

**TEACHING THE VOCABULARY OF WORD PROCESSOR APPLICATION  
THROUGH LEARNING BY DOING METHOD AT THE TENTH  
GRADE OF SMKN 3 LUWU**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Study Program of S1 Tarbiyah and Teacher Training  
Faculty of Institute for Islamic Studies of Palopo in Partial Fulfillment of  
Requirement for S.Pd Degree in English Study Program*

**AYU PARAMITA  
REG. NUM: 14.16.3.0021**

**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2018**

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### THESIS APPROVAL

This thesis entitled *“Teaching the Vocabulary of Word Processor Application Through Learning by Doing Method at the Tenth Grade of SMKN 3 Luwu”*, which is written by **Ayu Paramita**, Reg. Num.14.16.3.0021, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Wednesday, **06<sup>th</sup> of February 2019**, coincided with **01<sup>st</sup> Jumadil Akhir 1440 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.



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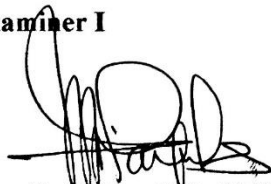
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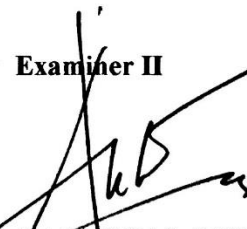
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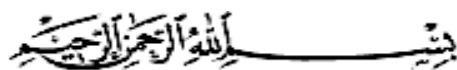
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The Researcher

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## LIST OF CONTENTS

<b>TITLE PAGE .....</b>	<b>i</b>
<b>THESIS APPROVAL .....</b>	<b>ii</b>
<b>NOTA DINAS PEMBIMBING .....</b>	<b>iii</b>
<b>CONSULTANT APPROVAL .....</b>	<b>iv</b>
<b>EXAMINER APPROVAL .....</b>	<b>v</b>
<b>PRONOUNCEMENT .....</b>	<b>vi</b>
<b>ACKNOWLEDMENT .....</b>	<b>vii</b>
<b>LIST OF CONTENT .....</b>	<b>viii</b>
<b>TABLE OF CONTENT .....</b>	<b>ix</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
<b>A. Background.....</b>	<b>1</b>
<b>B. Problem Statement.....</b>	<b>3</b>
<b>C. Objective of The Research.....</b>	<b>3</b>
<b>D. Significant of The Research.....</b>	<b>4</b>
<b>E. Scope of The Research .....</b>	<b>4</b>
<b>F. Definition of Term.....</b>	<b>5</b>
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>6</b>
<b>A. Previous Studies .....</b>	<b>6</b>
<b>B. Vocabulary.....</b>	<b>8</b>
<b>1. Definition of Vocabulary.....</b>	<b>8</b>
<b>2. Kinds of Vocabulary.....</b>	<b>8</b>
<b>3. The Principle of Teaching vocabulary.....</b>	<b>9</b>
<b>4. The Vocabulary of Word Processor Application .....</b>	<b>11</b>
<b>5. The Aspect of Vocabulary.....</b>	<b>13</b>
<b>6. The Class of Word .....</b>	<b>15</b>
<b>C. Learning by Doing Method .....</b>	<b>16</b>

1. Definition of Method .....	16
2. Kinds of Method .....	18
3. Definition of Learning by Doing .....	19
4. The Procedure of Learning by Doing Method.....	21
5. Teaching Vocabulary by Using Learning by Doing Method.....	22
6. The Advantages and Disadvantages of learning by doing .....	23
D. Conceptual Framework .....	24
E. Hypothesis.....	25
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>26</b>
A. Design of Research .....	26
B. Variables of the Research.....	26
C. Population and Sample .....	27
D. Instrument of the Research .....	27
E. Procedure of Data Collection .....	28
F. Technique of Data Analysis.....	30
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>31</b>
A. Findings.....	31
1. The Analysis Students' Vocabulary Score in pre-test and post-test.....	31
2. Hypothesis Testing.....	40
B. Discussion.....	41
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>44</b>
A. Conclusion.....	44
B. Suggestion .....	44
<b>BIBLIOGRAPHY .....</b>	<b>46</b>
<b>APPENDIX</b>	
<b>CURRICULUM VITAE</b>	

**LIST OF TABLE**

Table 4.1: The result students' score in the pre-test.....	32
Table 4.2: The mean score of students' correct answer in pre-test .....	33
Table 4.3: The percentage Score of students' pre-test .....	34
Table 4.4: The score of students' post-test .....	35.
Table 4.5: The mean score students' post-test .....	36
Table 4.6: The percentage score students' post-test .....	36
Table 4.7: The mean score of pre-test and post-test .....	37
Table 4.8: The paired sample pre-test and post-test .....	38
Table 4.9: Paired sample correlation .....	38
Table 4.10: Paired sample pre-test and post-test .....	38
Table 4.11: Probability Value of t-test .....	39

## ABSTRACT

**Ayu Paramita, 2018**, *“Teaching Vocabulary of Word Processor Application Through Learning by Doing Method at the Tenth Grade of SMKN 3 Luwu”*. A thesis of English Study Program Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, Advise by Dr. Hilal Mahmud, M.M and Madehang, S.Ag., M.Pd.

**Key Words: Teaching, the Vocabulary of Word Processor Application, Learning by Doing Method.**

This research focuses on teaching vocabulary of word processor application through learning by doing method at tenth grade of SMKN 3 Luwu. The problem of the statement of this research “Is the use of learning by doing method effective in teaching the vocabulary of word processor application at the tenth grade of SMKN 3 Luwu?” The objective of the research was to find out whether the use of learning by doing method is effective in teaching the vocabulary of word processor application at the tenth grade of SMKN 3 Luwu.

The researcher used pre-experimental method. The population of this research was all students in TKJ (computer and network technique) department at the tenth grade of SMKN 3 Luwu. The sample was taken from one class TKJ.B by using purposive sampling technique. The number of sample 23 students. The research instruments were used in collecting data was test (pte-test and post-test) the form of test was multiple choice and matching items. Then the researcher analyzed the data by using SPSS to compute independent sample t-test and then explained clearly in the discussion.

The result of this research shows that the use of learning by doing method is effective in teaching vocabulary of word processor application at the tenth grade of SMKN 3 Luwu. It can be seen by students’ mean score between pre-test and post-test; on pre-test was 53,9130 and on post-test was 83,4783 and obtained that Sig. = 0,00 and  $\alpha = 0,05$ . It means  $H_1$  accepted because Sig. <  $\alpha = 0,00 < 0,05$ . Therefore, based on the result it was concluded that learning by doing method was effective for teaching vocabulary.

## CHAPTER I INTRODUCTION

### A. Background

Vocabulary is the important aspect should be to master in order English skills such as listening, speaking, reading, and writing. If the students have mastered a number of vocabularies required in their level, it will be easier for them to master those elements in English learning. According to Hatch and Brown vocabulary is the foundation to build language which plays a fundamental role in communication.<sup>1</sup> It means that vocabulary is the first priority in learning English. Vocabulary is all the words that a person knows or uses.<sup>2</sup> The important of teaching vocabulary as being a basic for daily communication, according to Taiga language skill mostly depends on mastery of vocabulary. Therefore, the more vocabulary that people got there will be the bigger possibility that people can use the language skillfully.<sup>3</sup>

Most of English teachers are able to organize learning process. They have to present materials by using a suitable teaching method. A good teaching method make students understand and master their vocabulary. There are many methods of language teaching that can be selected for teaching vocabulary. One of the teaching methods that can make the student motivate to learning English.

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<sup>1</sup>H.Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (Cambridge: Longman, 2001), p.1.

<sup>2</sup>Victory Bull, *Oxford Learner's Pocket Dictionary: Fourth edition*, Oxford University Press, 2009, p.495.

<sup>3</sup>Yuni Luthfita Dani, Published Thesis: *The Effectiveness of Using Eat Bulaga Game to Improve Vocabulary* (Purwokerto: UMP, 2015), p.7.



is learning by doing method as a solution. Learning by doing method can be used in teaching vocabulary to make the teaching learning process much interesting and fun.

