

**THE IMPLEMENTATION OF NATURAL APPROACH TO IMPROVE
STUDENTS' ACHIEVEMENT IN VOCABULARY**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**

LEMBAR PENGESAHAN SKRIPSI

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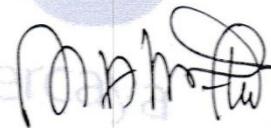
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ABSTRACT

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This research entitled *Implementation of Natural Approach Method to Improve Students' Achievement in Vocabulary*. The aim of this research was to improve students' achievement in vocabulary by used Natural Approach Method. The students have difficulties in remembering new vocabulary and focused to understand the vocabulary. The students think that English was difficult and boring. To improve students' vocabulary, the researcher used Natural Approach Method as teaching method to helped the students in increasing their vocabulary. Classroom action research was use in this research. It contents of two cycle, each cycle consists of planning, acting, observing and reflecting. Based on the result of this research, shown that there was improvement on the students' vocabulary achievement. It can be seen from the average score of pre-test was 54.62, post-test cycle I was 69.68, and post-test cycle II was 88.25. with the increased of percentage Classical learning mastery was 25% of pre-test, 62.5% in cycle I and 93.75% in the cycle II. Learning english with Natural Approach Method was success in improving students' vocabulary achievement at the firstgrade of SMP Negeri 3 Binjai in academic year 2019/2020. Finally the researcher suggest to the teachers that they should used Natural Approach Method as the method for teaching and learning process in term of vocabulary.

***Key words:* Vocabulary, improvement, natural approach method.**

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The aim of writing this study with the title "*The Implementation of Natural Approach to Improve Students' Achievement in Vocabulary*" is to be submitted in partial fulfillment of the requirement for the Degree of Sarjana Pendidikan (S.Pd) English Education Program Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara (UMSU).

During the process of writing this study, the researcher realizes that this research could never be completed without the guidance and assistance of other people. Especially to Sahari Ginting and Sri Rahayu, as her parents who have been the most important human in her life for their love, motivations, prayers and support during the researcher was studying in Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara (UMSU) of Medan.

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Medan, September 13th2019

Researcher,

ASTRIE YURISHA GINTING

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Lembar Pengesahan Proposal

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Surat Izin Melakukan Riset

Surat Keterangan Telah Melakukan Riset

Berita Acara Bimbingan Skripsi

Curriculum Vitae

CHAPTER 1

INTRODUCTION

A. Background of the Study

In learning English as a foreign language, there were four skills that students must master well, they include speaking, listening, reading and writing (Brown, 2001). Speaking was one of four basic skills that have an important role in human activities to communicate with other people especially talking. Speaking was the most important skills among the four skills (Magriby, 2012). By speaking, people can express ideas, knowledge or information. (Gillis, 2013) states that speaking ability provides speakers with useful aspects. The speaker was like uniting words to create meanings, thoughts, opinions and feelings.

The researcher do this research at SMP Negeri 3 Binjai because the researcher found the problem at there. The students difficult to remembering vocabulary, they could not mastering the new vocabulary who they got from their teachers. The students did not have motivated to learning english especially vocabulary mastery. It was be the point problem of the researcher to applying the Natural Approach Method to help the students' achievement in vocabulary at that school. The researcher was choose SMP Negeri 3 Binjai as the placed to do this research, because vocabulary was an important needed for students as their first step to continue learning English in this era especially speaking.

One component of English that was taught to teachers is vocabulary because it had been a main role for all language skills. Recognizing sufficient

vocabulary will make students able to communicate and recognize English at least in a simple way because vocabulary was the essence of English. Learning a language was related to learning vocabulary. This was the basis for communication and also important for the acquisition process (Krashen, 1983:12).

In fact, all students often find new words every time they learn English with their teacher, and they don't know it. Students also find it difficult to distinguish between verbs, nouns and adjectives. Difficulty in learning English was not only in junior high school but also in high school and even at university. Because the process of learning English as a foreign language was the same as the process when children learned to speak for the first time.

As the most important foreign language in Indonesia, English was one of the compulsory subjects taught in educational institutions. English was also considered a difficult subject for Indonesian students, because English was completely different from Indonesian which is seen from the system structure, pronunciation and vocabulary. The government always attempted to improve the quality of teaching English. By improving the quality of teachers and other components involved in the education process, teaching English in Indonesia has increased time to time. In learning English vocabulary, memorizing was very important. To master English vocabulary, students not only need to learn many words in English but also to remember them (Thornbury, 2002:23).

Based on the theory above, it can be stated that to succeed in remembering many words in English, students are expected to have good skills in memorizing words. In learning English, there are so many methods for teaching languages.

Each method has advantages and disadvantages. There is no good or bad method, but this method matches the subject matter or not. So, the teacher must choose the best way to improve students mastery. The researcher is interested in the Natural Approach method. Because the author is not possible to compare all methods, researchers choose Natural Approach or Natural methods to improve students mastery of vocabulary. With this method, researchers hope to improve the mastery of students' vocabulary. Because this method focuses on the target language and many vocabulary words are taught. Natural Approach Method was one method to help students achieve vocabulary.

Based on the above problems, researchers feel that the Natural Approach needs to be done to help students become more successful in mastering English vocabulary such as helping students improve their memorization skills. For this reason, natural approaches were used as a method to help improve students' vocabulary mastery.

B. Identification of the Problem

Related to the background above, the problems of the study was formulated as in The students' vocabulary achievement was low. The students did not understand the new vocabulary which is they find when learning English with their teachers. The students did not have motivated to learning english especially vocabulary mastery.

C. Scope and Limitation

In this research, the researcher focuses on the implementation of Natural Approach Method to improve students' achievement in vocabulary. The scope of this research was about vocabulary and it was limited on the expression of greeting, leave taking, thanking and say sorry in grade VII-11 at SMP Negeri 3 Binjai academic year 2019/2020.

D. The Formulation of the Problem.

Is there any significant improvement on the students' vocabulary mastery through implementing Natural Approach Method ?

E. The Objective of the Study

The objective of this study was to find out the significant improvement on the students' vocabulary mastery through implementing Natural Approach Method.

F. The Significance of the Study

1. Theoretically

The results of this study were expected to add some concepts to language teaching, especially the concept of teachers teaching vocabulary and as a reference to other researchers who want to learn more intensively about this problem.

2. Practically

The benefit of this research

1. For the students is hopefully, it could be provided informations about vocabulary to motivate students to be more active in vocabulary learning.
2. For the teachers, to provided information about the used of the Natural Approach Method to improve student vocabulary, give some informations about the technique of teaching vocabulary and students' difficulties in learning vocabulary.
3. For the collage, especially those who need refrences of the natural approach and its implementation and who want to conducted the same research future.
4. For the other researchers, as a reference to broaden the knowledge of researchers, especially about vocabulary research strategies.

CHAPTER II

THE REVIEW OF LITERATURE

A. The Theoretical Framework

1. Natural Approach

1.1 Definition of Natural Approach

The Natural Approach was, "a method of language teaching based on observations and interpretations of how students acquire first and second languages in non-formal settings." (Richards & Rodgers 2001: 190) Krashen and Terrell see that approach as, "the traditional approach to language teaching was therefore based on the use of language in communicative situations without using mother tongue." (Richards & Rodgers 2001: 178). Focusing on meaningful input, understanding and communication and less emphasis on grammar, teacher monologue, direct repetition and accuracy.

In a Natural Approach, emphasis was placed on comprehensive input, meaningful communication and a relaxed classroom atmosphere. "To minimize stress, students are not required to say anything until they feel ready, but they are expected to respond to the teacher's commands and questions." (Richards & Rodgers 2001: 185); familiar activities such as command-based activities, situation-based activities, and group work activities focus on, "providing comprehensive input and a classroom environment that signals understanding of input, minimizes student anxiety, and maximizes student confidence." (Richards & Rodgers 2001: 185). The materials used in the natural approach class aim to

make activities and tasks meaningful maybe they foster understanding and communication. Authentic material, such as brochures or maps, and visual aids and games are used to facilitate acquisitions and to promote real understanding and communication. In implemetation of natural approach in teaching vocabulary, the lesson in the natural approach focuson understanding massages in a foreign language, and places little or no importance on error correction, drilling or concious learning of grammer rules. They also emphasize the learning of broad vocabulary based above learning new grammatical structures.

1.2 Learning Theory of Natural Approach

The theory as well as design and procedures in The Natural Approach are based on the acquisition theory of the Krashen language. The basic principle of Krashen's theory is explained in Monitor Model, the second language acquisition model which consists of five hypotheses. The hypotheses propose two theories addressed both the process and the condition for the process to take place. The five hypotheses are as follow :

1. Acquisition-Learning Hypothesis.

Language acquisition (the unconscious process developed through the use of language meaningfully) was different from language learning (conscious learning or discovering rules about a language) and language acquisition was the only way that competency in a second language occurs.

2. The Natural Order Hypothesis

Grammar structures are obtained in a predictable order and there was no point in trying to learn them in another order.

3. The Monitor Model Hypothesis

Conscious learning operates only as a monitor or editor who checks or increases the output of what has been obtained.

4. The Input Hypothesis

People get the best language from messages that were only slightly beyond their current abilities.

5. The Affective Filter Hypothesis.

The emotional state of students can act as a filter that blocks or blocks the input needed for acquisition.

1.3 Student Roles of Natural Approach

There were basic assumptions in the Natural Approach that students should not try to learn languages in the usual sense. The extent to which they can lose themselves in activities that involve communication means that they will determine the number and types of acquisitions they will experience and the smoothness they will eventually show. The role of the learner seems to change according to the stage of their linguistic development. The essence of this changing role is the student's decision about when to speak, what to talk about, and what linguistic expressions were used in speaking.

1.4 Tacher Roles of Natural Approach

The Natural Approach teacher has three central roles(Richards & Rodgers 2001: 137). The teacher was the primary source of comprehensible input in the target language. "Class time was dedicated primarily to providing input for acquisition," said the teacher was the primary generator of input. In providing a multiplicity of non-realistic clues to assist students in interpreting the input.

The Natural Approach teacher creates a classroom atmosphere that was interesting, friendly, and in which there is a low affective filter for learning. These were part of such natural approaches that are not suitable for speech from students before they were ready for it, not correcting student errors, and providing subject matter of high interest to students.

The teacher must choose and orchestrate a rich mix of classroom activities, a variety of group sizes, content, and contexts. The teacher was responsible for collecting materials and designing their used. These materials, according to Krashen and Terrell, were based on student needs and interests.

1.5 Advantages and Disadvantages of Natural Approach

Advantages :

1. Students get the target language in a natural and easy way.
2. Teaching materials ware very well designed. Students were get language from easy to difficult, from simple to complex, and from concrete to abstract.

Disadvantages :

1. Students can use the target language fluently, but they cannot use it accurately.
2. The teacher must collect various teaching aids and use them appropriately, special teaching design was needed for better students.

2. Vocabulary

2.1 Definition of Vocabulary

Vocabulary was a collection of words that are known to someone (Linse, 2005: 121). There were several experts who provide vocabulary definitions. (Hatch and Brown, 1995: 1) define vocabulary as a list of words for a particular language or a list or set of words that may be used by speakers of certain languages. Furthermore, vocabulary was defined as a list or collection of words that were usually arranged alphabetically and explained or lexicons, word stock used in language or based on class, individual, etc.

Vocabulary was one component of language that must be taught to support language skills development. It was supported by Richard and Renandya, "Vocabulary is a core component of language proficiency and provided much of basic for how well learners speak, listen, read, and write." (Richard and Renandya, 2002:255).

In short, vocabulary was the first and the most important step in mastering the language. Vocabulary was an important aspect of language teaching, as stated by Edward (1997: 149), "Vocabulary is one of the important factors in all

language teaching; students must continue to learn words when they learn the structure and when they practice the sound system ". Sometimes, it is difficult to determine words related to student vocabulary such as: meaning, oral or written form, collocation, connotation, grammatical behavior, etc. (Linse, 2005: 121). Based on the importance of vocabulary, the teacher must consider several types of vocabulary that can be taught to young learners.

(Laufer 1997: 54) states that vocabulary learning was at the heart of language learning and language use. In fact, that's what makes the essence of a language. Without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language.

