

**IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY
THROUGH EXCLUSION BRAINSTORMING STRATEGY
(A Quasi Experimental Research at Fourth Grade Students of SDN 78 Kota
Bengkulu, in Academic Year 2014/2015)**



THESIS

**”Presented as a partial requirement for Bachelor degree (S.Pd)
in English language educational”**

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**IMPROVING STUDENTS ENGLISH VOCABULARY MASTERY THROUGH
EXCLUSION BRAINSTORMING STRATEGY AT THE FOURTH GRADE
STUDENTS OF SDN 78 KOTA BENGKULU**

THESIS

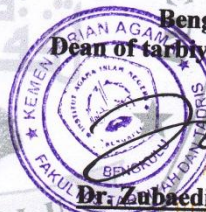
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EXCLUSION BRAINSTORMING STRATEGY
(A Quasi Experimental Research at Fourth Grade Students of SDN 78 Betungan,
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Bengkulu, 2015

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Jangan kamu bersikap lemah, dan janganlah (pula) kamu bersedih hati, padahal kamulah orang-orang yang paling tinggi (derajatnya), jika kamu orang-orang yang beriman. (Ali-Imran: 139)

The whole world opened to us when we learned to read.

Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand..

"Native American Saying"

They can because they think they can.

You are on what you think,

DEDICATION

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ABSTRACT

Lita Efriana. 2015. Improving Students' English Vocabulary Mastery Through Exclusion Brainstorming Strategy (A Quasi Experimental Research at Fourth Grade Students of SDN 78 Betungan , Kota Bengkulu in Academic Year 2014/2015)

The aim of this study was to find out the significance different of exclusion brainstorming strategy on vocabulary mastery at the fourth grade students of SDN 78 Kota Bengkulu in academic year 2014/2015. This research was quasi-experimental study. The data in this research was collected by using test and the instrument was used multiple choices. The population of this research was fourth grade of SDN 78 Kota Bengkulu in academic year 2014/2015 that divided in two classes: class A consisted of 30 students and class B consisted of 30 Students, so the total of the population are 60 students. The sample of this study was class A consisted of 30 Students and class B consisted of 30 Students, so the total of the sample were 60 students. The result of this research based on the data collected from the students showed that, the $t_{obtained}$ is 3,215 with the level of significance 0,05 is 2,048 from the *df* 58 $t_{obtained}$ was higher then t_{table} 3,215 > 2,048. So the null hypothesis of the researcher was rejected. It means there was an effect of exclusion brainstorming strategy on student vocabulary ability. Beside that, the students had responsibility and enjoy in the learning process. It means that exclusion brainstorming strategy can be used as one of the alternative to teach vocabulary mastery at the fourth grade students of SDN 78 Kota Bengkulu in academic year 2014/2015.

Key Word: *Vocabulary Mastery And Exclusion Brainstorming strategy*

ABSTRAK

Lita Efriana. 2015. Improving Students' English Vocabulary Mastery Through Exclusion Brainstorming Strategy (A Quasi Experimental Research at Fourth Grade Students of SDN 78 Betungan, Kota Bengkulu in Academic Year 2014/2015)

Tujuan utama penelitian ini adalah untuk menemukan perbedaan yang signifikan dari strategi menentukan kosakata yang berkaitan dengan topik yang akan dibicarakan atau dipahami dalam pembelajaran kosakata pada siswa kelas empat dari SDN 78 Kota Bengkulu tahun ajaran 2014/2015. Penelitian ini adalah penelitian kuasi eksperimental. Pengumpulan data pada penelitian ini adalah menggunakan tes yang berbentuk pilihan ganda. Populasi dari penelitian ini adalah siswa kelas empat dari SDN 78 Kota Bengkulu tahun ajaran 2014/2015 yang terbagi dalam dua kelas yaitu: kelas A sebanyak 30 siswa dan kelas B sebanyak 30 siswa, jadi jumlah keseluruhan populasi adalah 60 siswa. Sampel penelitian ini adalah kelas A sebanyak 30 siswa dan kelas B sebanyak 30 siswa, jadi total keseluruhan sampel adalah 60 siswa. Hasil penelitian berdasarkan hasil pengumpulan data siswa menunjukkan bahwa t_{obtained} adalah 3,215 dengan tingkat signifikan 0,05 adalah 2,086, df 58, t_{obtained} adalah lebih tinggi daripada t_{table} $3,215 > 2,048$. Jadi dalam penelitian ini menunjukkan bahwa nol hipotesis ditolak. Kesimpulannya ada effect dari strategi menentukan kosakata yang berkaitan dengan topik yang akan dibicarakan atau dibahas dalam pembelajaran pada kemampuan kosakata siswa. Di samping itu, siswa mempunyai respon yang baik dan santai dalam proses pembelajaran. Itu berarti bahwa menentukan kosakata yang berkaitan dengan topik yang akan dibicarakan atau dibahas dalam pembelajaran dapat digunakan sebagai salah satu teknik alternatif dalam mengajar kosakata pada siswa kelas empat di SDN 78 Kota Bengkulu tahun ajaran 2014/2015.

Kata Kunci: Vocabulary, dan Exclusion Brainstorming Strategy.

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Lita Efriana

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. People use the language to express their emotions, feelings, and ideas. No one will be able to communicate internationally without using English since almost of scientific books are written in English. For that reason in Indonesia, English is the foreign language taught at the formal schools.