According to Kolb learning by doing is immediate personal experience is seen as the focal point for learning, giving ‘life, texture, and subjective personal meaning to abstract concepts and the same time providing a concrete, publicly shared reference point for testing the implications and validity of ideas created during the learning process. Learning is thus seen as a cyclic process integrating immediate experience, reflection, abstract conceptualization and action.<sup>4</sup> The advantage of learning by doing is the increases attention and students are able to see a phenomena unfold, but are also able to personally manipulate and practice using the phenomena in a first-hand environment. Students may not truly understand a concept until they have manipulated it for themselves.<sup>5</sup>

After doing observation on Monday 03<sup>rd</sup> July at the tenth grade TKJ.B (computer and network technique) of SMKN 3 Luwu, there were some problems which related to English teaching process in the classroom. The first problem was the students were bored and passive in learning. The second was that the teacher merely focused on textbook. The third was some students had less vocabulary. Through the observation, the researcher gained the data and information which were needed to collect the data. Furthermore, the researcher carried out unstructured test vocabulary with students. The students’ vocabulary mastery was low because the student got difficulties in mastering

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<sup>4</sup>David Nunan, “*Collaborative Language Learning and Teaching*”, (New York: Cambridge University Press, 1992), p.14.

<sup>5</sup>Jana Hack than, “*Learning by Doing: An Empirical Study of Active Teaching*”, (The Journal of Effective Teaching, Vol.11, No.2, 2011), p.44.

vocabulary. The student got difficulties in grasping and memorizing the meaning of the word; they found it hard to spell and pronouncing the words correctly; they got difficulties in using vocabulary in a sentence.

Teaching vocabulary at the tenth grade of student computer and network technique department by using learning by doing method must be related to their department. This research, researcher chose word processor application as tool to teaching vocabulary. Word processor application is software to create documents or letter, more formally known as document preparation system. The word processor application has many vocabularies the blue line at the top of the screen displaying option.

Based on the problem above, the researcher was going to conduct this research in using Learning by Doing as the teaching method in building up students' vocabulary ability. The researcher interested to conduct a research the title, "Teaching Vocabulary of Word Processor Application through Learning by Doing Method".

## **B. Problem Statement**

Based on the background above, the researcher formulated the problem statement "Is the use of learning by doing method effective in teaching vocabulary of word processor application at the tenth grade of SMKN 3 Luwu?"

## **C. Objective of The Research**

The objective of the research is based on the statement of the problem as follow: To find out whether the use of learning by doing method is effective in teaching vocabulary of word processor application at the tenth grade of SMKN 3 Luwu.

#### **D. Significant of The Research**

The result would be beneficial theoretically and practically to the field of teaching. In theoretically, it could be the new experience in learning vocabulary for students, because in this research they were learn through learning by doing method. Through method, the students were more focus because of their high curiosity and it was attract students to learn vocabulary.

In practically, this research was expected to be useful for teachers as (1) an input on the use of learning by doing method in their classroom so that the teaching and learning process were effective and meaningful for their students, (2) one of the references in teaching vocabulary in their classroom, (3) additional knowledge on how they should form interaction in classroom so that they could maximize the teaching and learning process.

#### **E. Scope of The Research**

The researcher did not focus on solving the student's motivation and teachers' monotonous teaching as identified in preliminary observation. This research focus on improving students' vocabulary. The scope of the research was limited to the effective teaching vocabulary of word processor application through learning by doing method. This research emphasized on the understanding the meaning and function vocabulary of word processor application. By an activity, employ learning by doing method in teaching vocabulary of word processor application. By content, this research emphasized on vocabulary ability which focused on content word (nouns, verbs, and adjectives). The vocabulary of word processor application such as new, open, save, print, prepare, send, publish, send, close, delete, and etcetera on the line at the top of

the screen display options. The sample population was tenth grade of SMKN 3 Luwu computer and network technique department (TKJ.B).

#### **F. Definition of Term**

To get general understanding about the aim of this research will classify the following:

- 1) Vocabulary is the words which have important role in language and those words are used in the process of communication.
- 2) The vocabulary of word processor application is vocabularies the blue line at the top of the screen displaying option.
- 3) Learning by doing method is based on learning action from experience, make a student active and real situation learning in the classroom.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

In this research finds some researches related which make the researcher eager to the research and there have been some researches about the teaching vocabulary:

1. Cevdet Yilmaz and Kemal Erkol “Using Learning by Doing as a Method to Enhance the Teaching of Writing in a Turkish EFL Context.” They stated that the main task in this study was to identify the progressive changes on writing brought about by the introduction of learning by doing method, the method of the research was quasi experiment. The results from the questionnaire indicated that learning by doing served as a method for assisting learners in developing positive attitude towards writing. The writing instruction with computer to students’ writing needs will lead to better learning outcomes in writing.<sup>6</sup>

The similarity between Cevdet Yilmaz and Kemal Erkol research and this research was using learning by doing method. Differences were the previous research focus on teaching writing and this research focus on teaching vocabulary.

2. Limei Zhang “An Action Research on Deep Learning by Doing Strategy Instruction to increase Vocabulary.” He stated that this study focused on deep processing as a word memorizing strategy in contextualizing, -de and -re contextualizing learning stages. It also examined possible effects of such

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<sup>6</sup>Cevdet Yilmaz and Kemal Erkol, “*Using Learning by Doing as a Method to Enhance the Teaching of Writing in a Turkish EFL Context*”, (Journal of Theory and Practice in Education, Vol.II, No.1, 2015), p.346.

pedagogy on vocabulary competence and attitude towards word learning. The method of the research was An Action Research was an 11-week deep word processing strategy instruction program. The result showed that teacher's strategy-based instruction intervention affected the change both in learners' vocabulary competence and in teachers' and learners' attitude toward learning.<sup>7</sup>

The similarities between Limei Zhang and this research were both of the reserch learning by doing to teaching vocabulary. The differences were the prevoius research used An Action Research method and this research would use Pre Experimental method.

3. Robert L. Bangert-Drowns "Learning by Doing as an Instructional Tool: A Meta-Analysis of Word Processing in Writing Instruction." He stated that this study focused on word processor in writing instruction may provide lasting educational benefits to users because it encourages a fluid conceptualization of text and frees the write from mechanical concers. The method of the research was compared two groups of students receiving identical writing instruction. The result showed that teacher's strategy-based learning by doing instruction intervention affected the change attitude toward writing.<sup>8</sup>

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<sup>7</sup>Limei Zhang, "An Action Research on Deep Learning by Doing Strategy Instruction to Increase Vocabulary", (Journal of English Language Teaching, Vol.III, No.1, 2010), p.103.

<sup>8</sup>Robert L. Banger-Drowns "Learning by Doing as an Instructional Tool: A Meta- Analysis of Word Processing in Writing Instruction", ( Journal Review of Educational Research, Vol.63, No.1), p.69.

The similarity between Robert L. and this research was the used the word processor application tools. The differences were the previous research focuses on teaching writing and this research focuses on teaching vocabulary.

## **B. Vocabulary**

### **1. Definition of Vocabulary**

According to Hornby vocabulary is the total number of words in a language and vocabulary is a list of word with their meanings.<sup>9</sup> It means that vocabulary is a number of words along with the meaning in a language that is know by a person. According to Crystal vocabulary of a person is defined either as the set of all words likely to be used by that person when constructing new sentences.<sup>10</sup>

Sometimes students perceive that vocabulary is only the words and meaning. They actually need to know the nature of vocabulary and whatever is related to vocabulary in order to make recognize the importance of vocabulary.

### **2. Kinds of Vocabulary**

According to Harmer distinguishes between these two types of vocabulary, the fist type of vocabulary refers to the one that students have been taught and that they are expected to be able to use. Meanwhile, the second type refers to the words which the students will recognize when they meet them, but which they will

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<sup>9</sup>Ike Anise, Published Thesis: “*Improving Students’ Vocabulary Mastery Using Experiential Learning*” (Surakarta: USM, 2011), p.9.

<sup>10</sup>NingtyasOrilinaArgawati,“*VocabularyTesting*”,(<http://www.ningtyas.orilina.argawati.dosen.s tkipsiliwangi.ac.id//>Accessed on July 18<sup>th</sup>, 2018).

probably not able to pronounce. Hatch and Brown, indicated two kinds of vocabulary namely receptive vocabulary and productive vocabulary.<sup>11</sup>

a. Receptive Vocabulary

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

b. Productive Vocabulary

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

### 3. The Principle of Teaching vocabulary

David Nunan indicates the main principles of teaching and learning vocabulary as follows:<sup>12</sup>

a. Focus on the most useful vocabulary most

Some words can be used in a wide variety of circumstances. Other has much more limited use. The most useful vocabulary that every English language

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<sup>11</sup>Mofareh Alqahtani, “*The Importance of Vocabulary in Language Learning and How to be Taught*”, (Internasional Journal of Teaching and Education, Vol. III, No.3 2015), p.25.