2.2 The Importance of Vocabulary

Vocabulary as one of the knowledge areas in language, played a great role for learners in acquiring a language (Cameron, 2001). (Harmon, Wood, & Keser, 2009) as well as (Linse 2005) stated that learners' vocabulary development was an important aspect of their language development. Although it had been neglected for a long time, researchers had increasingly been turning their attention to vocabulary.

Talking about vocabulary, it cannot be separated from four skills: listening, speaking, reading and writing. In addition, to clarify there were several explanations about the importance of vocabulary related to language skills.

In listening, vocabulary is used to understand someone's words or what someone said. It was very difficult for us to capture what someone said if we only know the

construction of sentences without knowing the word. In speaking, vocabulary was used to express our ideas or feelings to others verbally. The words we have affect how effective communication was.

In reading, it was used to understand reading material. Reading without vocabulary will make it difficult to understand the text. The number of words and word meanings that someone knows will affect their reading activity. It was impossible to understand the part unless he knows the meaning of the word used in that section. In writing, researchers use vocabulary to develop their ideas. A researcher selects words clearly and accurately to express his idea. Without knowing vocabulary, we cannot develop our writing because we were limited to mastery of vocabulary.

2.3 Types of Vocabulary

There were any four types of vocabulary Listening, Speaking, Reading and Writing. The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type had a different purpose and, luckily, vocabulary development in one type facilitates growth in another. (Judy K. Montgomery, 2007)

1. Receptive Vocabulary

a. Reading Vocabulary

Words we know when we saw them in print. A person's vocabulary was all words that can be recognized when reading. This was generally the biggest type of vocabulary only because readers tend to be more exposed to words by reading than by listening.

b. Listen to Vocabulary

Vocabulary listening to someone was all words that can be recognized while listening to a speech. People may still understand words that they don't express for before using cues such as tone, movement, topic of discussion and social context of conversation. Here the words we understood when others talked to us.

2. Expressive Vocabulary

a. Speak Vocabulary

A person's speaking vocabulary was all the words he or she used in a speech. This maybe part of the listening vocabulary. Because talking spontaneously, words are often misused. This abuse, although mild and unintentional, can be compensated for by facial expressions, tone of voice. The words we used when we talk to others.

b. Writing Vocabulary

Words were used in various forms of writing from formal essays. Many written words were not common in speeches. Researchers generally use a limited set of words when communicating.

From the explanation above, it can be concluded that there were various types of vocabulary, this was relevant to the fact that people have different ways of understanding words in terms of visual, aural, oral and written words. Not all suitable words are needed by students, so the choice of vocabulary was important to consider for teaching students.

2.4 Teaching and Learning English Vocabulary

Mastery of vocabulary was important for mastering four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in (Thornbury 2002), "very little grammar can be conveyed, without vocabulary nothing can be said. " In addition, learning foreign language vocabulary presents students with some challenges. As stated in (Harmer 2002:2), the challenge was to make a correct connection, understand foreign languages the shape and meaning of words, and distinguish meaning from closely related words. Learning vocabulary requires a process. To be an effective process, students must be in an effective condition to obtain vocabulary mastery. Furthermore, (Thornbury 2002:2) stated that his condition must help students to get many important words to use in both understanding and producing language. In addition, this will allow them to do so remembering words from time to time and can remember them easily. Other than that can develop strategies to overcome gaps in words, including coping with unknown words, or use of unknown words.

B. Relevant Studies

- a. Heribertus, D. B, (1999). *“The Effectiveness of the Natural Approach in Activating Students' Vocabulary Acquisition at the Elementary School Grade V”*. Yogyakarta: Sanata Dharma University.

This research used two kinds of research, namely descriptive and experimental research. The descriptive research was to make an English teaching program in the form of lesson plans related to the use of the Natural Approach, and the experimental research was to find out the effectiveness of the Natural Approach.

The data collection used quasi-experimental design, pretest-posttest equivalent group. At the end of the research, it was found out that the Natural Approach was effective in activating students' vocabulary acquisition at the Elementary School grade V. The observed (2.35) was higher than the critical value of t with 0.05 % level of significance and 32 degrees of freedom . Thus the operational hypothesis, which said that the mean score of the students taught using the Natural Approach was higher than that of the students taught using a traditional method, was accepted.

- b. Harahap, M. A (2012) *”The Use of Natural Approach Method in Improving the Ability to Speaking English at iv Grade SDN 060856 Medan Ta 2012/2013”*. Undergraduate thesis, UNIMED.

This type of research is Class Action Research (CAR). The approach taken is a qualitative approach because this study aims to reveal the difficulties experienced by students in speaking English in students.

The subjects in this study were all fourth grade students as many as 30 students. This class action procedure is taken in 2 cycles. The steps of each learning consist of planning, implementation, observation and reflection. How to retrieve data in this study by collecting the value of pretest, Cycle I, Cycle II. As a measure of success, if students' speaking skills increase, namely the level of classical completeness of >65. Based on the analysis of data at the beginning of the action the level of mastery learning students can be known classically from 30 students no students get complete grades and as many as 30 students get the value has not been completed with a percentage of 44.86% with an average value of 5.4. In the first cycle speaking skills became as many as 7 students got complete grades with a percentage of 59.7%, and as many as 27 students received scores not yet completed with a percentage of 23.33% the average value of 6.5. In the second cycle there were as many as 26 students got complete grades with a percentage of 88.66%, and as many as 4 students got a score that had not been completed with a percentage of 77.66% which had not yet completed the average score of 6.4. Based on the results of the study, It was concluded that the use of the Natural Approach method can improve students' speaking skills in subjects of English subject matter asking and giving information identity TA 2012/2013.

- c. Masruddin (2012) “ *The Students’ Interest Towards The Use Of Natural Approach In Teaching Speaking* “. STAIN PALOPO

This research focusing how is the students’ interests toward the use of Natural Approach. The objective of the research was to find out the students’ interest toward the use of natural approach in teaching speaking. And scope of the

research to explain the students' interest toward the use of "natural approach" through road map in teaching speaking. That focused on giving and explain direction. The researcher used descriptive method. Data was collected by giving questionnaire to the respondent to find out the students' interest toward natural approach.

Based on the findings, show that the students have high interest toward natural approach it prove The percentages in positive statement there were 14 students (70%) were agree. And in negative statement only 8 students (40%) were disagree and disagree. It means the students have positive interest toward the use of natural approach. The factors which make the students interest toward natural approach because did not make students boring and it used authentic material in teaching English particularly speaking. For example brochure, map, visual aid and games it is good method in delivering material.

C. Conceptual Framework

Based on the theories, the researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure. Vocabulary mastery was an important part in teaching and learning English. It was impossible to master foreign language without knowing or understanding a certain number of words. However, some problems were still found in the students' vocabulary mastery abilities in VII-11 class at SMP Negeri 3 Binjai academic year 2019/2020. The problem of this research was low of students'

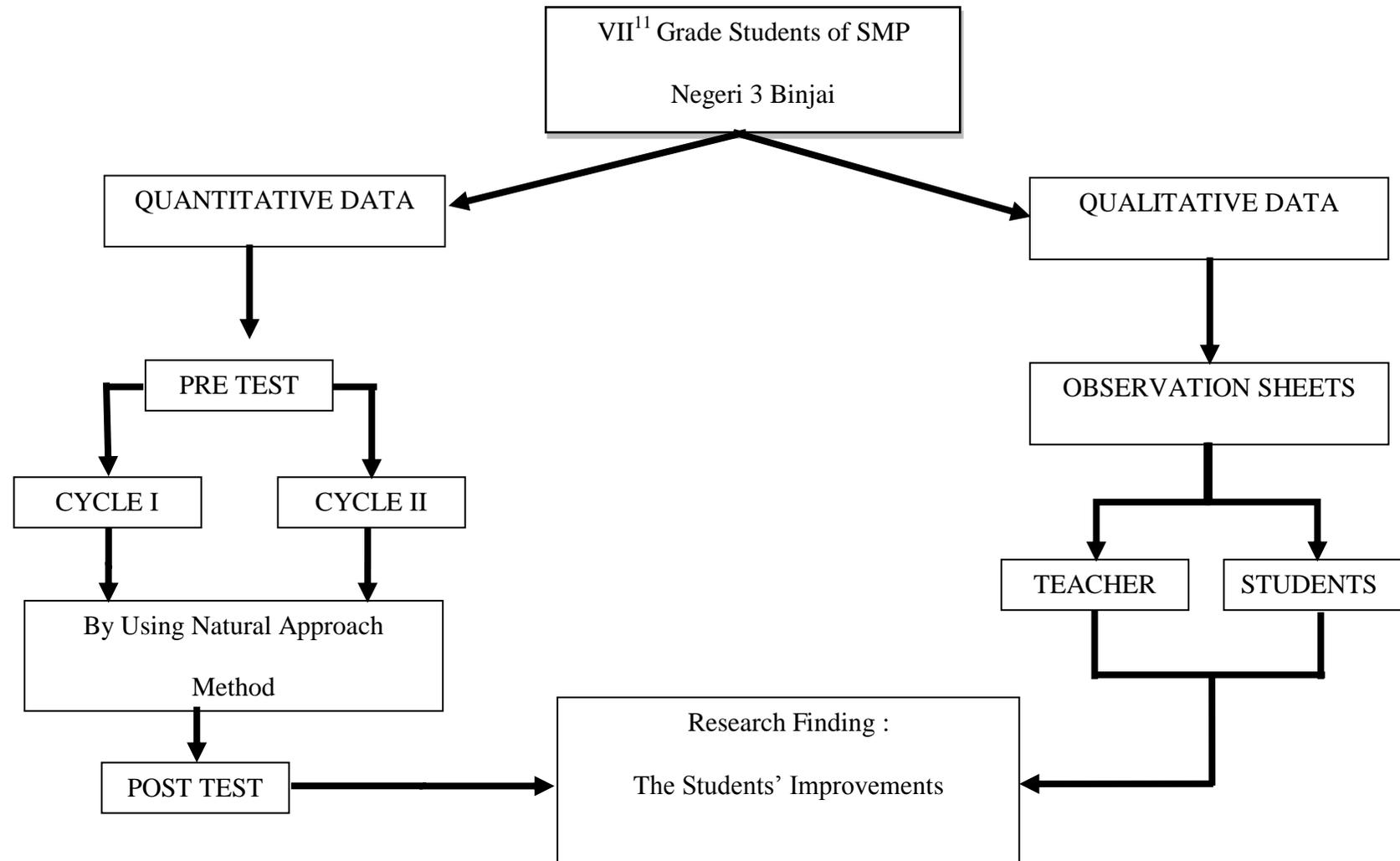
vocabulary mastery. The students found difficulties to mastery the vocabulary. The researcher used Natural Approach Method to solve this problem.

The Role of Vocabulary in a Natural Approach Method was characterized by almost all the attention to vocabulary recognition. Students listen to input related to vocabulary acquisition. Students listen to input that was very contextual so they can focus on key lexical items and interpret the general meanings of speech produced by the teacher. The activity concentrates only on understanding writing and listening, so that the ability to recognize the meaning of words in context can be expanded quite quickly. The rapid level of vocabulary acquisition was very useful for children who are fluent in language, which was a medium of teaching (Krashen, 1983: 156). The introduction of large vocabulary will contribute greatly to the success of their class, their social life, and to their continued mastery towards the target language. In the case of one situation, intentional teaching of vocabulary such as exercises and activities, which are focused on the meaning of new words, can be useful in assisting acquisitions. For example, the teacher can prepare a list of short dialogue vocabulary in preparing students to understand about the expressions of greeting, taking leave, thanking and say sorry, after which they were directed to say that with their friends.

As the main point, the aim of the Natural Approach is "to provide enough vocabulary to allow the use of language outside the classroom, and to place students in a position to continue mastering a second language" (Krashen, 1983: 157). So it was expected that implementation of Natural Approach Method in teaching vocabulary can improve students' achievement in vocabulary.

Figure 2.1

Conceptual Framework



CHAPTER III
RESEARCH METHODELOGY

A. Location and Time

This research had been conducted at SMP Negeri 3 Binjai of academic year 2019/2020. It location at Jl.Soekarno-Hatta No.17 Kecamatan Binjai Timur, Kota Binjai. The reason researcher choosed this school because based on the researcher observation at that school, there was found the problem, most of the students difficult to mastery the vocabulary and the students had not good motivation in studying english especially vocabulary mastery. this research was conducted in a term of two weeks on July, 29Th to August, 13Th2019.