Vocabulary is a component of language that maintains all of information about meaning and using words in language. Vocabulary building is really important in any language learning. Vocabulary also becomes the most important aspect in acquiring a language and mastering the second language. It is supported by Schmitt in Romi who say: “One of key in learning a foreign language is mastery the second language’s vocabulary (2012: 19).

Michael et al. (2010: 1) states vocabulary is all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words.

Besides the importance of vocabulary learning. It is also importance for the learners to understand other components of language because even though the students have mastered a lot of English vocabularies. It cannot guarantee for them to use English in communication perfectly because their vocabularies are just the basic foundation in English.

Therefore, according to competence-Based Curriculum in Romi (2012: 1.24), the competence of students in elementary school are expected to master vocabulary at the level of 900 words and the suitable grammar, the students are able: (1) to understand short and simple oral texts in forms of conversation, narration, and description. (2) to have a conversation to express their feeling. (3) to understand simple written texts in the forms of conversation to conversation, narration, and description. (4) present simple information ideas in written form of 100 words at length. So, vocabulary mastery is very important to master as the basic skill of English. The difficulty of learning English is not only elementary school and at junior high school but also at the senior high school and even at the university. Because the process of learning English as foreign language is the same with the process how children learn to talk for the first time.

Based on the reseacher's observation at elementary school number 78 on Monday, February 16th the reseacher found the problem in teaching English. It was from the strategy of teaching used by the teacher. Teacher can not use an appropriate strategy to teach and also the teacher used a monotone strategy in teaching process, because the teacher only wrote the difficult words and translates them into Indonesia. Sometimes, the teacher followed the instruction

in the textbook, such as: the teacher explanation of the material to the students, then gave them some examples and asked them to answer the questions in the text book and the material it was not interesting when they are learning English . So, it made the students's English vocabulary mastery still low.

To solve the problem above, the reseacherr should find a new strategy in teaching vocabulary. There are some strategies that can be used. They are Riddles strategy, Leniar Arrays strategy, and Exclusion Brainstorming Strategy. However, Exclusion Brainstorming strategy is one which can help the students to learn and find out the meaning of new words. Use exclusion brainstorming strategy to improve student's knowledge about vocabulary that choose some way. And also it can increase the student's interset and participation in learning english vocabulary.

Therefore, the reseacher will a reseach at grade IV SDN 78 to find out the data about “ Improving Students' English Vocabulary Mastery Through Exclusion Brainstorming Strategy”.

B. Identification of the Problem

From the background of the problems above, there are some problems that werefound in the classroom. It can be identified the problems that may come from the students and the teacher. However, there were two problems that necessary to be solved immediately. First, the problem is about the students' vocabulary still low. For example, the students can not focus to study vocabulary. The students talk with her/his friends and just play during learning

vocabulary process. So, the students forget words easily. Second, the problem is about the teacher.

They could not use an appropriate strategy to teach. Then, the teacher uses a monotone strategy in the teaching process, because the teacher only writes the difficult words and translates them into Indonesian. Sometimes, the teacher follows the instruction in the textbook, such as: the teacher explains the material to the students, then gives them some examples and asks them to answer the questions in the textbook and the material did not interest them. Therefore, it is important for the teacher to use an appropriate strategy in teaching their students.

There are several factors that caused the students' marks to be low. The first, a strategy which is used by the teacher in teaching vocabulary can not attract the students to be more active in their study, because the teacher uses a monotone strategy in the teaching process, such as writing the difficult words. The second, the students are not interested in learning. The last, the students will forget words easily. So, the teacher should find any appropriate strategy to solve these problems like using Exclusion Brainstorming strategy on students' English vocabulary mastery.

C. Limitation of the Problem

To avoid any misinterpretation of the problem, the researcher would like to limit the scope of the study. The researcher needs to know whether exclusion

brainstorming strategy can improve the student's vocabulary mastery. The research is just done at first of elementary school second semester.

D. Formulation of the Problem

After explaining the identification and limitation of the problem above, the researcher formulates the problem as follow: "Does exclusion brainstorming strategy improve the students' English vocabulary mastery at the fourth grade students' of SDN 78 Kota Bengkulu?"

E. Purpose of the Research

The purpose of this research is to investigate significant of the effect by using exclusion brainstorming strategy on students' English vocabulary mastery.

F. Significance of the Research

This research is expected to be useful for: 1) the teachers: the teacher must try comprehension and apply this strategy in teaching vocabulary, 2) the students: They can develop their vocabulary through strategy in this research, 3) the further research: The result of research can be used as the reference for those who want to conduct a research in increasing English vocabulary mastery.

G. Definition of Key Terms

The key terms of this research are define as follows:

1. Exclusion Brainstorming Strategy an instruction used to utilized students prior knowledge and expands their of a social studies or science topics.

2. Vocabulary Mastery Vocabulary is list of words used in a book with definition or translation. Mastery is great skill or knowledge. Vocabulary mastery is the knowledge in understanding the words.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Vocabulary

In studying English, vocabulary is one of important aspect to understand in learning vocabulary. Good mastery of vocabulary is important for anyone who learns the language in listening, speaking, reading and writing besides grammar. To master a language, a learner should adequate vocabulary of the target language. In the other words, the students can not use a language without having knowledge about the language.

According to Harmon in Romi (2012: 15), Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Cameron (2001: 17) states that vocabulary is a central to the learning of a foreign language at primary level. Vocabulary becomes an essential component of language and it also plays an important role in language learning. It becomes a basic for the young learners as a primary level in learning foreign language. So, vocabulary is an important one that has to be acquired by the person who wants to learn a foreign language.