<sup>12</sup>David Nunan, “*Practical English Language Teaching*”, (New York: Cambridge University Press, 1993), p.135-140.



learner needs whether they use the language for listening, speaking, reading or writing, or whether they use the language in formal and informal situation, is the most frequent 1000 words family of English.

b. Focus on the vocabulary in the most appropriate way

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using word part, guessing from context, using word cards, and using dictionaries. We will see that teacher needs to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

c. Give attention to the high frequency words across the four strands of a course

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating message in listening, reading, and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning

There is important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) knowledge of to learn and the range of option for learning vocabulary, (2) skill in choosing the best options, (3) the ability to monitor and evaluate progress with those options.

The principles of teaching vocabulary the researcher has assumption to fit explanation on some principles of teaching vocabulary, there are:

- 1) The teaching of vocabulary should be based on the student's ability.
- 2) The teaching of vocabulary should be suitable with student's capability.
- 3) The words are taught from easiest to the difficult.

#### **4. The Vocabulary of Word Processor Application**

Word Processing is the creation of documents using word processor program. It can also refer to advanced shorthand techniques, sometimes used in specialized context with a specially modified typewriter namely is tools. Word processor (*more formally known as document preparation system*) is a computer application used for the production (including composition, editing, formatting, and possibly printing) of any sort printable material.<sup>13</sup> Word processor application tools is a computer program or device that provides for input, editing, formatting and output of text, often plus other features.

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<sup>13</sup>Gerry Kenedy, "Word Processor and Text Editing Software", (<https://www.spectronicsinstitutelearningtechnology.com.au/> accessed on July 27<sup>th</sup>, 2018).

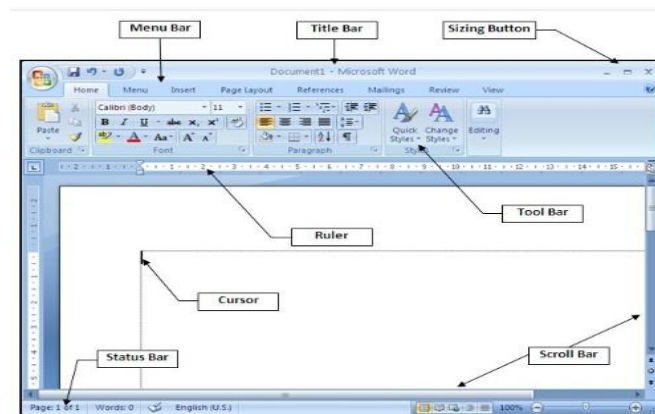


Figure 4.1 Part of Word Processor Application

***Bold*** : a feature that prints designated text darker than the rest of the copy to add emphasis.

***Center*** : a feature that centers lines of text horizontally.

***Copy/Paste*** : a feature that duplicates text from one location and then places the duplicated text at another location.

***Delete*** : a key that when struck moves the cursor one position to the left, deleting any character.

***Font*** : a graphic design applied to a collection of number, symbols, and characters. A font describes a certain typeface, along with other qualities such as size, spacing, and patch.

***Italics*** : change to the font effect to make the letters all slanted.

***Insert Icon*** : access point to insert text, images, symbols, page numbers, etc.

**Margin** : the blank space outside the printing area on a page.

**Menu Bar** : the blue line at the top screen displaying options such as home, insert, page layout, view, review.

**Print** : to produce a paper copy of information displayed on the screen.

**Save** : a software function that records keystrokes on a disk or drive so that the information may be retrieved later.

## 5. The Aspect of Vocabulary

Vocabulary consist of four aspects namely pronunciation, spelling, meaning, and word used, according to Mardianawati.<sup>14</sup>

### a. Pronunciation

Pronunciation of a word is what someone hears when others say the word. What a speaker means to say might be difficult to understand by the listener when the sounds produced are incorrect. Suwantono states that pronunciation seems to be central issue. The problem is rooted from the inconsistency between spelling (the written form) and pronunciation (the sound production) in the English language.

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<sup>14</sup>*ibid*, p.8.

### b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of sounds and letters. There may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms.

### c. Meaning

Meaning is the most important aspect of vocabulary teaching, because a word may have more one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries. How the meaning of the item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

- 1) Synonym: items that mean the same, or nearly the same, for example, blank, empty, up, top, create, make.
- 2) Antonym: items that mean opposite; open is an antonym of close.

### d. Word used

Word used is how a word, phrase, or concepts is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

**Tabel 5.1 The Aspect and Indicator of Assessing Vocabulary**

No	Aspects	Indicators
1	Pronunciation	➤ Pronouncing correctly the word
2	Spelling	➤ Arranging jumbled letters ➤ Determining the correct letters to fill in the in complete word
3	Meaning	➤ Mentioning the meaning based on the picture ➤ Mentioning the synonym and antonym of certain word
4	Word Used	➤ Using the appropriate language expression ➤ Using the appropriate word to utter something ➤ Determining the correct answer of certain utterance ➤ Mentioning the relation word to other words ➤ Deciding the suitable word to complete sentence.

## 6. The Class of Word

### a. Content Word

Content words are also known as lexical words. They are called content words because they carry their own meanings. In other words, they have their own independent meaning, and can occur in isolation. In addition, they have an open class system because they can accept new words with the expansion of the vocabulary of the language. These are nouns, verbs, and adjectives, adverb.<sup>15</sup> This research will focuses on nouns, verbs, and adjectives.

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<sup>15</sup>Sukirman, “*English Morphology: The Basic Concept of How to Analyze English Word Structure Easily*”, (Makassar: Alauddin University Press, 2013), p.107.

### 1) Nouns

Noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on.

### 2) Verbs

English verbs are a class of English words used to; 1) describe an action such as *make, study, write, open, close and insert*, 2) show existence such as *be*, 3) indicates possession such have and has, or 4) designate a state of being such as love, have, know, and understand.

### 3) Adjectives

Adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun.

## **C. Learning by Doing Method**

### **1. Definition of Method**

Teaching professionals know that what is realized as method in the classroom emerges over time as a result of the interaction among the teacher, the students, and the materials and activities. According to Oller methods include "programs, curricula, procedures, demonstrations, modes of presentation, research findings, and test". Richards and Rodgers write about methods as an

umbrella term comprising approach, design, and procedure.<sup>16</sup> According to Larsen-Freeman there are at least five ways the study of methods is invaluable.<sup>17</sup>

a) Method serve as a foil for reflection that can help teachers in bringing to conscious awareness the thinking that underlies their actions. A purpose of teacher education is to help teachers make their tacit explicit. When teachers are exposed to method and asked to reflect on their principle and actively engage with their techniques, they can become clearer about why they do what they do. They become aware of their own fundamental assumptions, values and beliefs.

b) By becoming clear on where they stand, teachers can choose to teach differently what they were taught. They are able to see why they are attracted to certain methods and may be able to argue against the imposition of a particular method by authorities.

c) A knowledge of method is a part of the knowledge base of teaching. With it, teachers join a community of practice.

d) A professional discourse community may also challenge teachers' conceptions of how teaching leads to learning.

e) Decisions that teachers make are often affected by exigencies in the classroom rather than by methodological considerations. Sayings that a

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<sup>16</sup>David M.Bell, "*Method and Postmethod: Are They Really So Incompatible?*", Ohio University, (<https://pdfs.semanticscholar.org>), accessed on December 12<sup>nd</sup>, 2018.

<sup>17</sup>T. Karunakaran and M. Suresh Babu, *English Language Teaching Methods*, (The Dawn Journal, Vol.2, No.2, 2013), p.519.



particular method is practiced certainly does not give us the whole picture of what is happening in the classroom.

## 2. Kinds of Method

Zesty and Vivid say that learning by doing is particularly powerful because it helps students raise question rather than simply find answers. There are several teaching method can be used by teachers:<sup>18</sup>

### a. Service Learning

Service Learning is broad term applied to projects that involve students in community-based initiatives as part of a class assignment. For example:

- A course on the Digital Age had students design web sites for student organizations.
- An American history class had students do oral history interviews of participants in the civil rights movement.