B. Subject of the Research

The Subject of this research has the students of VII-11 of SMP Negeri 3 Binjai academic year 2019/2020 which consist of one class included of 32 students in the class.

Table 3.1
Subject of the Research

Class	Students		Total
	Male	Female	
VII-11	12	20	32

C. Research Design

This research was conducted by a Classroom Action Research (CAR) . it was action research carried out with the goal of improving the quality of classroom learning practices. This research was concentrated the object of research on all things inside class, both physical and non-physical. That all the things that happened in class when learning is taking place. In principle applied CAR (Classroom Action Research) was intended to overcome a problem contained in the class. Classroom Action Research will be encouraged English Teachers to improve the quality of their performance in teaching by finding innovative teaching strategies and improving students' achievement in learning English in the classroom. Therefore, this particular research will be carried out by implementation of the Natural approach method in the teaching and learning process to get an increased in students' achievement in vocabulary mastery.

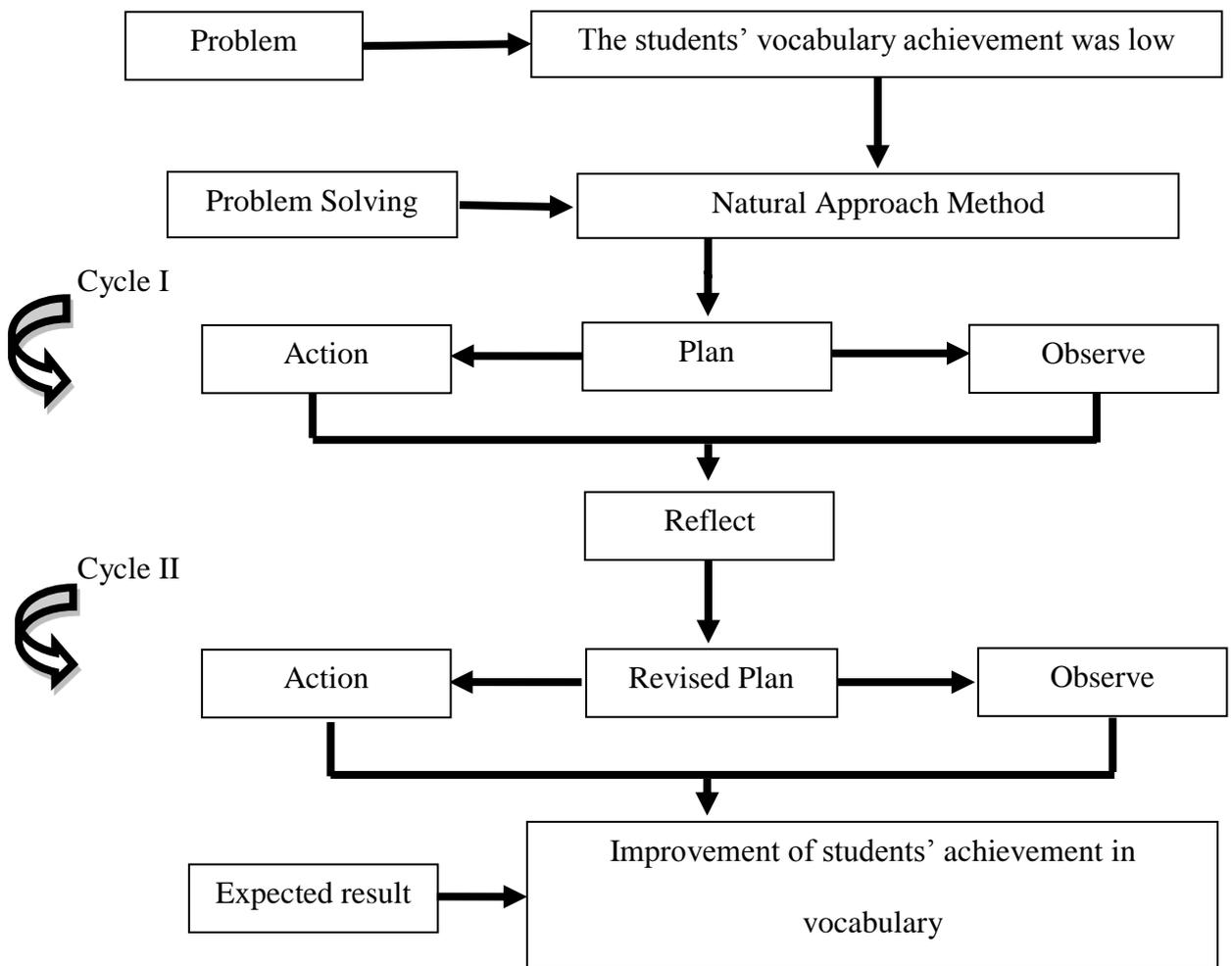
By using the steps in classroom action research, the teacher was found problem solving in their class and problem solving. The researcher used a classroom action research design by Kemmis and Mc Taggart. The cycle contains four phases they are planning, acting, observing and reflecting. The research are in two cycles, after that the researcher manage the vocabulary learning process in accordance with the lesson plan. Then the researcher given the Pre-test to found out students' basic abilities in vocabulary before getting treatment. After that Prepared materials for the vocabulary learning process. And than Conducted vocabulary mastery tests with natural approach at the last meeting.

The researcher prepared instruments of the research to collect the data by observation sheets. The act of thinking and considering what actions were taken, how the method was applied, and what material was given. In this step, the researcher had been teaching students how to improve vocabulary by applying the natural approach method. Observation was a number of activities which consist of collecting data to identify the results of actions. Collecting data can be considered from several factors: students, teacher, student and teacher interaction. The researcher wants to know the overall conditions that occur during the teaching and learning process. Conclusion if the results of the study were not achieved then the research needs to be continued research into cycle II.

Cycle II after the cycle of planning, action, observation, and reflection in the first cycle, the process in cycle II was the same as the first cycle. Cycle II was done if there was an increase in students' ability in mastering vocabulary. During treatment, tests are given to students after the end of the meeting.

This means to get the data and information needed, researchers conduct their own research in class. In conducting this research, the researchers are helped by collaborators to help approve and solve specific problems and needs in the classroom.

Figure 3.1:
Research Design



Source : Kemmis And Mc Taggart Model (2001)

D. Research Instrument

The instrument for collect the data by using :

1. Obsevation

Obsevation was a technique for technique for collecting data about teacher and students' activities in teaching and learning process. Then observation sheet was given based on reality in the classroom, the type of observation which is used in this research is direct observation.

2. Tests

In this research, the researcher use the test to collecting data. The test was words matching test which consist of 25 items had been used as the instrument for collecting data of this research. The test design from the teacher and the students' handbook based on their matery at that time, the researcher collaborated with the teacher to made the tests. For the correct answer had been give 4 score and the incorrect and empty answered scored 0. So the total of the right answer will 100. The questions of the test was taken from the students' handbook. Tests was gave for the following reasons:

- a. Pre-Test

Tests was conducted to measure the similarities or differences in student learning achievement with Natural Approach methods. It was aimed to know the students ability in material vocabulary. This test also intended to have general description about the English skills of the students. The result of the test was the evaluation before the Natural approach method was used in the class.

b. Post-Test

Similar tests was given to determine students achievement in vocabulary learning by applying Natural Approach method. Post-tests was given to determine changed in students' vocabulary mastery. The students have been taught by the teacher by applying the Natural Approach method. From the score of this test, researchers were interested in knowing how to increase student mastery of vocabulary. The results of the assessment were then compared with the pre-test.

E. Techniques of Collecting Data

Techniques of collecting Data in this study used qualitative data and quantitative data. The full description is as follows:

1. Observations sheet.

Researcher observe the activities of students and teacher during the teaching and learning process. In observing the implementation of the method, the researcher applied the observation sheet. It observes teacher performance during Classroom Action Research (CAR), class situations in classroom activities, and students responses to vocabulary used Natural Approach Method then the researcher.

2. The Test

Consists of matching test words. The researcher used the test to get the results of data about the vocabulary learning process. The test was pre-test and post-test in cycle I and cycle II. The form of the test was a test of the matching

item. This was to evaluate their skills in vocabulary at first. Meanwhile, the post test was implemented after using the Natural Approach method in vocabulary. In this study, this test was about 25 questions for each cycle. In the assessment of vocabulary tests, it was determined that starting from a score of 0-100 by calculating the correct answer. The test in pre-test and post tests questions were same, by comparing the pre-test score with the post-tests, the teacher got a comparison of students' evaluation result.

F. Technique of Data Analysis

After collecting the data, the researcher analyzed the data. The researcher used both quantitative and qualitative analysis. The data was collected from observations of fellow teachers using observation sheets available, and from the test of learning outcomes (post-test) at the time implementation of the action for two cycles, as well as the self reflection done by the teacher of teaching and learning activities that have been carried out as much as two cycles.

Data analysis was performed on two types of data, namely qualitative data notes of teacher observation results and notes of teacher reflection, and quantitative data in the final test of students learning achievement.

a. Quantitative data

Processing data on test score was intended to find out increase student learning achievement after learning activities. Learning achievement data processing was done by determining :

1. Average grade

To calculate the average grade in each cycle used formula :

$$X = \frac{\sum X}{N} \quad (\text{Sudjana, 2009})$$

Where :

X = Average grade

$\sum X$ = total of score

N = total of students

2. Classical learning mastery

To find out the classical learning completeness used formula :

$$\text{Classical completeness} = \frac{\text{The number of students who score 70}}{\text{The number of students taking the test}} \times 100\%$$

(Mulyasa, 2004:19)

b. Qualitative data

Qualitative data was taken from observation checklist for the students and the teachers. The researcher used 5 steps as Gay and Airasian (2000) formulated : a. data managing, b. reading and memoing, c. describing, d. classifying, and e. interpreting.

a. Data Managing

The researcher collected all the data gathered from the observation checklist and diary notes. The observation checklist and diary notes data were managed immediately for each action. The researcher checked the completeness of the data and saw the notes that were written by the collaborator in the observation checklist and field note sheets. After all of the data were complete, the researcher continued the next step.

b. Reading and Memoing

The researcher read all the data from the observation and diary notes thoroughly. During reading, the researcher wrote some notes related to the data such as comments about the data.

c. Describing

All of the data that were collected from the observation and diary notes was described in order to answer the research question. The researcher wrote a description that described the memo that the researcher had written in reading and memoing step. The description was in the detail of the context and processes.

d. Classifying

The data collected had been classified based on the purpose of each instrument in the way to answer the research question. The researcher classified all the qualitative data into categories that represent different aspects of the data. It was be classified into a group or table.

e. Interpreting

The researcher interpreted the data into the conclusion which answered the research question about the implementation and students' perceptions toward the Natural Approach Method.

CHAPTER IV

THE RESULT OF RESEARCH

A. Data Collection

This research consisted of two types data. They were quantitative and qualitative data. The quantitative data obtained from students scores in working on matching test questions and qualitative data obtained from observation sheets of students and teachers activities in teaching and learning process in the class. Quantitative data was taken from the average achievement of students' understanding of the lessons that have been explained by the teacher in their classroom.

B. Data Analysis

1. Quantitative Data

Pre-tests were given before running to the treatment in cycle I, the researcher gave the test for all the students and they answered the questions in the test. The researcher found all of them still not achieved the score with succesful category. The data showed the students were still low in vocabulary, so the percentage of the students' succesful in vocabulary mastery has not increased. Therefore, the researcher conducted the cycle I and cycle II to improve students' achievement in vocabulary. The researcher attempts to discuss about the preparaiton of the device for the action research in while included four phases.

Each cycle of the research implementation which consist of planning, acting, observing and reflecting activities were discribed in this chapter.