Romi (2012: 16) indicates that vocabulary has an important role in the development of the four language skills: speaking, listening, reading and writing. He claims that vocabulary can provide clarity and can enable the speaker to diversify language. He further points out that wrong use of vocabulary can lead to misinterpretation, while correct use of vocabulary makes it easier for people

to read and write better, understand the main ideas and speak correctly (as cited in Iheanacho, 1997).

Moreover Langan in Romi (2012:) states that vocabulary is a vital part of effective communication. A command of many words will make the learners to be a better listener, speaker, reader and writer. Studies have shown that the students with strong vocabularies, and the students who work to improve a limited vocabulary are more successful in school. A good vocabulary, more than any factor, was common to make the people enjoy and success to their study, career and life.

Furthermore Romi (2012: 3), without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning oppurtunities around them.

In addition, Romi (2012: 20) adds that vocabulary is the collection of the words that an individual know. A vocabulary is a foundation that is needed in the language. Without having or knowing the vocabulary, the students can not communicate well in English. In the other word vocabulary will give the meaning in communication.

From the explanation above, it seems that vocabulary is an important aspect in learning. Then, vocabulary also affects the mastery of four basic language skills: listening, speaking, reading and writing. To master a language, a learner should have adequate vocabulary of the target language. So, without

knowing a vocabulary, it is impossible that the people can acquire four basic language skills.

1. Aspect of Vocabulary

According to Ur (1996:60), suggests that there are six points to be taught.

1. Form: pronunciation and spelling

Pronunciation and spelling are the first thing must be known in teaching vocabulary. The students have to know both the sounds and spelling. In teaching these, the teacher should make sure that both these aspects are presented and learned accurately.

1. Grammar

It sometimes needs specific rule of grammar in using some kinds of words. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentence; it is important to provide learners with this information at the same time as the teacher teaches the base form.

2. Collocations

The collocations typical of particular items make a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching. The teacher may note that how to differentiate the use of specific words in different context. For example: how to use *take* or *make* the one, in this context, it must use *throw a ball* but *toss a coin*.

3. Aspect of meaning (1) denotation, connotation and appropriateness

Denotation is the meaning of a word is primarily what it refers in the real word. Denotation is a short definition that is given in a dictionary. Then, *connotation* is the associations, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. Furthermore, *appropriateness* is a more subtle aspect of meaning that often needs to be taught is whether a particular item to use in a certain context or not. It is useful for learners to know that a certain word is very common, or relatively rare, or taboo in polite conversation, or tends to be used in writing but not in a speech, or more suitable for formal or informal discourse, or belongs to a certain dialect.

4. Aspect of meaning (2): meaning relationship; synonyms, antonyms, hyponyms, co-hyponyms, translation etc.

Meaning relationship is important because it explain how the meaning of one item relates to the meaning of others. This is very useful in teaching vocabulary of English. The relationships can be: synonyms, antonyms, hyponyms, co-hyponyms or co-ordinates, super ordinates, and translation. This research focuses in this aspect.

5. Word formation : prefixes, suffixes.

Vocabulary items, whether one-word or multi-word, can be often be broken down into their component. How these are put together is another piece of useful information – perhaps mainly for more advanced learners.

2. Kind of Vocabulary

There are many classifications made by the experts in language area about the types of vocabulary. Thornbury (2002: 45) divide vocabulary into two

parts, namely: general vocabulary and special vocabulary. The general vocabulary is the words that are used in general; there is no limited of field and user. Whereas special vocabulary, is the words that are used in the certain field or job, profession or special science and technology.

thornbury (2002:16) Field classified vocabulary into: active and passive vocabulary.

- a. Active vocabulary refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped the familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing skill.
- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary.

Passive vocabulary or comprehensions consist of the words comprehended by people, when they read or listen.

In the first level of a course, the active vocabulary is more prominent. But when the students in higher level of study such as intermediate or advanced level passive vocabulary is more useful.

From the explanation above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is containing of two kinds function and content words.

3. Students' Vocabulary

Students' vocabulary is one of part important in English aspect, because without vocabularies everyone can do communication with another people Bintz (2011: 23) said that Vocabulary is the foundation necessary for strong literacy skills. Research has proven time and again that vocabulary is critical for reading success. According to Thornbury (2012: 12) said that, see on the table 1 below:

Table : 1 Vocabulary Stage learned elementary school

| Level Section | Age | Skills | Focus |
|------------------|----------------------|--|--|
| 1 | Starting Of 6-8 | Minimal or no skills. | Controlled communication oral or pictographic presentation and reproduction of vocabulary. basic word recognition. |
| 2 | Moving On 9-10 | Limited reading and writing skills. | Controlled communication. Understanding and identifying words. Initial matching and grouping. |
| 3 | Flying High 10-11 | Intermediate reading and writing skills. | Freer communication cognitive recognition and competent use or vocabulary. |

Source: Romi (20012:12)

4. Teaching Vocabulary

In teaching vocabulary there are expressing which can change meaning of the words. So that, expressing can explain what the meaning of speaker say. Like: Do you like English? And Do you like English. Teaching vocabulary takes an essential part when the teacher begins the class, he or she must start to acquire vocabulary in order to be able to use the language. Starting a learning process by introducing a vocabulary is an essential to guide the learners

especially young learner to comprehend word by word. It can be said as a process or way to make the students learn units of words that is presented by the teachers whose the students can respond the teachers' command.