As with any kind of teaching method, set your goals and define what you want students to produce as a result (a web page, YouTube Video, a term paper, etc).

### b. Total Physical Response

Total Physical Response is a language learning method based on the coordination of speech and action. It was developed by James Asher, a professor

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<sup>18</sup>Yale Poorvu, “*Center for Teaching and Learning*”, (<https://poorvucenter.yale.edu/>) accessed on December 23<sup>rd</sup>, 2018.

of psychology. Total Physical Response method as one that combines information and skills through the use of the kinesthetic sensory system.

c. Direct Instruction

Direct instruction is a teacher-centered instructional that typically follows: a process in which teacher present new information followed by classroom activities that incorporate structured, guided, and independent student practice. While many research studies have found direct instruction to be an effective instructional method.

d. Problem-based Learning

Problem-based learning is an instructional in which problems form the organizing focus and stimulus for student learning. Distinguishing features of problem-based learning include teacher accepting the role of facilitators and students assuming major responsibility for their learning as they engage in problem-solving activities. Students are typically presented with problems and then work in small, self-direct learning groups to investigate and develop solutions to given problems. Benefits from problem-based learning include development of higher-level thinking skills, and higher motivation.

### **3. Definition of Learning by Doing**

The word “doing” is used in many ways in the English language. “Do” could be used as a verb giving a meaning of action, performance, and execution as “doing”. The learning experience is primarily based on “cognitive education”. As

a result, John Dewey's "learning by doing" philosophy has been seriously undermined in today's education system.<sup>19</sup>

Learning by doing is not a newborn thing, students are constructing knowledge and building on their background knowledge. Students retain more information when they learn by doing. Dewey proposed that learning by doing has great benefit in shaping students' learning. High-quality experiences, as well as continuity approach and is in line with Dewey's philosophies, to which many educators have ascribed for enriched learning.<sup>20</sup> John Dewey an American philosopher and educator, whose philosophy of education have had profound influences on education in the United States, advocated the instrumentalism of learning-by-doing rather than rote learning and dogmatic instruction, which is widely used in education and economic activities. Kenneth. J. Arrow stated that learning is the product of experience.<sup>21</sup>

John Dewey discussed "learning by doing," while Wolfe and Byrne used the term "experienced-based learning". The term "trial and error" learning is used to explain inductive learning processes. The Task Force used the term "applied experiential learning".<sup>22</sup> A key component to a successful "learning by doing" is to provide the opportunity for students to share the result of their experiences as a

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<sup>19</sup>Johnny J Moye, William E. Dugger, "*Learning by Doing Research, Technology and Engineering teacher*", 2014, p.24.

<sup>20</sup>Ibid p.9.

<sup>21</sup>Ibid p.7.

<sup>22</sup>James W. Gentry, "*Guide to Business Gaming and Experiential Learning 1990*," (<https://AACBSmemorandum.com.au/>) accessed\_on January 08<sup>th</sup>, 2019.

group. After allowing students to summarize their experience or share the knowledge they acquired or share the knowledge they acquired from an activity.<sup>23</sup> The reason why should we learn by doing is that it strikes at the heart of the basic memory processes upon which humans rely. Human memory is based in scripts and the generalization of scripts. We learn how to do things and then learn how what we have learned is wrong and right. We learn all this by doing, by constantly having new experiences and attempting to integrate those experiences.<sup>24</sup> Content into lesson and activities, students will become more interested and motivated to learn due to their improved understanding of the real-world connection and relevance of what they are learning. Students should not only remember facts and figures, but also understand how to do something with the information that they learn.

#### **4. The Procedure of Learning by Doing Method**

The learning experiences gained in the process of learning will have a cumulative effect on the development of the learners' cognitive and affective characteristics, their views of themselves as learners. Kolb mentions related procedure of learning by doing method involves four stages, as follows:<sup>25</sup>

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<sup>23</sup>Jason A. Hedrick, "Learning by Doing," Strategies, (<https://www.ohionline.osu.edu/factsheet/4H-33/>) accessed on January 08<sup>th</sup>, 2019.

<sup>24</sup><https://www.engines4ed.org/hyperbook/nodes/node-224-pg.html> accessed on December 20<sup>th</sup>, 2018.

<sup>25</sup>ibid, p.17.

- 1) Concrete experience, with an involvement in personal experiences and an emphasis on feeling over thinking. This is an 'artistic' orientation relying on intuitive decision making.
- 2) Abstract conceptualization, using logic and a systematic approach to problem-solving, with an emphasis on thinking, manipulation of abstract symbols and a tendency to neat and precise conceptual system.
- 3) Reflective observation, focusing on understanding the meaning of ideas and situations by careful observation, being concerned with how things happen by attempting to see them from different perspectives and relying on one's own thoughts, feelings and judgement.
- 4) Active experimentation, with an emphasis on practical application and getting things done, influencing people and changing situations, and taking risks in order to accomplish things.

##### **5. Teaching Vocabulary by Using Learning by Doing Method**

In this research, the researcher has modification the procedures by using learning by doing method in teaching vocabulary. The procedures are:

- 1) Researcher give chance students identified the vocabulary of word processor application related part of speech will be learned (verbs, nouns, adjectives).
- 2) Researcher explained about the vocabulary of word processor application.
- 3) Researcher divided the students to six groups.
- 4) Every group gave text of recount and chance to typing the text of recount.

- 5) Researcher was commanded to student modified text of recount by practice to using tools of word processor application.
- 6) Every group gave chance to write down the meaning of vocabulary that learned through command.
- 7) Researcher gave task student to match the vocabulary related with definition and chose correct word to fill incomplete sentences.
- 10) Researcher and students checked the correct answer.

## **6. The Advantages and Disadvantages of learning by doing**

According to Kolb there are some advantages and disadvantages of learning by doing or experiential learning when it is applied in teaching vocabulary. The advantages and disadvantages are as follows:<sup>26</sup>

### **a. Advantages**

- 1) Helping learners involve actively in the learning process.
- 2) Helping learners to forget they are studying: they lose themselves in the fun activity of the learning process.
- 3) Encouraging collaborative learning: by having active interaction among members of a group, learners are demanded to involve in real communication.

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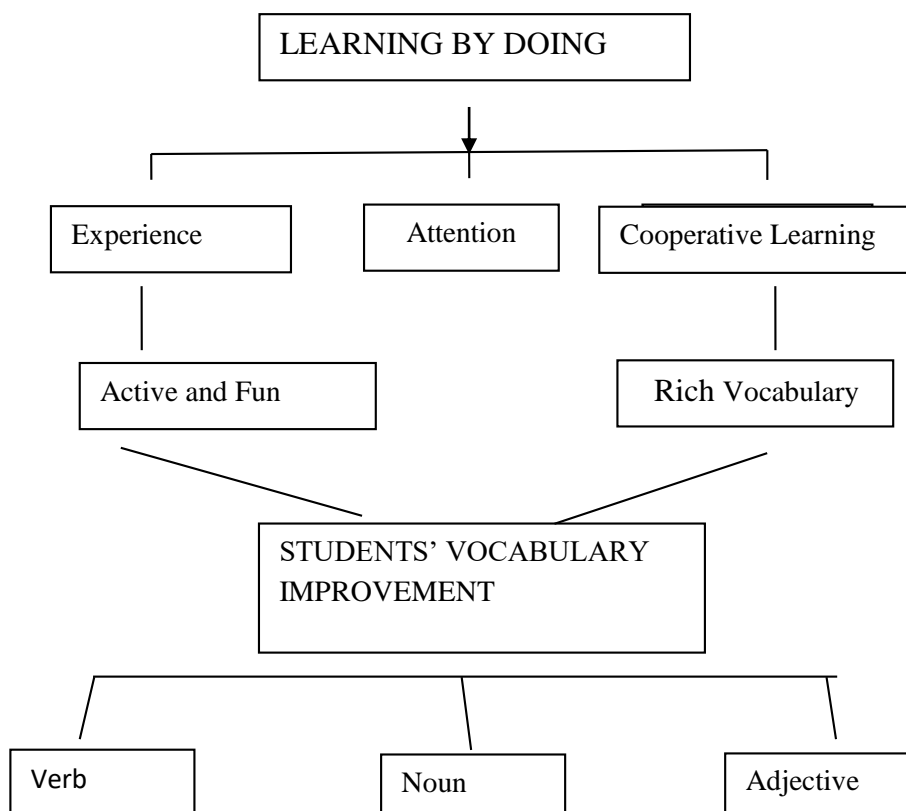
<sup>26</sup>Ike Anisa, Published Thesis: "*Improving students' Vocabulary Mastery Using Learning by Doing*", (Surakarta: USM, 2011), p.35-36.