The tests was given to the students with 25 questions in pre-test, the result of students score was very low. It could be seen in the table 4.1 bellow :

Table 4.1
The Students Score in Pre-Test

No.	Students	Pre-test
1	YS	56
2	RDC	68
3	RCE	72
4	ALBG	64
5	ARS	76
6	NSN	76
7	RDN	60
8	DRF	64
9	RFN	52
10	PMA	44
11	KWC	68
12	EVD	60
13	FL	72
14	JAP	52
15	SR	60
16	MGS	72
17	ZT	72
18	MRH	72
19	MM	56
20	MFIS	40
21	TA	48
22	AS	52
23	DMBS	76
24	BH	40
25	GSNS	60
26	NNK	56
27	VBS	48
28	KD	64
29	WM	16
30	SS	48

31	ER	40
32	RPT	16
Total :		1.820
Mean :		54.62

From the table above, it showed that the total and calculated the average score was very bad. The total score in pre-test was 1.820 and the number of students average score in pre-test was :

The average of pre-test :

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

$$X = \frac{1.748}{31} = 54.62$$

From the analysis above, students' achievement in vocabulary mastery was low. The average of students was 54.62 to look the number of students' who were competent in vocabulary mastery test was calculated the Classical learning mastery by applying the following formula :

Classical learning mastery of pre-test

Classical completeness

$$= \frac{\text{The number of students whose score } 70}{\text{The number of student taking the test}} \times 100\%$$

$$CC = \frac{8}{32} \times 100\%$$

$$CC = 0,25 \times 100\% = 25\%$$

From analysis, the students' achievement in vocabulary mastery was low. The average of the students was 54.62 only eight students passed in pre-test session. It can be concluded that the students' achievement in vocabulary mastery is still low. It continued to the next post-test in cycle I. The students' score in cycle I could be seen in the table 4.2 below :

Table 4.2

The Students Score in Post-Test Cycle I

No.	Students	Cycle I
1	YS	72
2	RDC	84
3	RCE	84
4	ALBG	80
5	ARS	88
6	NSN	88
7	RDN	76
8	DRF	80
9	RFN	68
10	PMA	60
11	KWC	84
12	EVD	76
13	FL	80
14	JAP	68
15	SR	76
16	MGS	84
17	ZT	84
18	MRH	84
19	MM	72
20	MFIS	56
21	TA	64
22	AS	68
23	DMBS	80
24	BH	56
25	GSNS	76
26	NNK	72
27	VBS	64
28	KD	76
29	WM	42

30	SS	62
31	ER	65
32	RPT	42
Total :		2.230
Average :		69.68

From the table above, it showed that the total and calculated the average score was very bad. The total score in post-test cycle I was 2.230 and the number of students average score in post-test I was :

- a. The average of post-test I

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

$$X = \frac{2.230}{32} = 69.68$$

From the analysis above, students' achievement in vocabulary mastery was low. The average of students was 69.68 to look the number of students' who were competent in vocabulary mastery test was calculated the Classical learning mastery by applying the following formula :

Classical learning mastery of post-test I

Classical completeness

$$= \frac{\text{The number of students whose score } \geq 70}{\text{The number of students taking the test}} \times 100\%$$

$$CC = \frac{20}{32} \times 100\%$$

$$CC = 0,625 \times 100\% = 62.5\%$$

From analysis, the students' achievement in vocabulary mastery was categorized still low because only nineteen students passed in post-test I session. However, there was improvement in teaching vocabulary mastery using Natural Approach Method. That is why, the researcher continued to the next cycle II. That students' score in cycle II could be seen in the table 4.3 below :

Table 4.3

The Students Score in Post-Test Cycle II

No.	Students	Cycle II
1	YS	100
2	RDC	100
3	RCE	100
4	ALBG	100
5	ARS	100
6	NSN	100
7	RDN	100
8	DRF	100
9	RFN	96
10	PMA	96
11	KWC	92
12	EVD	92
13	FL	92
14	JAP	92
15	SR	92
16	MGS	92
17	ZT	92
18	MRH	88
19	MM	84
20	MFIS	84
21	TA	84
22	AS	84
23	DMBS	80
24	BH	80
25	GSNS	80

26	NNK	80
27	VBS	80
28	KD	80
29	WM	80
30	SS	76
31	ER	68
32	RPT	60
Total :		2.824
Average :		88.25

From the table above, it showed that the total and calculated the average score was very good. The total score in post-test in cycle II was 88.25 and the number of students average score in post-test II using the formula :

The average of post-test II

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

$$X = \frac{2.824}{32} = 88.25$$

From the analysis above, students' achievement in vocabulary mastery was low. The average of students was 88.25 and to look the number of students' who were competent in vocabulary mastery test was calculated the Classical learning mastery by applying the following formula :

Classical learning mastery of post-test II

Classical completeness

$$= \frac{\text{The number of students whose score } 70}{\text{The number of student taking the test}} \times 100\%$$

$$CC = \frac{30}{32} \times 100\%$$

$$CC = 0,9375 \times 100\% = 93.75\%$$

From analysis, the students' achievement in vocabulary mastery which assured from 32 students, 29 students got up 70 score in post-test cycle II. it can be concluded that the students' achievement in vocabulary mastery improved by Natural Approach Method. To know the increased of the students' score from pre-test, post-test cycle I and post-test cycle II could be seen in the table 4.4 bellow :

Table 4.4

The Students Score in Pre-Test, Cycle I and Cycle II

No.	Students	Pre-test	Cycle I	Cycle II
1	YS	56	72	100
2	RDC	68	84	100
3	RCE	72	84	100
4	ALBG	64	80	100
5	ARS	76	88	100
6	NSN	76	88	100
7	RDN	60	76	100
8	DRF	64	80	100
9	RFN	52	68	96
10	PMA	44	60	96
11	KWC	68	84	92
12	EVD	60	76	92
13	FL	72	80	92
14	JAP	52	68	92
15	SR	60	76	92
16	MGS	72	84	92
17	ZT	72	84	92
18	MRH	72	84	88
19	MM	56	72	84
20	MFIS	40	56	84
21	TA	48	64	84

22	AS	52	68	84
23	DMBS	76	80	80
24	BH	40	56	80
25	GSNS	60	76	80
26	NNK	56	72	80
27	VBS	48	64	80
28	KD	64	76	80
29	WM	16	42	80
30	SS	48	62	76
31	ER	40	65	68
32	RPT	16	42	60
Total :		1.820	2.230	2.824
Average :		54.62	69.68	88.25

From the table above, it shown that the total score of the students in pre-test was 1.820 and the average score was 54.62. In pre-test only 8 students passed got up 70 score. Then in the post-test cycle I, there was improvement students achievement in vocabulary mastery were the total of score was 2.230 and the avarage score was 69.68. In the post-test in cycle I there were 19 students passed got up 70 score. In the post-test cycle II the total score was 2.824 and the average score was 88.25. In the post-test cycle II the 29 students got up 70 score in post-test. it concluded that Natural Approach Method improved the students' achievement in vocabulary mastery. And the Natural Approach Method success applied to teaching vocabulary mastery.

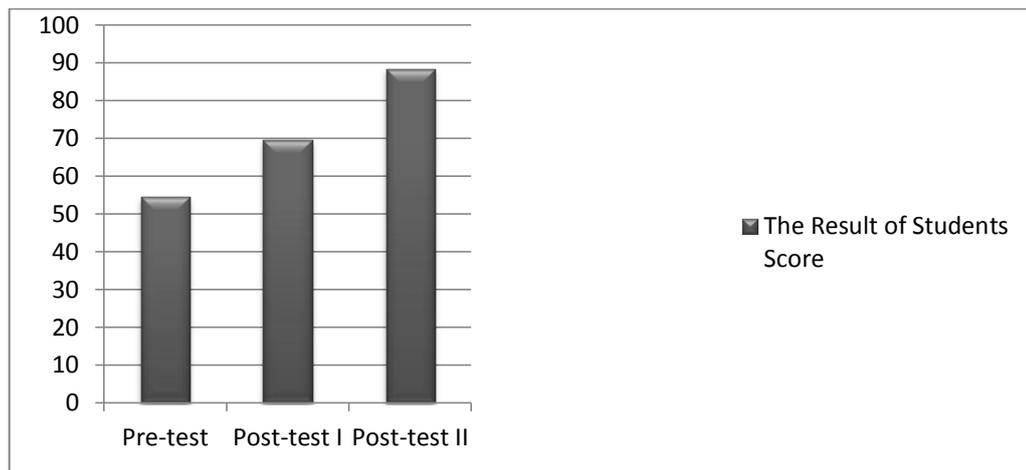


Chart 1. The Result of the Students' Score

2. Qualitative Data

1. Cycle 1

In the cycle 1, there were many activities done. All the activities were elaborated by the researcher as following :

a. Planning

Planning was the first step to do the research. Before implementing the the actions, the researcher was gave the students of class VII-11 to do the pre-tests. planning was developed for taking actions and for gathering information or data in order to observe the experience or monitoring the practiced. The activities in the planning were (a) design the lesson plan about greeting, taking leave, thanking and say sorry as the materials based on the syllabus, (b) make the observation sheets to saw the improvement of the students' in vocabulary mastery and to saw the teacher activities in the class, (c) preparing the research instruments for

knowing all students activities and ability during the teaching and learning process.

b. Acting

In action, the teacher taught students using Natural Approach Method. The teacher used a lesson plan which had been prepared in the planning with the materials about Greeting, taking leave, thanking and say sorry. The lesson plan included natural approach stage. First, the researcher taught the students strategies who the students needed in the mastery vocabulary. With used the natural approach method that are input of the vocabulary, memorization and usage the vocabulary. After students mastered the strategies, the teacher asked the students to read aloud the dialogues. and in the implementation of the disscusion, the students independently were given a example of dialogues text about greeting, thanking, taking leave and say sorry. The students started to memorization the vocabulary from the dialogues and then finally, they usege the vocabulary to practiced speaking with their friends and others gave some feedback or response to their greeting, taking leave,thanking and say sorry.

c. Observing and Evaluating

1. Observation of the students activities in learning process was presented in the following table :

Table 4.5

Observation Sheet of Students Activities in Cycle I

No.	Behavioral Types	Observation Focus	YES	NO
1.	Students' motivation to listen to The teacher's explanation.	1. Students payed attention to the explanation.	✓	
		2. Students asked about the material.		✓
		3. The students comment on the material.		✓
		4. Students answer the question.	✓	
		5. Students made notes.	✓	
2.	Students' motivation during learning process.	1. Students had been motivation in class with Natural Approach method.		✓
		2. Students involved in learning process.	✓	
		3. Students discussed the vocabulary in the class with Natural Approach method.		✓
3.	The students' motivation to do the task that was given by the teacher.	1. Students can did the task of vocabulary.	✓	
		2. Students can finished the test within a given time.		✓

(Source : <https://www.thoughtco.com/student-teacher-observation-checklist-2081421>)

Observing students' activities in the classroom was the researcher duty. The researcher observed every single that happened in the class room while the teaching and learning process were accomplishing. Here, the researcher used the observation sheets that has been by the researcher concerning with case to be observed. The researcher has applied natural approach method in teaching vocabulary mastery. Yet it still work we can see that based on the table above still a half of the students can increased in this cycle I. Because some students did not pay attention to instrctions and did not actively participate in the learning process. Some students in the classroom still uncontrolled yet, if the teacher little unguarded of overseeing. Still there was some troublemaker who distrubed the other students while the learning process as processing.

2. The result of observation on teacher's performance in teaching and learning process by using Natural Approach Method was presented in this table bellow :

Table 4.6

Observations Sheet of Teacher's Performance in Cycle I

NO.	BEHAVIORAL TYPES	OBSERVATION FOCUS	YES	NO
1.	Is the teacher prepared ?	Do they have an organized, detailed lesson plan and all materials needed ?	✓	
2.	Do they have knowledge of the subject matter and a purpose.	Can the teacher answered students' questions?	✓	
		Can he/she motivated students to peak their interest in the subject matter ?	✓	
3.	Can the teacher control students' behavior ?	Keeped the attention		✓
		Involved students in lesson	✓	
		Stoped the lesson when needed	✓	

		Aware of individual needed	✓	
		Provided positive reinforcement	✓	
4.	Does the teacher on the topic?	Do they followed a logical sequence ?	✓	
5.	Is the teacher enthusiastic about the lesson they are teaching ?	Are students excited shown through class participation and behavior ?	✓	
		Were the activities appropriated ?	✓	
6.	Does the teacher have the ability to:	Stayed on topic ?	✓	
		Gave directions ?	✓	
		Reached objectives ?	✓	
		Very questions ?	✓	
		Involved students' encourage participation and thinking ?	✓	
		Summarized lesson ?	✓	
7.	Is the teacher able to present :	Enthusiasm ?	✓	
		Details ?	✓	
		Flexibility ?	✓	
		Spelled and grammar ?	✓	
8.	Do the student respond to the teacher ?	Did they followed directions ?	✓	
		Did they displayed understanding ?	✓	
		Did they respectful ?	✓	
9.	Does the teacher communicate effectively ?	Provided visual		✓
		Tone of voice	✓	

(Source : <https://www.thoughtco.com/student-teacher-observation-checklist-2081421>)

Based on the data in the table above, teacher activities in the teaching and learning process used Natural Approach Method were good, but a half of the students can not to control of the teacher. So in this cycle I not all the students payed the attention and do the best in their test. The teacher has delivered the materials well without the slightest lacked, but it's just that there are still many students who were less focuses on the lesson.

