.



- f. Give limited discussion time for students is 40 minutes on the doing exercises.
- g. All students active work together on the groups.
- h. All groups present the result.
- i. Testing with test which have been provided.

### 3. Observation

In this research, the observation focus on:

- a. Situation of teaching-learning process.
- b. The interaction between teacher and students.
- c. Observe students vocabulary mastery.
- d. Evaluation students by talking the score of students vocabulary mastery.

### 4. Reflection

- a. Discuss with teacher about the action.
- b. Make any decision for the next cycle.
- c. Develop another environment to be collaborative learning method.
- d. Clarifying the found problem in the activity whether in the case of students or teacher.

In the cycle 2, the research procedures were are:

### 1. Planning

researcher arrange the lesson plan based on reflection in cycle 1.

Those will be:

- a. Eliminate found problem in cycle 1 wisely by motivation, encourage, control and manage class.
- b. Arrange lesson plan.
- c. Design procedures of teaching.
- d. Prepare the instrument for collecting data; observation and test.
- e. Prepare return in groups becoming is smaller.

### 2. Action

Teacher apply collaborative learning method base on the lesson plan that will be a result of reflection in cycle 2.

- a. Students will be treated by the collaborative learning method.
- b. The teacher makes groups three students.
- c. Gives example suffixes and prefixes using 25.
- d. Gives exercises in groups.
- e. Presented result suffixes and prefixes.
- f. Testing with instrument which have been provided.

### 3. Observation

Teacher and both observers observed students' vocabulary mastery activity of the learning by using collaborative learning method.

- a. The researcher keeps observing every class condition, learning and teaching process.
- b. Observing students' vocabulary mastery by using collaborative learning method.

#### 4. Reflection

Research reflection the all cycle and analysis to have conclusion of using collaborative learning method in improving vocabulary mastery in English learning.

### **F. Technique of Data Analysis**

#### **a. Data Reduction**

In this study the data are obtained through observation sheet and test. Then data reductions are done. Significant data that related to the research problem was selected. Next, selected was data are analyzed and coded into several categories into several categorization based on the research question. Coding is employed to make easier the analysis process and interpreting step.

The formula:

1. Calculating the means score:

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

Notes :  $\bar{X}$  = Mean Score

X = Total score of test

N = Total Number of Students

2. Calculating the percentage of the mean

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

Where : P = the percentage of master students

R= the number of students who got score 65 to up

T= the total of test.

**b. Data Display**

Result of the analysis an interpretation drawn inform of text, table, and graph to simplify the description of the data.

**c. Conclusion**

Data analyzed lead to findings and discussion to find out the answer of research question “does students vocabulary mastery improve by using collaborative learning method”.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Data Description**

The researcher divided this action research into two cycles. Each cycles consisted of four stages; namely plan, action, observation and reflection. In this chapter the researcher described the research and findings. Before doing the cycles, the researcher gave pretest to the students to know their vocabulary mastery especially about suffixes and prefixes

##### **1. The First Cycle**

The first cycle was conducted for three meetings. Every meeting was done for ninety minutes. The writer observed all the activities in the classroom based on the observation, some students' seemed to be interested in teacher teaching vocabulary mastery. It could be seen from their enthusiasm in doing the collaborative learning method. However, some students were still uninterested yet. Moreover, students still had low motivation in participating in learning vocabulary activities. The students also difficult to express their idea because lack of vocabulary.

Then, after doing the pretest the researcher to doing the action in first cycle. The process of implementation of first cycle is divided three meetings, each meetings lasting for 2 x 45 minutes. The process of implementation the first cycle, each meetings is as follows.

The first meeting, Teacher gives the first test to know students vocabulary mastery before doing the first cycle. After taking the test the ability of beginning teachers perform cycle 1. Preceded by open learning activities, explaining the topic, learning objectives, expected learning outcomes and motivate students learning. The process of action at the first meeting focused on the vocabulary especially suffixes and prefixes. Then the teacher divided students into five groups according to academic ability test results obtained from the initial capability. The process of the first actions the teacher helps students given definition vocabulary and given example. Then the teacher given exercises practice and checking students skills. After that, the teacher held a feedback opportunity.