English instruction in an junior high schools is intended to endorse the mastery and development of the four basic skills. They are listening , speaking, reading and writing as reflected in abilities and skills concerning language use, so that the students are able to express simple expression with emphasis on vocabulary mastery in order to avoid vocabulary infraction and attain better out comes.

Teaching vocabulary is clearly more than just presenting new words. Vocabulary is need for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" Thornbury (2002:153). Romi (2012:109) pointed out that vocabulary teaching above elementary level was mostly restricted on presenting new items as they appeared in reading or listening texts.

According to McCarten (2007: 44), teaching vocabulary is teaching help the learners to build up their knowledge about words, in ways that will enable them to use the language efficiently and successfully. Vocabulary efficiently if vocabulary takes an essential part when the teacher begins the class. Then, succesfully if vocabulary give warming up to the students to build their comprehending in using a language.

Thornbury (2002: 45) adds that teaching vocabulary can help the students to learn the meaning of the words, understand the connection between the form and the meaning and how to use them. Student always deal with vocabularies in learning English because it appears in any language skills. Having enough vocabulary can make them able to listen, speak, read and write and paint. It also can make them easily to product the words without enough vocabulary, knowledge and the language skills seem to be useless.

Allen (1999: 45) states that teaching vocabulary is teaching new labels for familiar concepts. Such as if the students already know the concept about fair/unfair, so the teacher teach vocabulary with the words like discrimination, bias and stereotyping by using the concept. In the other hand, if they totally unknown the concept, so more time will be required to develop a meaning full understanding.

In addition, Zhihong (2000: 13) states that teaching vocabulary is a key important task in teaching English. By using successful techniques, media and strategy to learn new vocabulary, the students will find words easier to remember and will become more motivated in class. Expanding a learner's vocabulary by using context clues is a way to reduce the need for consulting dictionaries. The contextual approach may be a reinforcement tool for the students to use in listening, speaking, reading and writing.

Referring to the explanation above, the researcher concludes that teaching vocabulary is a first step to guide the students in learning English. Then, it can be focused in helping the learners to build up their knowledge of

words, and encouraged them to be able to use the language efficiently and successfully. As a result, the teacher should find any appropriate strategy to motivate the students' attention to learn and improve their vocabulary.

B. Young Learners

1. Young Learners

Young learners have their own characteristics with other stages. Like in thinking or attitude, there are some experts that tell about characteristics of young learners. According to Armi (2010:4) characteristics of young learners are:

- a. Involuntary attention,
- b. Limited attention ,
- c. Holistic skills,
- d. Inability to observe regularities and casual relations,
- e. Developed problem-solving skills,
- f. Weak memory,
- g. Limited experience,
- h. *Hic-et-nc* reasoning,
- i. Undeveloped aptitude,
- j. Mechanical memory
- k. Lower order processing,
- l. Undeveloped interactional skills,
- m. Motivation,
- n. Literacy and numeracy,
- o. Ongoing categorisation.

C. Teaching Vocabulary for Young Learners

1. Teaching Vocabulary for Young Learners

According to Cameron (2001: 72-95), Young learners of a second/foreign language are still building their first language vocabulary, which is tied up with their contextual development; thus in planning and teaching a foreign language we need to take into account this first language background to know what will work and what may be too difficult for children. Vygotsky states, although children may use the same words with adults, they may not hold the same meaning for those words.

Young learners are usually described as learners aged between 6 to 10 or 11 years old. According to Richards , “it is not so much the age that counts in the classroom as how mature they are” (2002: 5).

Young learners are mainly based on the years spent in the primary or elementary stage of formal education before the transition to secondary school. According to Hughes (1989: 33), Young Learners are the children which five to seven years old and eight to ten years old. The five to seven years old are all level one. The beginner stage or also called with the little children. The eight to ten years old are at level two. They may also beginners or they may have been learning the foreign language.

Furthermore Nunan (2011: 83) states that Young Learners are the children on five to twelve years old. In this age, their concentration are limited. Then they are did not focused on their lesson. Naturally, the young learners like playing anything in the classroom that is way to make English subject is not

boring. Because in this time, young learners are not serious to take the lesson from the teacher.

In addition Romi (2012: 23) adds that Young Learners will refer to the children from the ages of four to twelve and they have very short attention and concentration. In the other hand, the young learners are learners in elementary school that have short attention in learning. The young learners need attention from a teacher and family in learning foreign language.

Furthermore Romi (2012: 14) states that Young Learners means the children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. In the other word, they are new in education and they recent know about English. Then, they cannot responsibilities to their self. They are still protested with their family and their school.

In conclusion, Young Learners are the children on five to twelve years old. They are new in education and they unknow about English. They are not serious to take the lesson from the teacher. So, they need attention from a teacher and family in learning foreign language.

Teaching vocabulary can be said as a process to make the students learn unit of word that is presented by the teacher command. Teaching vocabulary for young learners is different from adult and the teacher must teach vocabulary clearly. Teaching English vocabulary especially for young learners is very difficult. Why, because the students only focus on word that is given by the teacher. Moreover, the teacher should know how to teach vocabulary well to the students understand in their vocabulary suitable by their age.