So that the material delivered by the teacher was only part of the students who understand and can do the tests well.

3. The result of the students learning mastery in cycle I. The level of students learning mastery was good enough but it still had not reached the indicators of succes determined in this research. The means score achieved only reached 69.87 with details of value as follow : score of 88 was obtained by two sudents, score of 84 was owned by six students, score of 80 was obtained by four students, score of 76 was gotten by five students, score of 72 gotten by four students, score of 68 obtained by three students and score 42-64 owned by ten students.

d. Reflecting

After finnished acting phase, this time to reflect the all activities whether the implementation of the Natural Approach Method to improve students' achievement in vocabulary or it did not. Based on the data have been collected and anallyzed by the teacher and the researcher as well, it shown that there was improvement of students' vocabulary achievement in the classroom by implementation Natural Approach Method. It was not prestigious or have not achieved the target yet. The teacher was able to created an activities learning in the classroom with Natural approach method. This was obtained from observation sheet of teacher activities. The result of evaluation indicated the students' mastery of learning material was still in adequate. However, that was increased. It was

proven by the comparison of the average of learning achievement in pre-test and cycle I. That was 54.62 in pre-test and 69.68 in cycle I.

2. Cycle II

The cycle II was done, because after the reflecting from cycle I, it was still not good enough. Cycle II was conducted to improve the constraints encountered in cycle I.

a. Planning

Planning in the second cycle based on planning cycle I, namely compiling learning design in accordance with the problem in cycle I. to motivate the students to be more understood and active in learning. Re-introduce that Natural Approach method. So that students are more active in discussion with that learning method. Providing learning media to increased students motivation and attractiveness learning vocabulary comprehension, helped direct students to discuss with Natural Approach method and guide more intensive students who have difficulty understanding learning material.

b. Action

The implementation of the action in the second cycle was carried out because the learning in the cycle I action was less successful in overcoming students problems so that achievement of values realized through scorer is still relatively low. So that, the action carried out to sharpen the parts that are correct in cycle I, namely learning media. Proven from cycle I action, the ability of students

enhancement from the result of cycle I. Thus, the problem in cycle I can be resolved.

Generally, the ability of students to improve from the result of pre-action in cycle I. The learning process begins with a technical explanation of about 30 minutes. In the second cycle action, at the beginning of learning process in this cycle, a technical description natural approach method in vocabulary mastery, still be given to students in order to improve students' ability to take the advantage of the method. Then, the next learning process was not similar to previous meeting, but with the same learning materials.

c. Observing and evaluating

1. Result of observation students activities in the teaching and learning process. Students activity observed in the second cycle can be seen in the following table :

Table 4.7

Observation Sheet of Students Activities in Cycle II

No.	Behavioral Types	Observation Focus	YES	NO
1.	Students' motivation to listen to the teacher's explanation.	1. Students payed attention to the explanation.	✓	
		2. Students asked about the material.	✓	
		3. The students comment on the material.	✓	
		4. Students answered the question.	✓	
		5. Students made notes.	✓	

2.	Students' motivation during learning process.	1. Students had been motivation in class with Natural Approach method.	✓	
		2. Students involved in learning process.	✓	
		3. Students discussed the vocabulary in the class with Natural Approach method.	✓	
3.	The students' motivation to do the task that was given by the teacher.	1. Students can did the task of vocabulary.	✓	
		2. Students can finished the test within a given time.	✓	

(Source : <https://www.thoughtco.com/student-teacher-observation-checklist-2081421>)

From the table shown that the students' motivation in this second cycle to listen to the teacher's explanation are better, the students' motivation during learning process and do the task that was given by the teacher had a better increase than cycle I. In this cycle it can be concluded that students activities in teaching and learning are improved. In other word, there were an increase in students activity in learning or discussing between cycle I and cycle II. This can be seen from the observation sheet of students activities between cycle I and cycle II. This show that students activities in learning has improved from the cycle I.

2. The result of observation on teacher's performance in teaching and learning process by using Natural Approach Method can be seen clearly in the following table :

Table 4.8

Observations Sheet of Teacher's Performance in Cycle II

NO.	BEHAVIORAL TYPES	OBSERVATION FOCUS	YES	NO
1.	Is the teacher prepared ?	Did they have an organized, detailed lesson plan and all materials needed ?	✓	
2.	Do they have knowledge of the subject matter and a purpose.	Can the teacher answered students' questions?	✓	
		Can he/she motivated students to peak their interest in the subject matter ?	✓	
3.	Can the teacher control students' behavior ?	Keeped the attention	✓	
		Involved students in lesson	✓	
		Stoped the lesson when needed	✓	
		Awared of individual needed	✓	
4.	Does the teacher on the topic?	Provided positive reinforcement	✓	
		Did they follow a logical sequence ?	✓	
		Is the teacher enthusiastic about the lesson they are teaching ?	✓	
		Did students excited shown through class participation and behavior ?	✓	
5.	Does the teacher have the ability to:	Did the activites appropriate ?	✓	
		Stayed on topic ?	✓	
		Gave directions ?	✓	
		Reached objectives ?	✓	
		Very questions ?	✓	
		Involved students' encourage participation and thinking ?	✓	
6.	Is the teacher able to present :	Summarized lesson ?	✓	
		Enthusiasm ?	✓	
		Details ?	✓	
		Flexibility ?	✓	
7.	Do the student respond to the teacher ?	Speched and grammar ?	✓	
		Did they followed directions ?	✓	
		Did they display understanding ?	✓	
8.	Does the teacher communicate effectively ?	Did they respectful ?	✓	
		Provited visual		✓
9.		Tone of voice	✓	

(Source : <https://www.thoughtco.com/student-teacher-observation-checklist-2081421>)

From the data above, the teacher activities in teaching and learning proces are better. The show that there is an increase or improvement of teacher activities in teaching and learning process from cycle II.

3. Cycle II evaluation result about students' mastery of learning material in cyclen II, with the average score of aquisition was 88.25, with details eight people got score 100, score 96 was got by two people, 92 score got by seven people, then score 88 just one person, four people got 84 score, seven people got 80 and three other people get 76.68 and 60 score. From these data it can be concluded that students learning outcomes in cycle II have improvements from cycle I, namely from 69.68 become 88.25 with comparison 18.57. in other word students vocabulary mastering skill increased.

d. Reflection

Based on the data obtained from the result of observations and evaluations in the learning process in cycle II there were improvement or increase students vocabulary mastery . but there are still obstacles or problem that solution as for the succes gained during cycle II, this as follow :

1. The activity of students in the teaching and learning process with natural approach method has led to better. Students have been to build their knowlage to understand and do the task given by the teacher, and participate in the activities. Students begins to be able to present their

work well. This can be seen from the data of observation on the students activities increasing from observation sheet in cycle I become the data of observation sheet in cycle II.

2. The increase in the results of students activities in learning vocabulary of greeting, leave taking, thanking and say sorry, support by the increasing activity of teacher in maintaining and improving the atmosphere of learning natural approach method. Teacher intensively guide the students especially when students have difficulties. This can be seen from data from observations of teacher activities in teaching and learning vocabulary mastery by using Natural approach method, from the data in cycle I to cycle II.
3. Increasing students' ability to mastery materials about vocabulary, it can be seen from the average evaluation result, namely 69.68 in cycle I become 88.25 in cycle II.

C. Research Finding

1. The result of the research indicated that there was improvement on the students vocabulary which was taught by test vocabulary activity. It was proved by the data which showed that the mean of students' score for the first vocabulary test as a pre test which was 53.34, the second vocabulary test as the post test I which was 69.75 and the third vocabulary test as post test II which was 88.25.

2. The research also analyzed qualitative data was organized from observation sheet. It was indicated that the students given their attitude and response during teaching and learning process. Based on the result of the qualitative and quantitative data, it was indicated that the action and applying of Natural Approach Method Significantly can improved the students' achievement in vocabulary.

D. Discussion

This subchapter was a discussion of the research described in the result section. In holding the pre test the level of students mastery was still very low with success average of 53.34. At this stages of first cycle, the method of learning by using Natural Approach Method. At this stage students with success average of 69.75. These result indicated that the level of learning achievement were still relatively less successfull.

The implementation of this second cycle starting from the problem at this stage I. Result measures the means score of the ability of students to mastery the material in cycle II with success average 88.25. Meanwhile, the activities students in cycle II better then cycle I, the students more understand the material whoes teacher explained in this second cycle and the students more can be set from before. And the activities teacher in cycle I were good, the teacher can made the students understood with the material but a half still in not focus. And in this cycle the teacher made it better the students can focus to the teacher with the method of learning. It made the students success in their learning. This means that there was

a significant increased in students' achievement in vocabulary with implementation of Natural Approach Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researchers' conclusion is showed depending on the data of finding and discussion in the previous chapter. Based on the result about implementation of Natural Approach Method to improve students' achievement in vocabulary, it can be concluded the observational sheet that consisted of the students' indicators of activity by implementation of Natural Approach Method to improve students' achievement in vocabulary, it indicated that most of students shown their progress in activeness of applying Natural Approach Method in teaching and learning process. And the implementation of Natural Approach Method to improve students' achievement in vocabulary was any significant improvement in the students' vocabulary mastery. It was proved by the students' score of the first cycle to the second cycle. The students' with success average score in the first cycle was 69.75. And in the second cycle it was up to 88.25. The mean of second cycle was good score that indicated the successful criteria in achieving the successful criteria in achieved the target 70 point.

B. Suggestion

Based on the research that has been conducted using the natural approach method, the writer also would like to propose some suggestions that hopefully would be used for english teaching learning :

1. For the teachers, English teachers are hoped to develop their creativity in teaching english. So that students' have not bored in learning english especially in memorizing new vocabulary and give motivations to students, so that they can be more motivated in english learning.
2. For the students, The students should be more active in learning english every where, they did not just spend on the materials given by the teacher in the class.They have to en exploring their creativity, particularly in english language and others field generally.
3. For the researcher, it was suggested to deeper this study and could be referenced in teaching english especially vocabulary mastery.
4. For the collages especially UMSU, it could be guided in conducting the researcher about Natural Approach Method strategy in different object and added their knowladge about Natural Approach Method.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Negeri 3 Binjai
Kelas/Semester	: VII/1
Mata Pelajaran	: Bahasa Inggris
Tema	: <i>Good Morning ? How are you ?</i>
Sub tema	: <i>Greeting, taking leave, thanking and say sorry.</i>
Alokasi Waktu	: 6 x 40 menit

A. Kompetensi Dasar Dan Indikator Pencapaian

- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.
 - 3.1.1. Siswa mampu mengidentifikasi fungsi sosial dari ungkapan yang digunakan untuk tindakan menyapa, berpamitan, mengucapkan terimakasih dan permintaan maaf dengan orang lain dan responnya.
 - 3.1.2. Siswa dapat mengidentifikasi struktur teks dan unsur kebahasaan dari ungkapan yang digunakan untuk tindakan menyapa, berpamitan, mengucapkan terimakasih dan permintaan maaf dengan orang lain dan responnya.

- 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.
 - 4.1.1. Siswa mampu menyusun teks lisan sederhana menyapa, berpamitan, mengucapkan terimakasih dan permintaan maaf dengan orang lain dan responnya pada situasi yang tepat.
 - 4.1.2. Siswa mampu mengucapkan ungkapan menyapa, berpamitan, mengucapkan terimakasih dan permintaan maaf dengan orang lain dan responnya.

B. Tujuan Pembelajaran

1. Setelah melaksanakan serangkaian kegiatan pembelajaran yang telah di berikan guru, peserta didik di harapkan mampu membuat dan menggunakan ungkapan sapaan, pamitan, ucapan terima kasih dan permintaan maaf dengan ucapan dan intonasi yang benar dalam praktik berbicara bahasa Inggris.
2. Siswa diharapkan mampu merespon ungkapan-ungkapan sapaan, pamitan, ucapan terima kasih dan permintaan maaf tersebut dengan benar.