The second meeting, was done continuation of the first meetings. The second meetings of the teacher presents the material about suffixes and prefixes using collaborative learning method through groups. preceded by open learning giving motivation to students for master the material. Before the teacher gave questions to the student, the teacher explained the procedure to determine the suffixes and prefixes, students' discussion the material suffixes and prefixes. Each groups discussed about suffixes and prefixes, students can identify the problems and ask questions about suffixes and prefixes. Teacher guided groups discussion until the students themselves can be answered of exercises. Each members of the group work together on the working

exercises. Then, present some problems for deepening students' understanding of the material.

The third meeting, before the teacher presents the material teachers are doing apperception to motivate students for master the material taught. Then, the teacher presents the material using the collaborative learning method of study groups. Then the teacher gives a test the second cycle to all students for know vocabulary mastery especially suffixes and prefixes. Further checking students' abilities and given examples more.

After the group discussion were completed in accordance with the specified time, the teacher gives a test result of learning about suffixes and prefixes at the first meeting and the second meeting and third meetings with a number of questions as much as 25.

In observation of the action. In the observation, the researcher used checklist, which contained strategies in teaching vocabulary especially used to suffixes and prefixes.

From the observation sheet, it has found that the teacher came to the class on time, greeted the students and also did the orientation. She was serious in teaching learning process and concluded the material. But in this cycle the teacher didn't monitor all the groups. For the students, most of students didn't enthusiastic in teaching learning process, still made noisy in

the class, students were not bravery in giving opinion, students were lack of interaction in group discussion. In teaching learning process students didn't use English language in group discussion. Seeing the result of the observation the writer realized that the results of activities that have been done were not so successful in solving the students' problem in vocabulary mastery. So, the activities should be changed, improved or added.

The last, In this cycle, the researcher concluded reflection the data and did improvement. The reflection is gathered from the result of vocabulary mastery test through collaborative learning method and observation sheet.

Based on results test, the data were collected is analyzed. Thus, the first cycle of the test results obtained by studying the total mean score all students achieved and total students are 32 . So the students able answer first cycle 18 from 32 students and average mean score was 65.87 and the percentage was 72% (can be seen in appendix 11)

## **2. The Second Cycle**

The second cycle was conducted for three meetings. Every meeting was done for ninety minutes. The writer observed all the activities in the classroom. Based on the reflection in the previous cycle, there were still some problems related to the students vocabulary mastery. They still low in accent, vocabulary and comprehension. They were afraid to their idea, they worried everybody will mock them.



Implementation of the action in the second cycle, the teachers implement lesson plan based learning have been prepared. From the teachers implement the lesson plan of action three meetings. Each meeting time allocation is 2 x 40 minutes. Implementation of the action in the second cycle is basically almost the same as the administration of the action in the first cycle, only the implementation of the action in the second cycle is improving deficiencies in the implementation of the actions contained in Cycle I. In this second cycle teachers to optimize the provision of material and provides many practice questions to students.

The first meeting, the teachers given motivate to students for master the material to be taught. The first teacher divides the students into four groups according to academic ability and instruct each group. The teacher lesson topics that will be suffixes and prefixes and explained the procedure completion.

Before the teacher presents the exercises to the student, the teacher gives students the chance to feedback on the material described. Then the teacher presents exercises for the students to do and teachers provide time for students to compare answers. After that, the teacher guides students to make a summary and close learning teacher.

The second meeting, before the teacher presents the material teachers are doing apperception to motivate students to master the material taught, then the teacher presents the material using the collaborative learning method of study groups. The first activity the teacher instructed learning topics, bringing students in a challenging problem, to each students in order to solve their own problems. Students can make observations, experiments, exploration, guessing exercises and can be answered on the questions about suffixes and prefixes. Teachers solicit information from the hypothesis and directs students to the discovery of the problem. Students acquire information and to conclude / summarize the information. Then check students understanding and provides sample questions.

The third meeting, before the teacher presents the material teachers are doing apperception to motivate students to master the material to be taught, then the teacher presents the material using collaborative learning method the study groups. Teachers solicit information from the hypothesis given students to the discovery of the problem. Teachers given test to all students' for know ability vocabulary mastery especially used to prefixes and suffixes.

Before closing the lesson, the teacher presenting also provide feedback to the students about the material to the students'. After that teachers provide time for students to compare the students answers. Once the action is completed

the teacher gives achievement test to determine the effect of the new measures implemented to see an increase in student learning.