**b. Disadvantages**

- 1) The concrete experience part the learning cycle appropriately explained in the theory and remains unexplored.
- 2) The idea of immediate and concrete experience is problematic and unrealistic.
- 3) The experience is the starting point of knowledge acquisition and disregards the observation concerning the subjective of the learner.

**D. Conceptual Framework**

Selecting appropriate words is the most important principle in teaching and learning vocabulary. There are several ways to increase students' vocabulary such as using learning by doing method. In teaching vocabulary using learning by doing method the teacher has made students based on action learning from experience. From experience the students will active and fun in learning process, so that increase students' attention. The use of learning by doing method the teacher creates cooperative learning, the cooperative learning will rich vocabulary. The students' vocabulary will improve such as verb, noun, adjective.



### E. Hypothesis

The hypothesis of the research was formulated as follow:

1.  $H_0$  (Null hypothesis): Teaching the vocabulary of word processor application through learning by doing method is not effective way to increase students' vocabulary at SMKN 3 Luwu.
2.  $H_1$  (Alternative hypothesis): Teaching the vocabulary of word processor application through learning by doing method is effective way to increase students' vocabulary at SMKN 3 Luwu.

If  $p\text{-value} < 0,05 = H_0$  is reject and  $H_1$  is accept

If  $p\text{-value} > 0,05 = H_0$  is accept and  $H_1$  is reject



## CHAPTER III

### RESEARCH METHOD

#### A. Design of Research

The type of this research applied pre-experimental design and involve one group of the students with pre-test and post-test. It aims for teaching vocabulary of word processor application through learning by doing method. It used to measure the effectiveness from students' input in vocabulary before and after treatment. The design of this research described as follow:<sup>27</sup>



Where:

T1 : Pre-test

X : Treatment through learning by doing method

T2 : Post-test

#### B. Variables of the Research

There were two variables in this research namely independent and dependent variable. The independent variable is the implementation of learning by doing method and the dependent variable is the students' ability the vocabulary of word processor application.

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<sup>27</sup>Subana and Sudrajat, "*Dasar-Dasar Penelitian Ilmiah*", (Cet.II Bandung: CV Pustaka Media, 2005), p.99.

## C. Population and Sample

### 1. Population

The population of this research was the entire students at tenth grade TKJ of SMKN 3 Luwu was consist of 86 students. The tenth grade TKJ of SMKN 3 Luwu consists of three classes. The quantity of students in each class of the population is as follow

Class	X (Total of Students)
X TKJ A	30
X TKJ B	23
X TKJ C	23
	$\Sigma X = 86$

**Tabel 2 Population of the research**

The sample was taken by purposive sampling technique because already know the characteristic of the class which was used as sample based on observation. The characteristic of the class was students' ability in vocabulary was low based on observation. Therefore, this research selected the tenth grade TKJ.B as a sample the total numbers were 23 students. In this class, there were 4 males and 19 females students'.

## D. Instrument of the Research

In this research, the instrument was used test to know the students score or level of vocabulary achievement. The kind of test was multiple choices consist of 10

numbers and matching item consists of 10 numbers. In this test, there were pre-test and post-test. Both pre-test and post-test have a same topic. Pre-test is give to measure their ability before giving treatment meanwhile post-test is give after treatment. The numbers of the test was given are 20 questions.

## **E. Procedure of Data Collection**

### **1. Pre-test**

Before doing the treatment, the students were given pre-test to know their score or level of vocabulary. The tests were multiple choices and matching item, the test consists of 20 numbers. The procedures by following: Firstly, the researcher came and entered the students' class, than the researcher gave students worksheet one by one. After that, the researcher explained the goal of giving test. Next, the researcher explained how to answer the question and then student answer the question until 45 minutes. Then, the researcher collected the students' worksheet. Next, the researcher delivered information to next meeting. The last, the researcher closed the meeting. The other place, the researcher gave a score the students' result test.

### **2. Treatment**

The researcher conducts treatment during four meetings, each meeting had different material. The materials were verbs, nouns, adjectives, noun and verb. These steps were follows: Pre activity; firstly greeting and praying to start the lesson and then checking the attendance of learners as an attitude of discipline, after that researcher gave motivation to the students, next the researcher gave an idea of the importance lesson be learned. Main activity; firstly researcher gave

chance students identified vocabulary of word processor application related part of speech (verbs, nouns, adjectives, noun verb). After that, researcher explained about the vocabulary of word processor application. Then, researcher divided the students to six groups. Next, every group gave text of recount and chance to typing the text of recount. And then, researcher was commanded to student modified text of recount by practice to using tools of word processor application, next every group gave chance to write down the meaning of vocabulary that learned through command, next teacher gave task student to match the vocabulary related with definition and chose correct word to fill incomplete sentences, the last teacher and students checked the correct answer. Post activity; firstly the researcher asked the students' difficulties about vocabulary related to the word processor application, next researcher asked some students to mention learning points then researcher closed the meeting.

### 3. Post-test

After giving treatment, the students were given post-test to know the result of students' vocabulary understanding after teaching the vocabulary of word processor application through learning by doing method. The procedures by following: Firstly, the researcher came and entered the students' class, than the researcher gave students worksheet one by one. After that, the researcher explained the goal of giving test. Next, the researcher explained how to answer the question and then student answered the question until 45 minutes. Then, the student collected the worksheet. The last, the researcher closed the meeting. The other place, the researcher gave a score the students' result test.

## F. Technique of Data Analysis

Before analysis the data, firstly collected the data and analyzed them by using procedures as follow:

- 1) Raw scores are converted to a set of core maximum of 100, using the following formula:

Scoring the students' vocabulary test answer

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

- 2) Classifying the score of the students into the following score classification.<sup>28</sup>
  - a. The score 90-100 as excellent classification
  - b. The score 80-89 as good classification
  - c. The score 70-79 as adequate classification
  - d. The score 60-69 as inadequate classification
  - e. The score below 60 as failing classification
- 3) Calculating the mean score and standard deviation by using SPSS 22 for windows evaluation.
- 4) Test of significance (T-test)

The hypothesis stated earlier was tested by using inferential analysis. In this case, the researcher applied independent t-test analysis using SPSS 22 windows evaluation version. Statically significant at the level of significance  $\alpha = 0,00$  and none independent sample, the degree of freedom (N-1).

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<sup>28</sup>H.Douglas Brown, "*Language Assessment: Principle and Classroom Practices*", (San Fransisco, California: Pearson Longman, 2003), p.287.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter showed research to describe the result of the data analyzed statistically and tabulating of data. It comparison of mean score and standard deviation of the students' in pre-test and post-test, classification percentage of students' score in pre-test and post-test.

#### 1. The Analysis Students' Vocabulary Score in pre-test and post-test

##### a. Pre-test ( $T_1$ )

In this section, the researcher shows the complete score of students' in vocabulary (students' correct answer) in pre-test, the mean score and standar deviation of students, and the rate percentage of students' vocabulary score in pre-test. The researcher presents the data in the tables and calculates the score by using SPSS 22 program. It is tabulate by following table 4.1

**Table 4.1**

**The score of students' in Pre-test ( $T_1$ )**

Student	Value of Students' Correct Answer	Score
S1	5	25
S2	6	30
S3	15	75
S4	15	75

S5	7	35
S6	7	35
S7	8	40
S8	8	40
S9	13	65
S10	13	65
S11	8	40
S12	8	40
S13	10	50
S14	10	50
S15	13	65
S16	12	60
S17	12	60
S18	11	55
S19	11	55
S20	12	60
S21	14	70
S22	15	75
S23	15	75

To calculate the mean score of students' correct answer in pre-test using SPSS 22, the result can be presented in the table descriptive statistic it can be seen in table 4.2

**Table 4.2**

**The mean score of students' correct answer in pre-test**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre_test	23	25,00	75,00	1240,00	53,9130	15,73621
Valid N (listwise)	23					

The table 4.2 shows that the highest score was 75.00 and the lowest score was 25.00. Besides, it also indicates that the mean score of students' correct answer in pre-test was 53,9130 and the standard deviation error was 15,73621.