According to Romi (2012: 74), teaching English for a young learners is the same with learning mother tongue, because it follows the natural order. As it is known, in learning mother tongue, for the first time the children they imitate what their parents say and after that the students will repeat the words that given to them. It also happened when they study English as second language, because they will imitate what their teachers say to them. It has purpose to active accuracy in language.

Furthermore Cameron (2001: 111) states that teaching vocabulary is central to the learning of a foreign language at primary level. So, when the language learners want to be a master in English, they must learn vocabulary first. Because vocabulary is primary level for language learner. It indicates that vocabulary is one aspect which is very important in learning English.

In addition, Nunan (2002: 26) adds that acquisition of an adequate. Teaching vocabulary for young learners essential for successful second language learner used, since just by having adequate vocabulary. The students can be able to express their ideas in the language. Moreover, if the students do not know how to expand their vocabulary, they way lose their interest in learning. Concerning to the explanation above, the researcher concludes that teaching vocabulary can be said as a process to make the students learn unit of word presented by the teacher command. Teaching vocabulary for young learners is different from adult. Teaching English for a young learners is the same with learning mother tongue, because is follows the natural order. Then, teaching vocabulary for young learners essential for successful second language learner

used. It indicates that vocabulary is one aspect which is very important in learning English.

D. Exclusion Brainstorming Strategy

1. The Definition of Exclusion Brainstorming Strategy

Exclusion brainstorming strategy is a strategy where the students should be think about words and develop the word based on the topic. It is mean that when the teacher give a topic, the should be analyze the words and find the meaning of the word.

There are some experts who give the definition of exclusion brainstorming strategy, according to Blachowicz in Allen (2009: 4) exclusion brainstorming make the srudents be active in find the unfamiliar words or phrases. Then, the students can develop their prior knowledge based on the topic and undesrtand to the large concept of story. So, that students know the meaning of new words in the sentence or paragraph.

Furthemore, Blachowicz in Brassel (2011: 72) states that in exclusion brainstorming, the teacher writes the topic on the board and provides a list of words, some of which are related to the topic and others are not. It explains that the teacher provides a topic to the tudents, and provides them some list of word that related with the topic, and related words, and ambiguous words.

In addition, Brunner (2012:15) says that Exclusion Brainstorming is to assist students as they think about words and ideas they already know related to a specific topic, it will provide opportunity to the students and explore a controversial topic while differentiating points of view and formulating opoinion

based on relevant information. Then, this strategy promotes engagement and encourages critical and complex thinking.

2. Procedures of Exclusion Brainstorming Strategy

There are some procedures of Exclusion Brainstorming strategy.

According to Brasell (2011: 72)

Exclusion Brainstorming strategy has four steps are as follow:

- a. The teacher provides students with a topic, word or concept that they will study or search as well as a list of related and unrelated words.
- b. After that, either individually, in small group, or as a class, students determined which words are related the topic and which are not related.
- c. The teacher encourages students to justify and explain their choices.
- d. After the discussion, students are ready to read, reseach, or listen to information, verify, or refute the knowledge that they shared.
- e. The students ask students to read the assignment, they should notice whether the words in the Exclusion Brainstorming list are mentioned in the text.

Then, Brunner (2012:16) adds that the steps of Exclusion Brainstorming are as follow: first, the teacher displays the title of the reading selection for all students to see. It is a title that related with the topic and the words that will be given. Second, the teacher lists five words or phrases are not related to the topic, five words or phrase are not related to the topic, and five ambigouos words or phrases, these words or phrases are list random. Third, the teacher ask students to eliminate any words or phrases that they believe are not related to the topic.

Ask them to select words or phrases that they believe are most likely to appear in the reading selection, ask students to list words that they believe may be ambiguous. Fourth, the teacher explains to all students that they should prepare to justify choices, assigns the reading to the students, and tell them the purpose of reading. The teacher should give the reading material to the students knows that their choices suitable with the material. After students have completed reading material, facilitate a discussion of the content, ask them to generate their own selection of related, unrelated, or ambiguous terms.

3. The Advantages of Exclusion Brainstorming Strategy

In using this strategy, the students can be expand their understanding about what they have learned. There are some experts about the advantages of Exclusion Brainstorming strategy. According to Sejnost (2009:33), this strategy is used to active students' prior knowledge about new vocabulary words or key concepts. Then, familiarize students with purpose in reading for key concepts and vocabulary and then refine students to predictive skills.

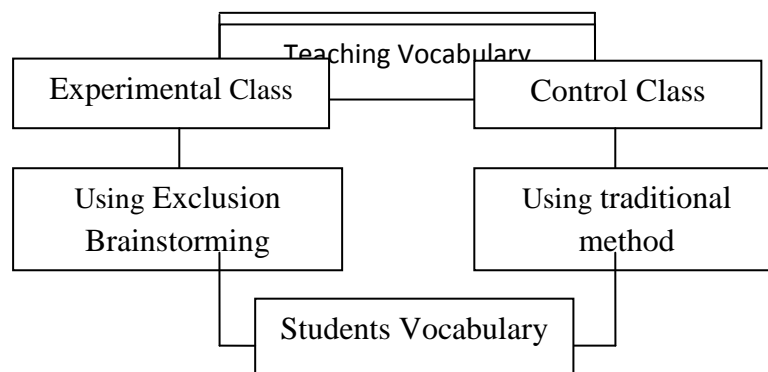
Furthemore, brassell (2011: 72) said that the power of this strategy lies in the discussion that transpires as students justify their responses for choosing or rejecting words. This strategy has the power that the students can justify their responses each words that they choose and reject. It will make them active, because this power can improve their desire to know the suitable words.