C. Model/Metode Pembelajaran

1. Pendekatan: *scientific*.
2. Strategi: *observe – practice*.
3. Metode: *natural approach*.

D. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama :

a. Pendahuluan (10 menit)

- 1) Guru menyapa siswa menggunakan Bahasa Inggris agar tercipta *English environment*.
- 2) Guru mengecek kehadiran siswa.

b. Kegiatan inti (60 menit)

Mengamati:

- 1) Siswa mengamati contoh ungkapan untuk menyapa orang.
- 2) Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk menyapa orang, seperti: *Good morning, good afternoon, good evening, good night, How are you?*
- 3) Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon sapaan, seperti: *Good morning, good afternoon, good evening, good night, I'm fine, thank you and you ?*

Mempertanyakan:

- 4) Dengan bimbingan guru, siswa mempertanyakan makna dan fungsi sosial ungkapan-ungkapan tersebut.

Bereksplorasi:

- 5) Siswa mencari ungkapan-ungkapan lain yang dapat digunakan untuk menyapa orang dari berbagai sumber.

Mengasosiasi/menganalisis:

- 6) Dengan bekerja kelompok, siswa mempelajari ungkapan-ungkapan untuk menyapa orang untuk memperoleh informasi tentang makna dan fungsi sosialnya.

Berkomunikasi:

- 7) Melalui berbagai situasi yang diberikan oleh guru, siswa berlatih menggunakan ungkapan untuk menyapa dan merespon ungkapan-ungkapan tersebut.

c. Penutup (10 menit)

- 1) Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada siswa untuk mempraktikkan ungkapan sapaan dan mencatat kepada siapa saja siswa mengucapkan ungkapan tersebut.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

Pertemuan kedua :

a. Pendahuluan (10 menit)

- 1) Guru menyapa siswa menggunakan Bahasa Inggris agar tercipta *English environment*.
- 2) Guru mengecek kehadiran siswa.

b. Kegiatan inti (60 menit)

Mengamati:

- 1) Siswa mengamati contoh ungkapan untuk berpamitan/berpisah.
- 2) Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk berpamitan/berpisah, seperti: *Good bye, Bye, See you*.
- 3) Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon pamitan/perpisahan, seperti: *Good bye, Bye, See you*.

Mempertanyakan:

- 4) Dengan bimbingan guru, siswa mempertanyakan makna dan fungsi sosial ungkapan-ungkapan tersebut.

Bereksplorasi:

- 5) Siswa mencari ungkapan-ungkapan lain yang dapat digunakan untuk berpamitan/berpisah dari berbagai sumber.

Mengasosiasi/menganalisis:

- 6) Dengan bekerja kelompok, siswa mempelajari ungkapan-ungkapan untuk berpamitan/berpisah untuk memperoleh informasi tentang makna dan fungsi sosialnya.

Berkomunikasi:

- 7) Melalui berbagai situasi yang diberikan oleh guru, siswa berlatih menggunakan ungkapan untuk berpamitan/berpisah dan respon terhadap ungkapan-ungkapan tersebut.

c. Penutup (10 menit)

- 1) Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada siswa untuk mempraktikkan ungkapan berpamitan dan mencatat kepada siapa saja siswa mengucapkan ungkapan tersebut.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

Pertemuan ketiga :

a. Pendahuluan (10 menit)

- 1) Guru menyapa siswa menggunakan Bahasa Inggris agar tercipta *English environment*.
- 2) Guru mengecek kehadiran siswa.

b. Kegiatan inti (60 menit)

Mengamati:

- 1) Siswa mengamati contoh ungkapan untuk terima kasih dan meminta maaf.
- 2) Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk berterima kasih dan meminta maaf beserta responnya, seperti: *Thank you, thanks, im sorry, sorry for hear that*.
- 3) Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon ucapan terima kasih, seperti: *don't mention it, you're welcome, that's fine, okey, allright*.

Mempertanyakan:

- 4) Dengan bimbingan guru, siswa mempertanyakan makna dan fungsi sosial ungkapan-ungkapan tersebut.

Bereksplorasi:

- 5) Siswa mencari ungkapan-ungkapan lain yang dapat digunakan untuk berterima kasih dan meminta maaf dari berbagai sumber.

Mengasosiasi/menganalisis:

- 6) Dengan bekerja kelompok, siswa mempelajari ungkapan-ungkapan untuk berterima kasih dan meminta maaf agar memperoleh informasi tentang makna dan fungsi sosialnya.

Berkomunikasi:

- 7) Melalui berbagai situasi yang diberikan oleh guru, siswa berlatih menggunakan ungkapan untuk berterima kasih dan meminta maaf dan mampu merespon ungkapan-ungkapan tersebut.

c. Penutup (10 menit)

- 1) Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada siswa untuk mempraktikkan ungkapan berterima kasih dan mencatat kepada siapa saja siswa mengucapkan ungkapan tersebut.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

E. Sumber Belajar

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SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VII
Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya. <u>Masing-masing diajarkan secara terpisah</u> Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p>	<p><u>Masing-masing menggunakan prosedur yang sama</u> Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, untuk menjaga hubungan interpersonal dengan ungkapan yang sesuai dengan konteksnya 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya. Tingkat kelengkapan 	<p>12 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p>	<p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan semacamnya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.,</i> dan semacamnya</p> <p>c. <i>Thank you. You are welcome.,</i> dan semacamnya</p> <p>d. <i>I'm sorry. That's fine, okay. Allright.,</i> dan semacamnya</p> <p>Unsur kebahasaan</p> <p>(1) Kosakata dan tata bahasa baku</p> <p>(2) Ucapan, tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca</p> <p>(4) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.</p>	<p>(keteladanan).</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf serta meresponnya, dalam bahasa Inggris, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. 	<p>dan keruntutan struktur ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, dan percaya diri yang menyertai ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya. <p>CARA PENILAIAN: Kinerja (praktik) Simulasi dan/atau</p>		<ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa menirukan contoh-contoh interaksi (a) sapaan, (b) pamitan, (c)ucapan terimakasih, dan (d)permintaan maaf, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a)sapaan, (b)pamitan, (c)ucapan terimakasih, dan (d)permintaan maaf, serta responnya. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a)sapaan, (b)pamitan, (c)ucapan terimakasih, dan (d)permintaan maaf, serta responnya, dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan berbagai ungkapan (a)sapaan, (b)pamitan, (c)ucapan terimakasih, dan (d)permintaan maaf serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. 	<p>bermain peran (<i>role play</i>) untuk (a) menyapa, (b) berpamitan, (c)mengucapkan terimakasih, (d)meminta maaf, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a)menyapa, (b)berpamitan, (c)mengucapkan terimakasih, dan (d)meminta maaf ketika muncul kesempatan di dalam dan di luar kelas. • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa membandingkan ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya di dalam dan di luar kelas, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	<p>setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya, dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya Fungsi sosial Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks <i>Myname is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ... dan sebagainya.</i></p> <p>Unsur kebahasaan (1) Kosakata (2) Tata bahasa: <i>be, have</i>; kata ganti <i>I, he, she, they</i>, dst.; kata ganti kepunyaan <i>my, your, his, their</i>, dst. (3) Ucapan, tekanan kata, dan intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa melihat, mendengar, dan menyaksikan guru memperkenalkan dirinya dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat. Guru mengulangnya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam perkenalan diri. Siswa menirukan guru mengatakan setiap kalimat. <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial perkenalan diri, serta responnya. Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri, serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, dan percaya diri yang 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(4) Ejaan dan tanda baca (5) Tulisan tangan</p> <p>Topik Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab.</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi perkenalan diri dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa mengikuti dan menirukan contoh-contoh interaksi perkenalan diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi perkenalan diri. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memperkenalkan diri dalam konteks pembelajaran, <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan perkenalan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan antara ungkapan perkenalan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam 	<p>menyertai perkenalan diri, serta responnya.</p> <p>CARA PENILAIAN: Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan perkenalan diri, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk perkenalan diri, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 		<ul style="list-style-type: none"> http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris untuk saling memperkenalkan diri agar saling mengenal secara lebih dekat. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memperkenalkan diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<ul style="list-style-type: none"> Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan perkenalan diri, termasuk kemudahan dan kesulitannya.</p>		

APPENDIX II

PRE-TEST AND POST-TEST

Name :
Class :

I. Fill in the blank areas with suitable greeting expressions!

- | | | |
|----|----------|----------------------|
| 1 | Shidqi | : Hello Zahra |
| | Zahra | : |
| 2 | Fatimah | : How are you, Siti? |
| | Siti | : |
| 3 | Gabriel | : Nice to meet you |
| | David | : |
| 4 | Tina | : How do you do? |
| | Tania | : |
| 5 | Alex | : Good bye |
| | Risa | : |
| 6 | Ken | : Hi, John |
| | Johny | : |
| 7 | Rita | : Good morning, sir |
| | Mr. Adit | : |
| 8 | Firman | : |
| | Fira | : See you |
| 9 | Heru | : Good night, mom |
| | Mommy | : |
| 10 | Denny | : |
| | Vany | : My name is Vany |

II. Match the Expressions in Column A with the Correct Responses in Column B !

- | | |
|--|--------------------|
| 1. You greet your teacher in the afternoon class | a. Good morning, |
| 2. Mom takes you to sleep at night
Ma'am | b. Good afternoon, |
| 3. A teacher greet her students in the class
Ma'am | c. Good bye, |
| 4. A receptionist welcomes a guest in the morning
sweet dream | d. Good night, |
| 5. The students says before going home after school
Sir | e. Good morning, |

III. Complete the Dialogue Using Appropriate Expressions.

1. A : Hello, I _____ Sari.
B : Hi, Nice to see you. I'm Dion.
A : Nice to meet you too, Dion.

2. A : Hi, Desy. How are you ?
B : I'm fine. What about you ?
A : thanks.

IV. Fill in the blank with suitable letters to make a good sentence.

1. GOOD MORNING
2. I _ M F _ N _
3. S _ _ Y _ O
4. H _ W _ R _ Y O _
5. _ E L _ O

DO IT BY YOURSELF !

APPENDIX III

ANSWER KEY

EXERCISES I

1. Hai/hello Shidqi
2. I'm fine/good/great thanks
3. Nice to meet you too
4. How do you do
5. Good bye / bye
6. Hello/hai Ken
7. Good morning, Rita
8. See you
9. Good night Heru
10. What is your name ?

EXERCISES II

1. B
2. D
3. A
4. E
5. C

EXERCISES III

1. Am
2. Meet
3. You
4. Are
5. You
6. Fine

PRE-TEST AND POST-TEST

Name : Thio Ferdinan Nasution
Class : VII - 11

I. Fill in the blank areas with suitable greeting expressions!

- | | | |
|----|----------|-----------------------------------|
| 1 | Shidqi | : Hello Zahra |
| | Zahra | : <u>Hi Shidqi</u> |
| 2 | Fatimah | : How are you, Siti? |
| | Siti | : <u>I'm Fine</u> |
| 3 | Gabriel | : Nice to meet you |
| | David | : <u>Nice to meet you</u> |
| 4 | Tina | : How do you do? |
| | Tania | : <u>How do you do</u> |
| 5 | Alex | : Good bye |
| | Risa | : <u>Good bye</u> |
| 6 | Ken | : Hi, John |
| | Johny | : <u>Hello, Ken</u> |
| 7 | Rita | : Good morning, sir |
| | Mr. Adit | : <u>Good morning, Rita</u> |
| 8 | Firman | : See you |
| | Fira | : See you |
| 9 | Heru | : Good night, mom |
| | Mommy | : <u>Good night, Heru</u> |
| 10 | Denny | : What is your name |
| | Ms. Vany | : My name is Ms. Vany |

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II. Match the Expressions in Column A with the Correct Responses in Column B!

- | | |
|---|----------------------------|
| 1. You greet your teacher in the afternoon | a. Good morning, class |
| 2. Mom takes you to sleep at night | b. Good afternoon, Ma'am |
| 3. A teacher greet her students in the class | c. Good bye, Ma'am |
| 4. A receptionist welcomes a guest in the morning | d. Good night, sweet dream |
| 5. The students says before going home after school | e. Good morning, Sir |

III. Complete the Dialogue Using Appropriate Expressions.

1. A : Hello, I am Sari. ✓
B : Hi, Nice to you you. I'm Dion
A : Nice to meet you too, Dion. ✓
2. A : Hi, Desy. How is you ?
B : I'm fine. What about you ? ✓
A : Am thanks.