In order side, the researcher also has written the students' scoring classification of the frequency and percentages of the students' result score in the pre-test can be seen in the table 4.3

**Table 4.3**

**The Percentage Score of the students' Accuracy in pre-test**

Classification	Score	Frequency	Percentage



Excellent	90-100	-	0%
Good	80-89	-	0%
Adequate	70-79	5	21,7%
Inadequate	60-69	6	26,1%
Failing	< 60	12	52,2%
Total		23	100%

Based on the table 4.3 indicates that the students' score in the rate percentage of pre-test, there were 5 students (21,7%) got "adequate" classification, 6 students (26,1%) got "inadequate" classification, 12 students (52,2%) got "failing" classification, and there was not one student got "excellent", or "good" classification. It means that most of the students had low score of vocabulary.

b. Post-test (T<sub>2</sub>)

In this section, the researcher makes the complete score of students' after giving treatment teaching the vocabulary of word processor application through learning by doing method. The students' score in post-test show in table 4.4

**Table 4.4**

**The score of students' in Post-test (T<sub>2</sub>)**

Student	Value of Students' Correct Answer	Score
---------	-----------------------------------	-------

S1	16	80
S2	18	90
S3	16	80
S4	17	85
S5	16	80
S6	17	85
S7	17	85
S8	17	85
S9	15	75
S10	15	75
S11	15	75
S12	18	90
S13	18	90
S14	15	75
S15	15	75
S16	18	90
S17	16	80
S18	17	85
S19	17	85
S20	14	70

S21	20	100
S22	20	100
S23	17	85

To calculate the mean score of students' correct answer in pre-test using SPSS 22, the result can be presented in the table descriptive statistic it can be seen in table 4.5

**Table 4.5**

**The mean score of students' correct answer in post-test**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post_test	23	70,00	100,00	1920,00	83,4783	7,75107
Valid N (listwise)	23					

The table 4.5 shows that the highest score was 100.,00 and the lowest score was 70.00. Besides, it also indicates that the mean score of students' correct answer in post-test was 83,4783 and the standard deviation error was 7,75107.

In order side, the researcher also has written the students' scoring classification of the frequency and percentages of the students' result score in the post-test can be seen in the table 4.6

**Table 4.6****The Percentage Score of the students' Accuracy in post-test**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	90-100	6	26,1%
Good	80-89	11	47,8%
Adequate	70-79	6	26,1%
Inadequate	60-69	-	0%
Failing	< 60	-	0%
Total		23	100%

Based on the table 4.6 indicates that the students' score in the rate percentage of post-test, there were 6 students (26,1%) got "excellent" classification, 11 students (47,8%) got "good" classification, 6 students (26,1%) got "adequate" classification, and there was not one student got "inadequate", or "failing" classification. It means that most of the students' had good vocabulary score.

Besides showing about the mean score in subject of students' vocabulary, this research was present the total mean score and standard deviation of pre-test and post-test and also compare both of them. The result presented in to the table descriptive statistic it can be seen in table 4.7

**The Table 4.7****The mean score and standard deviations of pre-test and post-test****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
pre_test	23	25,00	75,00	53,9130	15,73621
post_test	23	70,00	100,00	83,4783	7,75107
Valid N (listwise)	23				

The table 4.7 indicates that the standard deviation in pre-test were 15,73621 and in post-test were 7,75107. It shows that mean score of the students' in pre-test were 53,9130 and the mean score of the students' in post-test were 83,4783. The result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that teaching the vocabulary of word processor application through learning by doing method was effective increase students' vocabulary.

**Table 4.8****The paired sample statistics of Pre-test and Post-test****Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_test	53,9130	23	15,73621	3,28123

Post_test	83,4783	23	7,75107	1,61621
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**Table 4.9**

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre_test & Post_test	23	,088	,689

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 15,73621 and 7,75107 in post-test. The table above also shows that mean score in pre-test was 53,9130 and it post-test was 83,4783. It means there is increasing students' ability after teaching vocabulary through learning by doing method.

**Table 4.10**

**The paired samples Test of Pre-test and Post-test**

**Paired Samples Test**

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_test - Post_test	-29,56522	16,91644	3,52732	-36,88044	-22,25000	-8,382	22	,000

The hypothesis was tested by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test that is a test to know the significance difference between the result of students' mean score in pre-test and posttest.

Assuming that the level of significance ( $\alpha$ ) = 0.05, the only thing which is needed. The degree of freedom (df) = N-1, where df = 22, than the t-test is presented in the following table.

**Table 4.11**

**The probability value of t-test of the students' achievement**

<b>Variable</b>	<b>p-value</b>	<b>(<math>\alpha</math>)</b>
<b>T<sub>2</sub>-T<sub>1</sub></b>	<b>0.00</b>	<b>0.05</b>

**2. Hypothesis Testing**

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in teaching vocabulary of word processor application through learning by doing method. In other words, using learning by method in teaching vocabulary could be used to increase the students' vocabulary.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 23, df = 22. The probability values was smaller than  $\alpha$  (0.00 < 0.05), it indicated that the alternative hypothesis (H<sub>1</sub>) was accepted and the null hypothesis (H<sub>0</sub>) was rejected. It means that teaching the vocabulary of

word processor application through learning by doing method is effective to increase students' vocabulary.

## **B. Discussion**

There was well progress in the research of teaching the vocabulary of word processor application through learning by doing method that used by the researcher in teaching learning process. During doing research in class, students could be discipline in the classroom and good participating.

The pre-experimental research was conducted write pre-test, treatment, and post-test design. The first, the researcher had given test to know students' ability by looking the result of score in pre-test, the highest is 75 and the lowest is 25 and the mean score of individual test is 53,91. The second, the researcher was doing treatment with same steps of every treatment in teaching process to increase students' vocabulary. The third, the researcher was doing post-test to know the development of teaching vocabulary of word processor application through learning by doing method before and after treatment, we could look at the result of students' score in post-test that the highest score is 100 and the lowest score is 70 and the mean score is 83,48.

The questions in pretest and posttest were about vocabulary of word processor application. The result of the students' score in pretest most of the students were difficulties to answer question Part A about verb and adjective in numbers 1, 2, 4, 5, 6, 8, 9. Part B about verb, noun and adjective in numbers 3, 4, 5, 6, 7, 8, 9, 10. The students never hear the words before, for example: format, edit, center. After treatment there was significance progress to the students' score because most of the students got



good score of vocabulary. The one of advantages learning by doing method is helping learners involve actively in the learning process.

The first, the difference and similarity between this result of the research and previous research findings. The differences were this research used learning by doing method in teaching the vocabulary of word processor application at the tenth grade of SMKN 3 Luwu. While the previous research findings Cavdet Yilmaz and Kemal Ercol “Using Learning by Doing as a method to Enhance the Teaching of Writing in a Turkish EFL Context”. They said that learning by doing method served as a method for assisting learners in developing positive attitude towards writing. The similarity was this research and previous research findings used the same method that is learning by doing.

The second, the difference and similarity between this result of the research and previous research findings. The differences were this research used learning by doing method in teaching the vocabulary of word processor application at tenth grade of SMKN 3 Luwu. While the previous research findings Limei Zhang “An Action Research on Deep Learning by Doing Strategy Instruction to Increase Vocabulary”. The result showed that the learning by doing instruction intervention affected the change both in learners’ vocabulary competence and in teacher’ and learners’ attitude toward learning. The similarity was this research and previous research findings used the same method that is learning by doing.

The third, the difference and similarity between this result of the research and previous research findings. The differences were this research used learning by doing

method in teaching the vocabulary of word processor application at tenth grade of SMKN 3 Luwu. While the previous research findings Robert L. Banger-Drowns “Learning by Doing as an Instructional Tool: a Meta-Analysis of Word Processing in Writing Instruction”. The result showed that teacher’s strategy based learning by doing instruction intervention affected the change attitude toward writing. The similarity was this research and previous research findings used the same method that is learning by doing.