Moreover, according to Brunner (2012:17) the advantages of Exclusion Brainstorming are : it is easy to facilitate and implement, supports readers that may need additional teacher assistance,applicable for a variety of subjects,

activates background knowledge, facilitates critical thinking , provides a specific purpose for reading the text and can be done individually, in small group, or with whole class. In small group, or with whole class. In the classroom, this strategy is easy to facilitate and implement, because this strategy is applicable for a variety of subject. Then, this strategy can be done individually, small group and whole class. Vocabulary and can active students' knowledge in learning vocabulary.

E. Conceptual Framework

The conceptual frame work is a fundamental to consider in this research. The purpose of this research is to find out the effect of Exclusion brainstorming Strategy in vocabulary at the fourth grade students'of SDN 78 Kota Bengkulu. There is a conceptual framework that can be created as the process while it is used.



Source: Romy (2012:36)

Based on the conceptual framework above, the researcher assumes that exclusion brainstorming strategy can be used in teaching vocabulary at elementary school. Comparing the result in learning process between a control

class and an experimental class will show the effect of using Exclusion Brainstorming Strategy.

F. Related Previous Study

There are some studies that relevant to this study of exclusion brainstorming strategy, firstly, it was from Helpa Sandra Wita (2013) the title “The Effect of Exclusion Brainstorming Strategy Toward Student’s Reading Achievement” the result show the data analysis the writer concluded that the data analyzed showing t-calculated for experimental group that were taught by using exclusion brainstorming strategy than control class were taught by using Questioning strategy was 3,062 than t-table 1,669 at the degree of 65 at the level significance of 0,05.

The second Yona Puswita (2011) the title ‘Teaching Vocabulary Through Exclusion Brainstorming Strategy at sixth Grade Students’ of Elementary school’. She concluded that the used exclusion brainstorming strategy increase the students’ intersted and participated in learning English.

The third one is from Armi (2010) studied about Exclusion Brainstorming in title “Increasing Young Learners Vocabulary Mastery by Combining Exclusion Brainstorming and Word Expert Cards Strategy” . The result shows that the combining exclusion brainstorming strategy and word expert cards strategy is a good strategy for student’s to improve their ability in vocabulary.teaching vocabulary and word expert cards strategy is a strategy that makes student’s more understand and develop their knowledge to get new vocabulary that the teacher teaches to the students.

The last is from Intan Rahayu (2011) she also studied about Exclusion Brainstorming title “Enriching students Vocabulary by Using combining Exclusion Brainstorming and Vocabulary Self Collection Strategies for Young Learners”. The reseach finding showed combining exclusion brainstorming and vocabulary self collection can enrich students vocabulary for young learners then this strategy, the students’ can have fun in learning process. The conclusion is that through exclusion brainstorming strategy can improve the students’ English vocabulary mastery. It is suggested that teachers should apply exclusion brainstorming strategy as one of strategy to improve students’ English vocabulary mastery.

G. Hypothesis Testing

In this case, the researcher defined whether hypothesis is correct or not. If the value of t-count is less than the value of t-table, the null hypotheses is accepted. However, if the value of t-count is bigger than the value of t- table, the null hypotheses is rejected. The hypotheses were:

H_0 = There is no significant defferent on students' English vocabulary mastery with and without.

H_1 = There is a significant defferent on students' English vocabulary mastery with and without.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used quantitative approach and quasi experimental method as a way to get information about the effect of using Exclusion Brainstorming strategy on students' English vocabulary mastery. Hughes in Romi (2012: 111) said that quasi experimental designs do not include the use of random in selecting sample of the research. In this design, the researchers use non-random sampling method to select of study. In other words, it can be stated when it is not possible or practical to control all the key factors, so it becomes necessary to implement a quasi-experimental research design.

In this design, a pre test gave before treatment and post test gave after treatment. The research design is called *pretest-posttest non-equivalent group design* because two groups of experimental and control. Colen, et.al in Romi (2012: 283) states that one of the most commonly used quasi experimental designs in educational research is pre test-post test non-equivalent group design as follow:

| | | |
|----------------|-------|----|
| Treatment : O1 | X | O2 |
| Control : O3 | ----- | O4 |

Where:

O1,3 : Pre test in experimental and control groups

X : Treatments in experimental group

O2,4 : Post test in experimental and control groups

----- : The dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that the experimental and control groups have not been equated by randomization-hence the term non-equivalent.

The researcher took two classes as sample group: an experimental class and a control class. In this case, the researcher used Exclusion Brainstorming Strategy as a treatment for experimental class and traditional method for control class. The Researcher gave try out to different of school to 30 students at fourth grade (SDN 78 Kota Bengkulu) which consist of 25 items. After that, researcher take 20 items better than try out items (good validity and reliability items) to pre test items. Before giving treatment, the researcher gave pretest to samples classes which consist of 20 items. After giving treatment to experimental class, the researcher gave posttest to experimental class and control class. Post test scores compared to determine the effectiveness of the treatment.

In addition, the treatment gave eight meetings. Gay in Romi (2012: 71) states that some periods of time are required for treatment. Eight meetings are assumed enough to get the information of differences both variables by using Exclusion Brainstorming Strategy for experimental class and using traditional method for control class.