In observation of the action. The items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet, there was an improvement in teaching learning process. They also improve their vocabulary mastery. The students were being active in discussing and giving opinion. The students were enthusiastic in teaching learning process, still made noisy in the class, students were bravery in giving opinion, students were being active in doing an interaction in group discussion. In teaching learning process students used English language in group discussion.

The last, based on the observation sheet, the teacher ability in taught vocabulary mastery by using collaborative learning method was improved. The teacher was able to motivate the students about vocabulary mastery and to attack their interest by using collaborative learning.

From the were test results of this study obtained the second cycle the data analyzed. From the test results obtained the cycle II total score achieved by students with total students are 32 people and total students able answer 24 students. (can be seen in Appendix 12).

Based on tests of students' result studying the cycle II, it can be was concluded:

- a. Teachers have been able to improve student result seen from the mean score before cycle the students gotten (48.75) and total students able answer 6 from 32 students. After doing this method students' improve with mean score (65.87) and total students able answer 18 students. Then, the second cycle the students' improve with mean score (78.87) and total students able answer 24 from 32 students.
- b. Teachers have been able to improve the activity of students' toward material lessons about vocabulary especially suffixes and prefixes until to interest for them. Thus, based on the test results to cycle II, this research could have been stopped because the research has reached 75% of complete.

## **B. The Comparison of Each Cycle**

Based on the actions above, so can be was results of the actions vocabulary mastery by using collaborative learning method can be improve students' of learning about vocabulary especially suffixes and prefixes. When seen from the percentage of students' ability of the test until cycle II was beginning to increase. The percentages of students vocabulary mastery in each criteria based on their gotten score is shown in the following:

**Table 2. The Score of Students' Vocabulary Mastery**

Criteria Test	Students able answer	Mean Score	Percentages
The first test	6	48.75	32 %
the test cycle I	18	65.87	72%
The test cycle II	24	78.87	96%

From the table above, can be was seen at the beginning of the first tests ability students' able answer 6 from 32 students with percentage 32%, and mean score of 48.75%. However, in cycle I the instructions used collaborative learning method this research in cycle 1, the students improve become able answer 18 from 32 students with mean score 65.87%. And also the students improve in the second cycle from 18 people become was 24 students with mean score 78.87. The mean score before cycle up to cycle I and the cycle II with mean score began from the first test 48.75 and the first cycle 65.87 and soon students improve become 78.87 and percentages 96%.

Improved student vocabulary mastery trough collaborative learning method are modified on vocabulary mastery especially the used suffixes and prefixes from the first test ability up to the second cycle, can be seen in the table following:

**Table. 3 Improved Students' Results before from Cycle up to Cycle II**

Cycle	Mean Score	Percentages of Students
The First Test	48.75	32%
Cycle 1	65.87	72%
Cycle II	78.87	96%

Seen from the table above, the improve continued began the first test until the second cycle. When seen from mean score of students, before the cycle gotten mean score was 48.75 and improve the first cycle 65.87 and continued to increase in the second cycle got mean score 78.87.

Based on the test results the percentage of student mastery before cycle until the second cycle above has shown an increase in learning, so the hypothesis of action in this study can be accepted because the mean score 78.87 has been demonstrated  $> 75\%$  of the value specified. When interpreted in a simple value 78.87 classified as very good, it can be concluded that the application of collaborative learning method to improve students' vocabulary mastery on the subject of class X-I SMA Negeri 1 Barumun - Tengah.

### **C. Analysis The Result of the Research**

Classroom activities in using collaborative learning method should maximize opportunity to learners to use target language for meaningful purposes, with the attention on the message they are talking rather than correction of language structure. Students are given opportunities to focus on their own learning process and developing of appropriate techniques for autonomous

learning. The teacher will give more topics, giving students time to think and respond to classroom interaction. After making students feel comfortable in using the language, it seems advisable to challenge them to think critically with it. By using collaborative learning method the students' vocabulary mastery would improve.

Collaborative learning method is very helpful students' on the improve students ability for the achievement of goals learning. Based on the data analyze using mean analyze and percentage that they are increase or improve vocabulary mastery by using collaborative learning method. This is due to the improvement efforts in each cycle.

The research results showed that students' ability to comprehend the material by using collaborative learning method is satisfactory. Overall the results showed an increase of each cycle is done.