Students are stimulated to work in pairs and in groups of different size and structure. They learn to build their own opinion and to respect other’s, to help each other and to develop tolerance and patience to listen to the others, these attitudinal and behavioral components that constitute a sense of social responsibility point of Dewey’s.<sup>29</sup>

Learning by doing is one of method is effective in teaching process. Human memory is based in scripts and the generalization of scripts. We learn how to do things and then learn how what we have learned is wrong and right. The advantages of learning by doing are helping learners involve actively in the learning process, helping learners to forget they are studying: they lose themselves in the fun activity of the learning process, active interaction among members of a group, learners are demanded to involve in real communication.

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<sup>29</sup>Suzana Mioska, “*The Educational Theory of John Dewey and its Influence on Educational Policy and Practice in Macedonia*”, (Journal Tiempo y Education, Vol.3, No.2, 2016), p.218.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research apply pre-experimental design and involve one group of the students with pre-test and post-test, teaching the vocabulary through learning by doing method. It can be seen by students' mean score between pre-test and post-test; on pre-test is 53,9130 and on post-test is 83,4783 and obtained that  $p\text{-value} = 0,00$  and  $\alpha = 0,05$ . It means  $H_1$  accept and  $H_0$  reject because  $p\text{-value} < \alpha = 0,00 < 0,05$ . It is conclude that learning by doing method is effective for teaching vocabulary.

#### B. Suggestion

Success in learning English depends not only on lesson programs, but more importantly is how teachers present lessons and use different methods to manage more active and fun classes. This guided note taking method can assist teachers in managing large classes, and teachers can also make students more concentrated and more active in the learning process. Based on the result of the research, the researcher would like to give some suggestion:

- 1) For teacher: the researcher suggests the teacher to use learning by doing method in teaching vocabulary because it is encouraged students' motivation in learning English. The teacher distribute the text, divided the students into groups and then the teacher gives chance to type the text, after that the teacher command to students modified text by practice and then students follow the teacher command.

- 2) For student: the researcher suggests the students to follow the teacher command and connecting their experience and should be active in learning process and do more practice.
- 3) For further researcher: the researcher can conduct this method on different level students and different of material.

Finally, the researcher realizes that so far is a perfect thesis and therefore, constructive criticism and suggestions are desirable for the perfection of the thesis. Researchers hope the results of this study can be useful for readers. It is expected that readers have more information about the use of context guides. This research could be one of the references for further research activities teaching the vocabulary.

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**A**

**P**

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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan** : SMK Negeri 3 Luwu  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : X/Ganjil  
**Materi** : The Vocabulary of Word Processor Application  
**Topik/Tema** : Verb (kata kerja)  
**Alokasi Waktu** : 2 x 45 Menit  
**Pertemuan** : Pertama

### **A. Tujuan Pembelajaran**

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

1. Menganalisis secara lisan maupun tulisan makna arti setiap kosakata yang terdapat di word processor application didalam kehidupan sehari-hari.

### **B. Kompetensi Dasar**

- Siswa mampu memahami dan mengidentifikasi makna arti dari kosakata word processor application.

### **C. Indikator Pencapaian Kompetensi**

- Mengidentifikasi kosakata dari word processor application.

### **D. Materi Pembelajaran**

- Mengidentifikasi dan menyebutkan The vocabulary of word processor application yang terdapat pada kelas kata Verb ( kata kerja).

### **E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran**

#### **Metode Pembelajaran**

- Tanya Jawab
- Diskusi Kelompok
- Learning by Doing

#### **Media Pembelajaran**

- LCD Projector
- Laptop

- Bahan Tayang

#### **Alat, Bahan, dan Sumber Pembelajaran**

- Buku Pegangan Guru
- Modul/bahan ajar
- Sumber Internet

#### **F. Jenis Penilaian**

- Test Tertulis

#### **G. Langkah – Langkah Pembelajaran**

##### **a. Kegiatan Pendahuluan (10 Menit)**

###### **Orientasi**

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

###### **Apersepsi**

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, pada saat dibangku SMP.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

###### **Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

###### **Pemberian Acuan**

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

**b. Kegiatan Inti (70 Menit)**

- Guru meminta siswa mengidentifikasi kosakata yang terdapat pada aplikasi pengolah kata yang sesuai dengan kelas kata kerja (verb).
- Guru memberikan penjelasan tentang kosakata aplikasi pengolah kata.
- Siswa dibagi kedalam 6 kelompok.
- Setiap kelompok diberi teks dan kesempatan untuk mengetik teks tersebut.
- Guru memberikan instruksi kepada siswa sesuai dengan kosakata yang akan dipelajari.
- Siswa melakukan instruksi tersebut sesuai dengan perintah yang diberikan oleh guru.
- Setiap kelompok diminta menuliskan arti atau makna kosakata yang telah yang telah diaplikasikan melalui instruksi guru.
- Siswa diberi tugas untuk memasang kata kerja (verb) yang tepat sesuai dengan definisi yang tersedia berkaitan dengan kosakata aplikasi pengolah kata yang telah dipelajari, dan memilih kata yang tepat untuk melengkapi kalimat rumpang.
- Guru dan siswa mengecek jawaban yang benar.

**c. Kegiatan Penutup (10 Menit)**

- Menanyakan kesulitan siswa tentang kosakata yang terdapat di word processor application.
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection*).
- Memberitahukan PR dan pelajaran yang akan datang.
- Berdoa
- Salam

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

<b>Satuan Pendidikan</b>	<b>: SMK Negeri 3 Luwu</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: X/Ganjil</b>
<b>Materi</b>	<b>: The Vocabulary of Word Processor Application</b>
<b>Topik/Tema</b>	<b>: Noun (kata benda)</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 Menit</b>
<b>Pertemuan</b>	<b>: Kedua</b>

### **A. Tujuan Pembelajaran**

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

1. Menganalisis secara lisan maupun tulisan makna arti setiap kosakata yang terdapat di word processor application didalam kehidupan sehari-hari.

### **B. Kompetensi Dasar**

- Siswa mampu memahami dan mengidentifikasi makna arti dari kosakata word processor application.

### **C. Indikator Pencapaian Kompetensi**

- Mengidentifikasi kosakata dari word processor application.

### **D. Materi Pembelajaran**

- Mengidentifikasi dan menyebutkan The vocabulary of word processor application yang terdapat pada kelas kata Noun ( kata benda).

### **E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran**

#### **Metode Pembelajaran**

- Tanya Jawab
- Diskusi Kelompok
- Learning by Doing

#### **Media Pembelajaran**

- LCD Projector
- Laptop

- Bahan Tayang

### **Alat, Bahan, dan Sumber Pembelajaran**

- Buku Pegangan Guru
- Modul/bahan ajar
- Sumber Internet

### **F. Jenis Penilaian**

- Test Tertulis

### **G. Langkah – Langkah Pembelajaran**

#### **a. Kegiatan Pendahuluan (10 Menit)**

##### **Orientasi**

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

##### **Apersepsi**

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, pada saat dibangku SMP.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

##### **Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

##### **Pemberian Acuan**

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

**b. Kegiatan Inti (70 Menit)**

- Guru meminta siswa mengidentifikasi kosakata yang terdapat pada aplikasi pengolah kata yang sesuai dengan kelas kata benda (noun).
- Guru memberikan penjelasan tentang kosakata aplikasi pengolah kata.
- Siswa dibagi kedalam 6 kelompok.
- Setiap kelompok diberi teks dan kesempatan untuk mengetik teks tersebut.
- Guru memberikan instruksi kepada siswa sesuai dengan kosakata yang akan dipelajari.
- Siswa melakukan instruksi tersebut sesuai dengan perintah yang diberikan oleh guru.
- Setiap kelompok diminta menuliskan arti atau makna kosakata yang telah yang telah diaplikasikan melalui instruksi guru.
- Siswa diberi tugas untuk memasang kata benda (noun) yang tepat sesuai dengan definisi yang tersedia berkaitan dengan kosakata aplikasi pengolah kata yang telah dipelajari, dan memilih kata yang tepat untuk melengkapi kalimat rumpang.
- Guru dan siswa mengecek jawaban yang benar.

**c. Kegiatan Penutup (10 Menit)**

- Menanyakan kesulitan siswa tentang kosakata yang terdapat di word processor application.
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection*).
- Memberitahukan PR dan pelajaran yang akan datang.
- Berdoa
- Salam

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Satuan Pendidikan</b>	<b>: SMK Negeri 3 Luwu</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: X/Ganjil</b>
<b>Materi</b>	<b>: The Vocabulary of Word Processor Application</b>
<b>Topik/Tema</b>	<b>: Adjective (kata sifat)</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 Menit</b>
<b>Pertemuan</b>	<b>: Ketiga</b>

### A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

1. Menganalisis secara lisan maupun tulisan makna arti setiap kosakata yang terdapat di word processor application didalam kehidupan sehari-hari.