B. Population and Sample

1. Population

Fraenkel, et.al. in Romi (2012: 122) mention that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population. It means that population is all the individuals in a school, and the population of this study fourth grade students of SDN 78, Kota Bengkulu. The total number of population will be 60 students which comparing two classes and have the same English teacher. The total of number of the fourth grade students of SDN 78 Kota Bengkulu, in academic year 2014/2015 shown in theTable 2.

Table 2

Distribution of Population

| No | Class | Female | Male | Number |
|----|-------|--------|------|--------|
| 1 | IV A | 16 | 14 | 30 |
| 2 | IV B | 20 | 10 | 30 |
| | TOTAL | 36 | 24 | 60 |

Source: SDN 78 Kota Bengkulu (2014/2015)

2. Sample

Fraenkel, et.al. in Romi (2012: 122) states that sample is one of the most important steps in the research process is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the

process of selecting these individuals. Then, Trochim in Romi (2012: 132)) states that sampling is the process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they are chosen.

In choosing the sample, the researcher used purposive sampling. Purposive sampling is also referred to as judgment sampling, sample elements judge to be typical, or representative, are chosen from the population (Jacobs in Romi, 2012: 156). Among the seventh grade classes, two classes were selected randomly in order to be an experimental or control group. In this way, IV A as the experimental class and IV B as the control class.

The total number of sample shown in the table 3.

Table 3.

Sample of the Study

| No | Group | Class | Male | Female |
|-------|--------------------|-------|------|--------|
| 1 | Experimental Group | IV A | 16 | 14 |
| 2 | Control Group | IV B | 20 | 10 |
| Total | | | 36 | 24 |

Source: 78 SDN 78, Kota Bengkulu (2014/2015)

C. Research Procedure

1. The researcher prepared the instrument
2. Pre-test gave to the students in class A and B
3. The result of pre test wouldl be analyzed by the t-test to find out if there any significance effect between the classes
4. The researcher established the experimental and the control class randomly. The students of class A was the experimental class and the students of class B was the control class.
5. The experimental gave a study and the researcher gave a treatment with discussion technique for as long as six meeting
6. The control class was taught by the usual method
7. After six meetings, the experimental and the control class did a post-test
8. The post-test was analyzed by using t-test to find if there was significant effect between the experiment class and the control class.

D. Instrumentation of the Research

To know the effect of using Exclusion Brainstorming Strategy on students' English vocabulary mastery, the researcher used vocabulary test with by giving questions based on the topic in the fourth grade students at elementary school.

In this research, researcher gave multiple choice test to the students. The total of test item consist of 25 items in 40 minutes. The researcher collected and analyzed the data of students' test in order to gain the result of the test.

Before giving treatment to experimental class, the researcher gave pre test to experimental class and control class which consist of 20 items. But, first of all, the researcher gave try out to different of school to get validity and reliability items. After analyzing of try out items, the researcher found out 20 good validity and reliability items.

| No | Variable | Aspect | Indikator | Item |
|----|--------------------|---|---|--|
| 1. | Vocabulary mastery | <ul style="list-style-type: none"> - Grammar - Aspect of meaning (1) denotation, connotation and appropriateness - Aspect of meaning (2), meaning, relationship, synonyms, antonyms, hyponyms and translation. | <ul style="list-style-type: none"> - mampu mengidentifikasi dan menyalin tulisan bahasa inggris dengan baik dan benar - Mengidentifikasi berbagai informasi dalam kalimat sederhana | <ul style="list-style-type: none"> 4, 5, 8, 3, 9, 10, 14, 2, 6 1, 7, 20, 17, 12, 13 |

Then pre test used to see if the groups are essentially the same on the dependent variable at the start of the study. Then, the researcher gave treatment to the experimental class by using Exclusion Brainstorming Strategy and control class did not give treatment (error class). Next, the researcher gave post test to the sample classes. It aimed to know the result of the score between two classes and determine which the best treatment.

According to Arikunto (2008), a good item is item which not too easy and not too difficult. The researcher found out the bad items and took good item, to find item difficulties the researcher used the following formula suggested by Arikunto (2008) as follow:

$$P = \frac{B}{JS}$$

Where:

P = Item difficulties

B = Sum up of the students' correct answers

JS = Sum up of the students' who follow the test

The classification of the difficulties as follow:

P.0.86 – 1.00 Very easy

P.0.71 – 0.85 Easy

P.0.40 – 0.70 Desirable

P.0.15 – 0.39 Difficult

P.0.01 – 0.14 Very difficult

The criterion of the test used between 0.40-0.70. Moreover, reliability is focusing on the degree which a test will be consistently tested. According to Arikunto (2008), there are some formulas that can be used in measuring the reliability of the test, and one of them is KR 21 (Kuder Richardson). This formula was used to help the researcher to find out the reliability of the test as follow:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(1 - M \frac{(n-M)}{n.S_t^2} \right) S$$

Where:

R_{11} = The whole of reliability of the test

M = Average score of the try out test

n = Number of students who follow the try out test

S_t^2 = Total of variance of the try out items test

Table 4 Criterion of Reliability Test

| Coefficient of Reliability | Criterion |
|------------------------------|-----------------------|
| $0,80 \leq r_{11} \leq 1,00$ | Very High Reliability |
| $0,60 \leq r_{11} < 0,80$ | High Reliability |
| $0,40 \leq r_{11} < 0,60$ | Enough Reliability |
| $0,20 \leq r_{11} < 0,40$ | Low Reliability |
| $0,00 \leq r_{11} < 0,20$ | Very Low Reliability |

Criterion of the test that will be used between 0,40-1,00 (Arikunto, 2008)

Those classifications above mean that, the value of R_{11} (Reliability) will be gotten from multiply number of students (n), average score of the try-out test (M) and the total of variants (S_t^2). If the value of R_{11} (reliability) is around 0,40-1,00. It can be concluded that the test has good reliability and the test can be used.