The results can be seen in the diagram following.

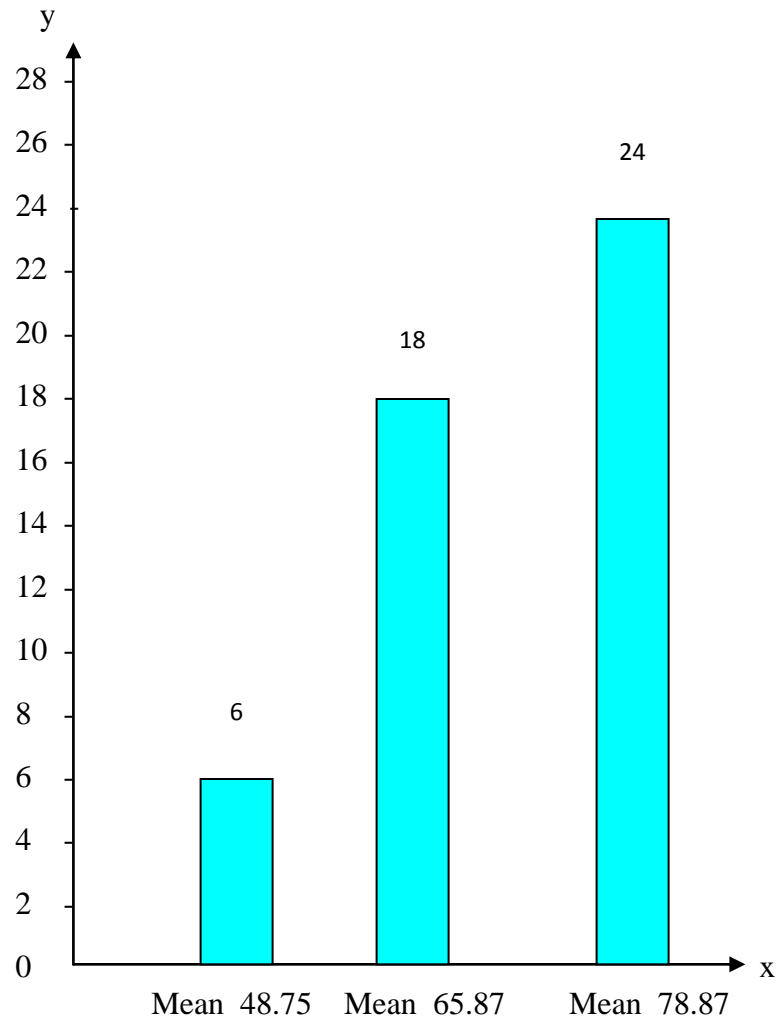


Figure 4. Histogram of the average value of grade X-I SMA Negeri 1 Barumun – Tengah

Descriptions:

Rated 4875: The Students' gotten mean score before the cycle the students able answer 6 from 32 students.

Rated 65.87 : The Students' gotten mean score the first cycle improve become 18 of 32 students.

Rated 78.87 : The Students' gotten mean score the second cycle improve become 24 from 32 students..



Based on the above diagram, can be seen that an improve the mean score of students and the number of students who pass the study. Where the first test average value was 48.75 and total students 6 from 32 students, and in the first cycle the mean score was 65.87 and total students able answer 18 from 32 students. In the second cycle the mean score was 78.87 and total students able answer 24 from 32 students.

For that reason, the implementation of collaborative learning method to improve students' vocabulary mastery at SMA N 1Barumun - Tengah, has became one of technique that can be used by the English teacher and can assist students' in learning vocabulary. The are improve in student ability about vocabulary mastery especially suffixes and prefixes on the subject of class XI SMA Negeri 1 Barumun –Tengah. Showed with the collaborative learning method is necessary. So that the practice of teachers continuously increasing, which in turn will improve the professional teachers.

#### **D. The Threats of The Research**

This research used human instrument in English learning. Observation of this research and students vocabulary mastery were done by research herself and co-teacher. So, collaborative learning method created good environment in teaching vocabulary mastery in which students become active in the process of vocabulary assessing, focus on students critical and share their team which made them were involved in the learning of vocabulary mastery.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the result of the classroom action research, it was concluded the collaborative learning method improve students' vocabulary mastery at SMA Negeri 1 Barumun – Tengah. Which the first test mean score 48.75 with percentage is 32% and total students able answer 6 from 32 students. While the first cycle of the students improve became 18 from 32 students with mean score 65.87 and percentage 72%. Then, the second cycle, the mean score of the students showed improvement 24 from 32 students with mean score 78.87 percentage was 96%.