IV. Fill in the blank with suit table letters to make a good sentence.

1. GOOD MORNING
2. I AM FINE ✓
3. SEE YOU ✓
4. HOW ARE YOU ✓
5. HELLO ✓

DO IT BY YOURSELF!

PRE-TEST AND POST-TEST

Name : Garba Sari Nusantara Sorbati
Class : VII 11

I. Fill in the blank areas with suitable greeting expressions!

- 1 Shidqi : Hello Zahra ✓
Zahra : Hi Shidqi ✓
- 2 Fatimah : How are you, Siti?
Siti : I'm Fine ✓
- 3 Gabriel : Nice to meet you
David : Thank You ✓
- 4 Tina : How do you do?
Tania : I'm great ✓
- 5 Alex : Good bye ✓
Risa : Bye ✓
- 6 Ken : Hi, John
Johny : Hello, Ken ✓
- 7 Rita : Good morning, sir
Mr. Adit : Good morning ✓
- 8 Firman : Nice to meet you ✓
Fira : See you
- 9 Heru : Good night, mom ✓
Mommy : Good night Heru ✓
- 10 Denny : What is your name Ms ✓
Ms. Vany : My name is Ms. Vany

II. Match the Expressions in Column A with the Correct Responses in Column B !

- | | |
|---|----------------------------|
| 1. You greet your teacher in the afternoon | a. Good morning, class ✓ |
| 2. Mom takes you to sleep at night | b. Good afternoon, Ma'am |
| 3. A teacher greet her students in the class | c. Good bye, Ma'am |
| 4. A receptionist welcomes a guest in the morning | d. Good night, sweet dream |
| 5. The students says before going home after school | e. Good morning, Sir |

III. Complete the Dialogue Using Appropriate Expressions.

1. A : Hello, I Am Sari. ✓
B : Hi, Nice to see you. I'm Dion
A : Nice to meet you too, Dion. ✓
2. A : Hi, Desy. How Are you? ✓
B : I'm fine. What about you? ✓
A : I Am thanks.

IV. Fill in the blank with suit table letters to make a good sentence.

1. GOOD MORNING
2. I AM FINE ✓
3. SEE YOU
4. HOW ARE YOU ✓
5. HELLO ✓

DO IT BY YOURSELF !

PRE-TEST AND POST-TEST

Name : Thio Ferdinan Nasution
Class : VII - II

I. Fill in the blank areas with suitable greeting expressions!

- | | | |
|----|----------|--------------------------|
| 1 | Shidqi | : Hello Zahra |
| | Zahra | : Hi, Shidqi ✓ |
| 2 | Fatimah | : How are you, Siti? |
| | Siti | : I'm thank you ✓ |
| 3 | Gabriel | : Nice to meet you ✓ |
| | David | : Nice to meet you too ✓ |
| 4 | Tina | : How do you do? |
| | Tania | : How do you do ✓ |
| 5 | Alex | : Good bye |
| | Risa | : Good bye ✓ |
| 6 | Ken | : Hi, John |
| | Johny | : Hello, Ken ✓ |
| 7 | Rita | : Good morning, sir |
| | Mr. Adit | : Good morning, Rita ✓ |
| 8 | Firman | : See you later ✓ |
| | Fira | : See you |
| 9 | Heru | : Good night, mom |
| | Mommy | : Good night, Heru ✓ |
| 10 | Denny | : What is your name ✓ |
| | Ms. Vany | : My name is Ms. Vany |

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II. Match the Expressions in Column A with the Correct Responses in Column B !

- | | |
|---|------------------------------|
| 1. You greet your teacher in the afternoon | a. Good morning, class |
| 2. Mom takes you to sleep at night | b. Good afternoon, Ma'am ✓ |
| 3. A teacher greet her students in the class | c. Good bye, Ma'am ✓ |
| 4. A receptionist welcomes a guest in the morning | d. Good night, sweet dream ✓ |
| 5. The students says before going home after school | e. Good morning, Sir |

III. Complete the Dialogue Using Appropriate Expressions.

1. A : Hello, I am Sari. ✓
B : Hi, Nice to see you. I'm Dion
A : Nice to meet you too, Dion.
2. A : Hi, Desy. How are you ?
B : I'm fine. What about you ?
A : am thanks.

IV. Fill in the blank with suit table letters to make a good sentence.

1. GOOD MORNING
2. I ~~am~~ FINE ✓
3. See YOU ✓
4. HOW ARE YOU
5. HELLO ✓

DO IT BY YOURSELF !

PRE-TEST AND POST-TEST

Name : Ganda Sakti Nugraha Sorbakti
Class : VII II

I. Fill in the blank areas with suitable greeting expressions!

- 1 Shidqi : Hello Zahra
Zahra : Hi, Shidqi!
- 2 Fatimah : How are you, Siti?
Siti : I'm Fine
- 3 Gabriel : Nice to meet you
David : Nice to meet you to Gabriel
- 4 Tina : How do you do?
Tania : How do you do
- 5 Alex : Good bye
Risa : Bye
- 6 Ken : Hi, John
Johnny : Hello Ken
- 7 Rita : Good morning, sir
Mr. Adit : Good morning, student
- 8 Firman : See you next time
Fira : See you
- 9 Heru : Good night, mom
Mommy : Good night Heru
- 10 Denny : What is your name MS
Ms. Vany : My name is Ms. Vany

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II. Match the Expressions in Column A with the Correct Responses in Column B !

- | | |
|---|----------------------------|
| 1. You greet your teacher in the afternoon | a. Good morning, class ✓ |
| 2. Mom takes you to sleep at night | b. Good afternoon, Ma'am |
| 3. A teacher greet her students in the class | c. Good bye, Ma'am |
| 4. A receptionist welcomes a guest in the morning | d. Good night, sweet dream |
| 5. The students says before going home after school | e. Good morning, Sir |

III. Complete the Dialogue Using Appropriate Expressions.

1. A : Hello, I am Sari. ✓
B : Hi, Nice to meet you. I'm Dion ✓
A : Nice to meet you too, Dion. ✓
2. A : Hi, Desy. How are you ? ✓
B : I'm fine. What about me ?
A : I am thanks.

IV. Fill in the blank with suit table letters to make a good sentence.

1. GOOD MORN ING
2. I M F N ✓
3. S Y O ✓
4. H W R YO ✓
5. E L O ✓

DO IT BY YOURSELF !

PRE-TEST AND POST-TEST

Name : Dido Ferdinan Nasution
Class : VII - II

I. Fill in the blank areas with suitable greeting expressions!

- | | | |
|----|----------|--------------------------|
| 1 | Shidqi | : Hello Zahra |
| | Zahra | : Hi... Shidqi ✓ |
| 2 | Fatimah | : How are you, Siti? |
| | Siti | : I'm thank you ✓ |
| 3 | Gabriel | : Nice to meet you ✓ |
| | David | : Nice to meet you too ✓ |
| 4 | Tina | : How do you do? |
| | Tania | : How do you do ✓ |
| 5 | Alex | : Good bye |
| | Risa | : Good bye ✓ |
| 6 | Ken | : Hi, John |
| | Johny | : Hello, ken ✓ |
| 7 | Rita | : Good morning, sir |
| | Mr. Adit | : Good morning, Rita ✓ |
| 8 | Firman | : See you later ✓ |
| | Fira | : See you |
| 9 | Heru | : Good night, mom |
| | Mommy | : Good night, Heru ✓ |
| 10 | Denny | : What is your name ✓ |
| | Ms. Vany | : My name is Ms. Vany |

96 ✓

II. Match the Expressions in Column A with the Correct Responses in Column B!

- | | | |
|---|---|------------------------------|
| 1. You greet your teacher in the afternoon | → | a. Good morning, class ✓ |
| 2. Mom takes you to sleep at night | → | b. Good afternoon, Ma'am ✓ |
| 3. A teacher greet her students in the class | → | c. Good bye, Ma'am ✓ |
| 4. A receptionist welcomes a guest in the morning | → | d. Good night, sweet dream ✓ |
| 5. The students says before going home after school | → | e. Good morning, Sir ✓ |

III. Complete the Dialogue Using Appropriate Expressions.

1. A: Hello, I am Sari.
B: Hi, Nice to meet you. I'm Dion.
A: Nice to meet you too, Dion.
2. A: Hi, Desy. How are you?
B: I'm fine. What about you?
A: I'm fine thanks.

IV. Fill in the blank with suit table letters to make a good sentence.

1. GOOD MORNING
2. I AM FINE ✓
3. SEE YOU ✓
4. HOW ARE YOU ✓
5. HELLO ✓

DO IT BY YOURSELF!

PRE-TEST AND POST-TEST

Name : Garda Sakti Nugantaa Sorbakti
Class : VII 11

I. Fill in the blank areas with suitable greeting expressions!

- | | | |
|----|----------|-------------------------------|
| 1 | Shidqi | : Hello Zahra |
| | Zahra | : Hi, Shidqi ✓ |
| 2 | Fatimah | : How are you, Siti? |
| | Siti | : I'm Fine ✓ |
| 3 | Gabriel | : Nice to meet you |
| | David | : Nice to meet you to Gabriel |
| 4 | Tina | : How do you do? |
| | Tania | : How do you do |
| 5 | Alex | : Cood bye ✓ |
| | Risa | : Bye |
| 6 | Ken | : Hi, John |
| | Johny | : Hello Ken ✓ |
| 7 | Rita | : Good morning, sir |
| | Mr. Adit | : Good morning, student |
| 8 | Firman | : See you next time |
| | Fira | : See you |
| 9 | Heru | : Good night, mom |
| | Mommy | : Good night Heru |
| 10 | Denny | : What is your name MS |
| | Ms. Vany | : My name is Ms. Vany |

0/07

II. Match the Expressions in Column A with the Correct Responses in Column B !

- | | |
|---|------------------------------|
| 1. You greet your teacher in the afternoon | a. Good morning, class ✓ |
| 2. Mom takes you to sleep at night | b. Good afternoon, Ma'am ✓ |
| 3. A teacher greet her students in the class | c. Good bye, Ma'am ✓ |
| 4. A receptionist welcomes a guest in the morning | d. Good night, sweet dream ✓ |
| 5. The students says before going home after school | e. Good morning, Sir |

III. Complete the Dialogue Using Appropriate Expressions.

1. A : Hello, I am Sari.
B : Hi, Nice to meet you. I'm Dion.
A : Nice to meet you too, Dion.
2. A : Hi, Desy. How are you?
B : I'm fine. What about I'm fine?
A : See you thanks.

IV. Fill in the blank with suit table letters to make a good sentence.

1. GOOD MORNING
2. I AM FINE
3. SEE YOU
4. HOW ARE YOU
5. HELLO

DO IT BY YOURSELF !