### B. Kompetensi Dasar

- Siswa mampu memahami dan mengidentifikasi makna arti dari kosakata word processor application.

### C. Indikator Pencapaian Kompetensi

- Mengidentifikasi kosakata dari word processor application.

### D. Materi Pembelajaran

- Mengidentifikasi dan menyebutkan The vocabulary of word processor application yang terdapat pada kelas kata Adjective ( kata sifat).

### E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

#### Metode Pembelajaran

- Tanya Jawab
- Diskusi Kelompok
- Learning by Doing

#### Media Pembelajaran

- LCD Projector
- Laptop

- Bahan Tayang

#### **Alat, Bahan, dan Sumber Pembelajaran**

- Buku Pegangan Guru
- Modul/bahan ajar
- Sumber Internet

#### **F. Jenis Penilaian**

- Test Tertulis

#### **G. Langkah – Langkah Pembelajaran**

##### **a. Kegiatan Pendahuluan (10 Menit)**

###### **Orientasi**

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

###### **Apersepsi**

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, pada saat dibangku SMP.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

###### **Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

###### **Pemberian Acuan**

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.



**b. Kegiatan Inti (70 Menit)**

- Guru meminta siswa mengidentifikasi kosakata yang terdapat pada aplikasi pengolah kata yang sesuai dengan kelas kata sifat (adjective).
- Guru memberikan penjelasan tentang kosakata aplikasi pengolah kata.
- Siswa dibagi kedalam 6 kelompok.
- Setiap kelompok diberi teks dan kesempatan untuk mengetik teks tersebut.
- Guru memberikan instruksi kepada siswa sesuai dengan kosakata yang akan dipelajari.
- Siswa melakukan instruksi tersebut sesuai dengan perintah yang diberikan oleh guru.
- Setiap kelompok diminta menuliskan arti atau makna kosakata yang telah yang telah diaplikasikan melalui instruksi guru.
- Siswa diberi tugas untuk memasang kata sifat (adjective) yang tepat sesuai dengan definisi yang tersedia berkaitan dengan kosakata aplikasi pengolah kata yang telah dipelajari, dan memilih kata yang tepat untuk melengkapi kalimat rumpang.
- Guru dan siswa mengecek jawaban yang benar.

**c. Kegiatan Penutup (10 Menit)**

- Menanyakan kesulitan siswa tentang kosakata yang terdapat di word processor application.
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection*).
- Memberitahukan PR dan pelajaran yang akan datang.
- Berdoa - Salam

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

<b>Satuan Pendidikan</b>	<b>: SMK Negeri 3 Luwu</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: X/Ganjil</b>
<b>Materi</b>	<b>: The Vocabulary of Word Processor Application</b>
<b>Topik/Tema</b>	<b>: Noun and Verb</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 Menit</b>
<b>Pertemuan</b>	<b>: Keempat</b>

### **A. Tujuan Pembelajaran**

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

1. Menganalisis secara lisan maupun tulisan tentang pronouns didalam kehidupan sehari-hari.

### **B. Kompetensi Dasar**

- Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari pronouns dalam kalimat sederhana.

### **C. Indikator Pencapaian Kompetensi**

- Siswa mampu mengidentifikasi perbedaan noun and verb yang terdapat pada kata yang memiliki dua kelas kata.

### **D. Materi Pembelajaran**

Mengidentifikasi dan menyebutkan kata yang memiliki dua kelas kata

### **E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran**

#### **Metode Pembelajaran**

- Tanya Jawab
- Diskusi Kelompok
- Learning by Doing

#### **Media Pembelajaran**

- LCD Projector
- Laptop

- Bahan Tayang

### **Alat, Bahan, dan Sumber Pembelajaran**

- Buku Pegangan Guru
- Modul/bahan ajar
- Sumber Internet

### **F. Jenis Penilaian**

- Test Tertulis

### **G. Langkah – Langkah Pembelajaran**

#### **a. Kegiatan Pendahuluan (10 Menit)**

##### **Orientasi**

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

##### **Apersepsi**

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, pada saat dibangku SMP.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

##### **Motivasi**

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

##### **Pemberian Acuan**

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

**b. Kegiatan Inti (70 Menit)**

- Guru meminta siswa mengidentifikasi kata yang termasuk kelas kata noun dan verb.
- Guru memberikan penjelasan tentang perbedaan kata yang memiliki dua kelas kata.
- Siswa dibagi kedalam 6 kelompok.
- Guru meminta siswa untuk mengikuti perintah yang dilakukan oleh guru sesuai dengan kata yang memiliki dua kelas kata.
- Guru dan siswa mengecek jawaban yang benar.

**c. Kegiatan Penutup (10 Menit)**

- Menanyakan kesulitan siswa tentang materi personal pronoun dalam kalimat sederhana.
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection*).
- Memberitahukan PR dan pelajaran yang akan datang.
- Berdoa
- Salam

## PRE – TEST

### Petunjuk :

- ✓ Isilah nama lengkap Anda
- ✓ Tuliskan kelas/jurusan Anda
- ✓ Untuk soal **bagian A** adalah pilihan ganda (*multiple choices*) sebanyak 10 nomor, pilihlah salah satu jawaban yang benar menurut Anda
- ✓ Untuk soal **bagian B** adalah memasangkan/menjodohkan **kata** sesuai **artinya** (*matching items*) sebanyak 10 nomor, jawablah pertanyaan sesuai kemampuan Anda
- ✓ Waktu yang diberikan untuk menjawab soal selama 45 menit

Nama Siswa : .....

Kelas/Jurusan : .....

### A. Choose the best answer question (a, b, c, or d)

1. Creates a .... document.
 

a. new	c. save
b. open	d. print
  
2. What is the meaning of delete?
 

a. memasukkan	c. menghapus
b. menyalin	d. membuat
  
3. Sinta creates a new folder. What is the meaning of new?
 

a. terakhir	c. baru
b. awal	d. lama
  
4. Mika sends a letter to Kim. The sends is underline word, what is the meaning of underline?
 

a. menebalkan	c. mengambil
b. mengirim	d. menggarisbawahi
  
5. Bella .... a picture in the last page.
 

a. saves	c. edits
b. inserts	d. closes
  
6. What is the antonym of bottom?
 

a. center	c. foot
b. top	d. left



## POST-TEST

### Petunjuk :

- ✓ Isilah nama lengkap Anda
- ✓ Tuliskan kelas/jurusan Anda
- ✓ Untuk soal **bagian A** adalah pilihan ganda (*multiple choices*) sebanyak 10 nomor, pilihlah salah satu jawaban yang benar menurut Anda
- ✓ Untuk soal **bagian B** adalah memasangkan/menjodohkan **kata** sesuai **artinya** (*matching items*) sebanyak 10 nomor, jawablah pertanyaan sesuai kemampuan Anda
- ✓ Waktu yang diberikan untuk menjawab soal selama 45 menit

Nama Siswa : .....

Kelas/Jurusan : .....

### A. Choose the best answer question (a, b, c, or d)

1. Make a .... folder.
 

c. print	c. paste
d. cut	d. new
  
2. What is the meaning of insert a picture?
 

c. memasukkan gambar	c. menghapus kolom
d. menyalin text	d. memasukkan text
  
3. .... accepts a letter from her friend.
 

c. You	c. Me
d. They	d. She
  
4. I put .... notebook on the desk.
 

c. my	c. they
d. your	d. me
  
5. The boy .... the door.
 

c. hurts	c. edits
d. inserts	d. closes
  
6. What is the synonym of find?
 

c. print	c. search
d. close	d. discover





## CURRICULUM VITAE



Ayu Paramita, was born in Karetan 28th September 1996. The fourth child from seven siblings, the parents name are Basir and Muhani. The writer was graduated from elementary school SDN 92 Karetan 2008, and the writer continued the study junior high school SMPN 2 Lamasi in 2008 and finished 2011. The writer continue the study at vocational high scholl SMKN 1 Walenrang and finished 2014. The writer continue the study at IAIN Palopo and chose english department in 2014. The writer finished the requirement for S.Pd degree in 2019.