So, the improvement of the mean score of the second cycle was higher than the first cycle. See from got Mean Score began before cycle until the second cycle. Where before cycle gotten mean score 48.75. The first cycle, from the vocabulary test the mean score of the students showed improvement be came 65.87. Then, the second cycle mean score of the students' improvement be came 78.87. So, the hypothesis can be in accepted because the mean score 78.87 has been demonstrated  $> 75\%$  of the value specified. When interpreted in a simple mean score 78.87 classified as very good, it can be concluded that the application of collaborative learning method to improves students' vocabulary mastery.

**B. Suggestion**

The result of this study showed that the use of collaborative learning method improved students' vocabulary mastery. Therefore, the following suggestions are offered:

- a. Collaborative learning method can be used as an alternative way of teaching in teaching vocabulary.
- b. For the teacher, it is important to be noted that the teachers abilities in presenting collaborative learning method to teach vocabulary mastery very important role in determining the success of its learning process. Because collaborative learning method requires well organized materials. The teachers should control and organize the students properly in order that the teaching and learning process runs effectively. Finally, the teacher should pay attention to the allocation of time. The time should be managed as efficiently as possible.
- c. For the students, it is hoped that by using collaborative learning method the students more interested in studying English , because collaborative learning method can reflect they critical thinking to solve the problem. And improve students' self confident to express their idea.
- d. For the researcher, collaborative learning method as reference to further or other classroom action research more paying attention in the efficiency of time.

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Kepada Yth :  
Bapak/Ibu  
1. Eka Sustris Harida, M.Pd  
2. Hamka, S.Pd.,M.Hum  
di -  
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji Kelayakam Judul Skripsi, telah ditetapkan judul skripsi mahasiswa di bawah ini sebagai berikut:

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Jurusan / Prog.studi : Tarbiyah/TBI- 2  
Judul Skripsi : **IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH COLLABORATIVE LEARNING METHOD AT SMA NEGERI 1 BARUMUN TENGAH**

Berdasarkan musyawarah Jurusan Tarbiyah, judul tersebut dapat diterima sebagai judul Skripsi, untuk itu diharapkan kepada Bapak/Ibu membimbing mahasiswa tersebut dalam penulisan proposal sekaligus penyempurnaan judul bila diperlukan.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak / Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA / ~~TIDAK BERSEDIA~~  
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Lamp' : -

Hal : **Mohon Bantuan Informasi**  
**Penyelesaian Skripsi**

Kepada Yth,  
Kepala SMA Negeri 1  
Barumun Tengah  
di-

Tempat

Assalamu'alaikum Wr. Wb

Dengan Hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)  
Padangsidimpuan menerangkan bahwa :

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Alamat	: Desa Sisalean Kec. Barumun Tengah

adalah benar mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul “ **Improving Students' Vocabulary Mastery Though Collaborative Learning Method At SMA Negeri 1 Barumun Tengah**”.

Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan judul diatas.

Demikianlah disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb



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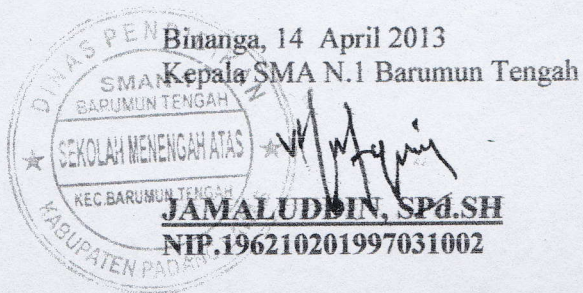
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Adalah benar telah mengadakan penelitian di SMA Negeri 1 Barumun Tengah dan telah diberikan Informasi dan Data-data yang di perlukan.

Penelitian tersebut sebagai penyusunan Skripsi dengan judul : "Improving Students' Vocabulary mastery Through Collaborative Learning Method At SMA NEGERI 1 BARUMUN TENGAH".

Demikian Surat Keterangan ini diberikan kepada nama tersebut diatas untuk dapat dipergunakan seperlunya.



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