APPENDIX IV

Table 4.1
The Students Score in Pre-Test

No.	Students	Pre-test
1	YS	56
2	RDC	68
3	RCE	72
4	ALBG	64
5	ARS	76
6	NSN	76
7	RDN	60
8	DRF	64
9	RFN	52
10	PMA	44
11	KWC	68
12	EVD	60
13	FL	72
14	JAP	52
15	SR	60
16	MGS	72
17	ZT	72
18	MRH	72
19	MM	56
20	MFIS	40
21	TA	48
22	AS	52
23	DMBS	76
24	BH	40
25	GSNS	60
26	NNK	56
27	VBS	48
28	KD	64
29	WM	16
30	SS	48
31	ER	40
32	RPT	16
Total :		1.820
Mean :		54.62

APPENDIX V

Table 4.2
The Students Score in Post-Test Cycle I

No.	Students	Cycle I
1	YS	72
2	RDC	84
3	RCE	84
4	ALBG	80
5	ARS	88
6	NSN	88
7	RDN	76
8	DRF	80
9	RFN	68
10	PMA	60
11	KWC	84
12	EVD	76
13	FL	80
14	JAP	68
15	SR	76
16	MGS	84
17	ZT	84
18	MRH	84
19	MM	72
20	MFIS	56
21	TA	64
22	AS	68
23	DMBS	80
24	BH	56
25	GSNS	76
26	NNK	72
27	VBS	64
28	KD	76
29	WM	42
30	SS	62
31	ER	65
32	RPT	42
Total :		2.230
Avarage :		69.68

APPENDIX VI

Table 4.3
The Students Score in Post-Test Cycle II

No.	Students	Cycle II
1	YS	100
2	RDC	100
3	RCE	100
4	ALBG	100
5	ARS	100
6	NSN	100
7	RDN	100
8	DRF	100
9	RFN	96
10	PMA	96
11	KWC	92
12	EVD	92
13	FL	92
14	JAP	92
15	SR	92
16	MGS	92
17	ZT	92
18	MRH	88
19	MM	84
20	MFIS	84
21	TA	84
22	AS	84
23	DMBS	80
24	BH	80
25	GSNS	80
26	NNK	80
27	VBS	80
28	KD	80
29	WM	80
30	SS	76
31	ER	68
32	RPT	60
Total :		2.824
Avarage :		88.25

APPENDIX VII

Table 4.4
The Students Score in Pre-Test, Cycle I and Cycle II

No.	Students	Pre-test	Cycle I	Cycle II
1	YS	56	72	100
2	RDC	68	84	100
3	RCE	72	84	100
4	ALBG	64	80	100
5	ARS	76	88	100
6	NSN	76	88	100
7	RDN	60	76	100
8	DRF	64	80	100
9	RFN	52	68	96
10	PMA	44	60	96
11	KWC	68	84	92
12	EVD	60	76	92
13	FL	72	80	92
14	JAP	52	68	92
15	SR	60	76	92
16	MGS	72	84	92
17	ZT	72	84	92
18	MRH	72	84	88
19	MM	56	72	84
20	MFIS	40	56	84
21	TA	48	64	84
22	AS	52	68	84
23	DMBS	76	80	80
24	BH	40	56	80
25	GSNS	60	76	80
26	NNK	56	72	80
27	VBS	48	64	80
28	KD	64	76	80
29	WM	16	42	80
30	SS	48	62	76
31	ER	40	65	68
32	RPT	16	42	60
Total :		1.820	2.230	2.824
Average :		54.62	69.68	88.25

APPENDIX VIII

Table 4.5
Observation Sheet of Students Activities in Cycle I

No.	Behavioral Types	Observation Focus	YES	NO
1.	Students' motivation to listen to The teacher's explanation.	6. Students payed attention to the explanation.	✓	
		7. Students asked about the material.		✓
		8. The students comment on the material.		✓
		9. Students answered the question.	✓	
		10. Students made notes.	✓	
2.	Students' motivation during learning process.	4. Students have motivation in class with Natural Approach method.		✓
		5. Students involved in learning process.	✓	
		6. Students discussed the vocabulary in the class with Natural Approach method.		✓
3.	The students' motivation to do the task that was given by the teacher.	3. Students can did the task of vocabulary.	✓	
		4. Students can finished the test within a given time.		✓

APPENDIX IX

Table 4.4
Observations Sheet of Teacher’s Performance in Cycle I

NO.	BEHAVIORAL TYPES	OBSERVATION FOCUS	YES	NO
1.	Is the teacher prepared ?	Do they have an organized, detailed lesson plan and all materials needed ?	✓	
2.	Do they have knowledge of the subject matter and a purpose.	Can the teacher answered students’ questions?	✓	
		Can he/she motivated students to peak their interest in the subject matter ?	✓	
3.	Can the teacher control students’ behavior ?	Keeped the attention		✓
		Involved students in lesson	✓	
		Stoped the lesson when needed	✓	
		Awared of individual needed	✓	
		Provided positive reinforcement	✓	
4.	Does the teacher on the topic?	Do they followed a logical sequence ?	✓	
5.	Is the teacher enthusiastic about the lesson they are teaching ?	Are students excited shown through class participation and behavior ?	✓	
		Are the activites appropriate ?	✓	
6.	Does the teacher have the ability to:	Stayed on topic ?	✓	
		Gave directions ?	✓	
		Reached objectives ?	✓	
		Very questions ?	✓	
		Involved students’ encourage participation and thinking ?	✓	
		Summarized lesson ?	✓	
7.	Is the teacher able to present :	Enthusiasm ?	✓	
		Details	✓	
		Flexibility ?	✓	
		Speched and grammar ?	✓	
8.	Do the student respond to the teacher ?	Did they followed directions ?	✓	
		Did they displayed understanding ?		✓
		Were they respectful ?	✓	
9.	Does the teacher communicate effectively ?	Provited visual		✓
		Tone of voice	✓	

APPENDIXES X

Table 4.5
Observation Sheet of Students Activities in Cycle II

No.	Behavioral Types	Observation Focus	YES	NO
1.	Students' motivation to listen to the teacher's explanation.	6. Students payed attention to the explanation.	✓	
		7. Students asked about the material.	✓	
		8. The students comment on the material.	✓	
		9. Students answered the question.	✓	
		10. Students made notes.	✓	
2.	Students' motivation during learning process.	4. Students have motivation in class with Natural Approach method.	✓	
		5. Students involved in learning process.	✓	
		6. Students discussed the vocabulary in the class with Natural Approach method.	✓	
3.	The students' motivation to do the task that was given by the teacher.	3. Students can did the task of vocabulary.	✓	
		4. Students can finished the test within a given time.	✓	

APPENDIXES XI

Table 4.6
Observations Sheet of Teacher's Performance in Cycle II

NO.	BEHAVIORAL TYPES	OBSERVATION FOCUS	YES	NO		
1.	Is the teacher prepared ?	Do they have an organized, detailed lesson plan and all materials needed ?	✓			
2.	Do they have knowledge of the subject matter and a purpose.	Can the teacher answered students' questions?	✓			
		Can he/she motivated students to peak their interest in the subject matter ?	✓			
3.	Can the teacher control students' behavior ?	Keeped the attention	✓			
		Involved students in lesson	✓			
		Stoped the lesson when needed	✓			
		Awared of individual needed	✓			
3.	Can the teacher control students' behavior ?	Provided positive reinforcement	✓			
		Does the teacher on the topic?	Do they followed a logical sequence ?	✓		
		5.	Is the teacher enthusiastic about the lesson they are teaching ?	Are students excited shown through class participation and behavior ?	✓	
				were the activites appropriate ?	✓	
6.	Does the teacher have the ability to:	Stayed on topic ?	✓			
		Gave directions ?	✓			
		Reached objectives ?	✓			
		Very qustions ?	✓			
		Involved students' encourage participation and thinking ?	✓			
		Summarized lesson ?	✓			
7.	Is the teacher able to present :	Enthusiasm ?	✓			
		Details	✓			
		Flexibility ?	✓			
		Speched and grammar ?	✓			
8.	Do the student respond to the teacher ?	Do they followed directions ?	✓			
		Do they displayed understanding ?	✓			
		Were they respectful ?	✓			
9.	Does the teacher communicate effectively ?	Provited visual		✓		
		Tone of voice	✓			

APPENDIX XII

**STUDENTS ABSENT LIST OF VII-11 GRADE
SMP NEGERI 3 BINJAI**

No.	Students	P/L	Pre-test	Cycle I	Cycle II
1	Anisa Ramadhani Siregar	P	<i>Anisa</i>	<i>Anisa</i>	<i>Anisa</i>
2	Arindi Sagita	P	<i>Arindi</i>	<i>Arindi</i>	<i>Arindi</i>
3	Ave Leony Br. Ginting	P	<i>Ave</i>	<i>Ave</i>	<i>Ave</i>
4	Bella Hairunisa	P	<i>Bella</i>	<i>Bella</i>	<i>Bella</i>
5	Dona Margareta Br. Siburian	P	<i>Dona</i>	<i>Dona</i>	<i>Dona</i>
6	Dwi Rahma Fadillah	P	<i>Dwi</i>	<i>Dwi</i>	<i>Dwi</i>
7	Edi Riansyah	L	<i>Edi</i>	<i>Edi</i>	<i>Edi</i>
8	Edward Van Dundeas	L	<i>Edward</i>	<i>Edward</i>	<i>Edward</i>
9	Fitri Lianisyah	P	<i>Fitri</i>	<i>Fitri</i>	<i>Fitri</i>
10	Ganda Sakti Nusantara Surbakti	L	<i>Ganda</i>	<i>Ganda</i>	<i>Ganda</i>
11	Juni Abdillah P.A	P	<i>Juni</i>	<i>Juni</i>	<i>Juni</i>
12	Karen Davgen	L	<i>Karen</i>	<i>Karen</i>	<i>Karen</i>
13	Karisa Widya Citra	P	<i>Karisa</i>	<i>Karisa</i>	<i>Karisa</i>
14	Merlin Gerin Sembiring	P	<i>Merlin</i>	<i>Merlin</i>	<i>Merlin</i>
15	Mikhael Manik	L	<i>Mikhael</i>	<i>Mikhael</i>	<i>Mikhael</i>
16	Muhammad Farhan Ilyasa Sihotang	L	<i>Muhammad</i>	<i>Muhammad</i>	<i>Muhammad</i>
17	Muhammad Rifai Hasibuan	L	<i>Muhammad</i>	<i>Muhammad</i>	<i>Muhammad</i>
18	Naila Sa'bani Nasution	P	<i>Naila</i>	<i>Naila</i>	<i>Naila</i>
19	Nazwa Nurul Kholila	P	<i>Nazwa</i>	<i>Nazwa</i>	<i>Nazwa</i>
20	Putri Mitha Aulia	P	<i>Putri</i>	<i>Putri</i>	<i>Putri</i>
21	Rachel Corry Elena	P	<i>Rachel</i>	<i>Rachel</i>	<i>Rachel</i>
22	Rakha Ditya Naufa	L	<i>Rakha</i>	<i>Rakha</i>	<i>Rakha</i>
23	Revalina Dwi Cahyani	P	<i>Revalina</i>	<i>Revalina</i>	<i>Revalina</i>
24	Rio Ferdinan Nasution	L	<i>Rio</i>	<i>Rio</i>	<i>Rio</i>
25	Rominggoes Paulus T.	L	<i>Rominggoes</i>	<i>Rominggoes</i>	<i>Rominggoes</i>
26	Septia Ramadhani	P	<i>Septia</i>	<i>Septia</i>	<i>Septia</i>
27	Siti Syahdilla	P	<i>Siti</i>	<i>Siti</i>	<i>Siti</i>
28	Tiara Azira	P	<i>Tiara</i>	<i>Tiara</i>	<i>Tiara</i>
29	Vinsensius Binsar Situngkir	L	<i>Vinsensius</i>	<i>Vinsensius</i>	<i>Vinsensius</i>
30	Wahyu Muzakir	L	<i>Wahyu</i>	<i>Wahyu</i>	<i>Wahyu</i>

31	Yoanatantri Sijabat	P			
32	Zihan Thahira	P			

Binjai, 20 September 2019

Mengetahui,
Kepala Sekola



Drs. Sofyan, M.Pd

NIP. 19661225 199702 1 001

APPENDIX XIII

DOCUMENTATION OF RESEARCH





CURRICULUM VITAE

Name : Astrie Yurisha Ginting
Place And Birth Date : Binjai, 16th August 1997
Age : 22 Years Old
Gender : Female
Nationality : Indonesian
Religion : Muslim
Marital Status : Not Merried
Address : Jl. Ikan Arwana LK.III Kec.Binjai Timur
Kel.Dataran Tinggi Kota Binjai
Phone Numbers : 082370069074
Email : Astrieyurisha@gmail.com

Parents' Name
Father : Sahari Ginting
Mother : Sri Rahayu

Education
2003 – 2009 : SD Negeri 024772 Binjai Timur
2009 – 2012 : SMP Negeri 3 Binjai
2012 – 2015 : SMA Negeri 6 Binjai
2015 – 2019 : Students of English Department Faculty of Teacher
Training and Education UMSU, 2019 Until this
Reaching the Degree of Sarjana.

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan di bawah ini:

Nama Lengkap : Astrie Yurisha Ginting

N.P.M : 1502050303

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Implementation of Natural Approach to Improve Students' Achievement in Vocabulary

Dengan ini menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar, maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang kembali seminar.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 22 Juli 2019

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat saya,
Yang membuat pernyataan

Mandra Saragih S.Pd, M.Hum



Astrie Yurisha Ginting