E. Technique for Collecting the Data

The researcher will do the pre-test and post-test for all of the samples. Pre test was giving for the control and experimental class. The data collected by giving the test to the students.

1. Test

The test divided into two stages that are pre-test and post-test.

a. Pre-test will be held to find out achievement at the starting point or before the treatment (teaching by using exclusion brainstorming strategy)

b. Treatment

In this research, the researcher conducted a treatment use exclusion brainstorming strategy.

c. Post-test will be aimed to see the improvement or different achievement after be taught using exclusion brainstorming strategy, on vocabulary mastery.

F. The Technique of Analyzing Data

After getting the data, researcher did computing the data in applying a t-test. The writer used t-test for two connect sample was big sample because the

sample was 30 students for class A and 30 students for class B. The formula was used t-test or T_0 in condition with big sample ($N > 20$) was as follows.

$$T_{\text{test}} = \frac{X_1 - X_2}{S_{\text{diff}}}$$

$$S_{\text{diff}} = \sqrt{\frac{\sum X_1^2 - (\sum X_1)^2 / n_1 + \sum X_2^2 - (\sum X_2)^2 / n_2}{n_1 + n_2 - 2}} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]$$

Where :

S_{diff} = the different average coefficient of two samples

X_1 = mean score of the first score

X_2 = mean score of the second score

S = standard deviation of both samples

n_1 = sum of the first sample

n_2 = sum of the second samples

$n_1 + n_2 - 2$ = the free degree

(Sugiyono, 2013)

CHAPTER IV

RESULT AND DISCUSSION

A. Result

1. The Result of Vocabulary Test

This section describes and analyzes the pre-test and post-test. The pre-test and post-test were given to the students in the experimental and control group well. The instruments of pre-test and post-test were same. The pre-test was given to the students before the experiment was conducted, and the post-test was given at the end of the treatment. The researcher taught experimental group 6 meetings.

a) The Description of Pre-test and Post-test Score in the Experimental Group.

Graphically, the total score of students pre-test and post-test in the experimental group can be seen in the appendices. In addition, it also shows the progress (gain) occurring to each student.

In the experimental group (IV A), the lowest score of the pre-test was 40, then the highest score was 80. And then, in the post test scores, the lowest score was 60 and the highest score was 85 . These can be seen in the form of descriptive statistics of the pre-test and the post-test scores as shown in Table 5. It was found that the average of pre-test was 49,30 and the average score of post-test 68,33.

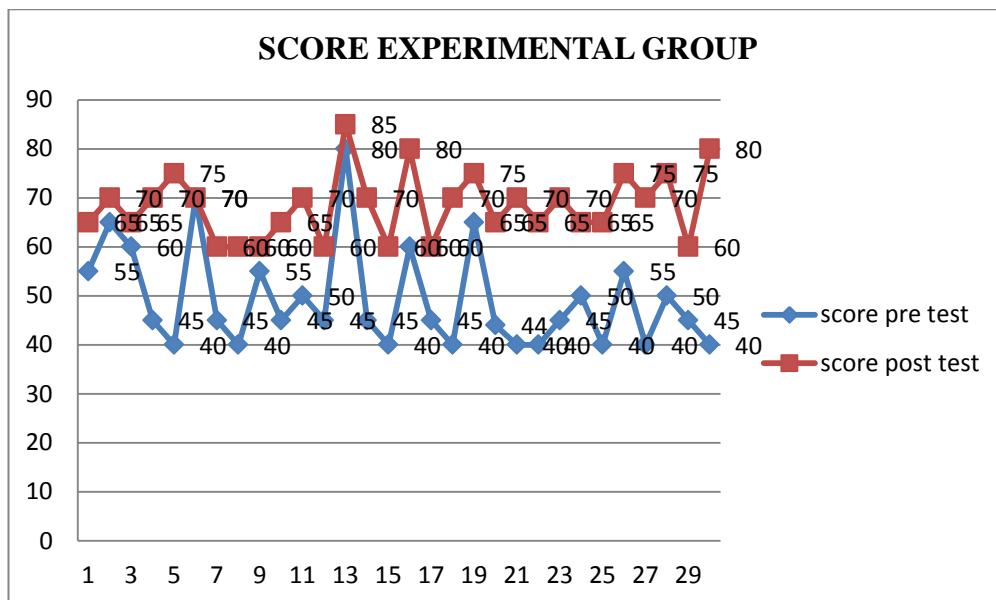
Table 4.

**Descriptive statistics of pre-test and post-test score
in the Experimental Group**

| Paired Samples Statistics | | | | | |
|---------------------------|--------------------------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretestexperimental | 49,30 | 30 | 10,416 | 1,902 |
| | Posttestexperimenta 1 | 68,33 | 30 | 6,738 | 1,230 |

The difference of total score of pre-test and post-test in the experimental group can be seen in figure 1. Bellow:

Figure 1 Score Experimental group



As we see in the graph of the vocabulary ability pre-test and post-test of experimental group, the post test score was higher than the pre- test score and there is difference of the score before the treatment and after the treatment whereas based on the descriptive statistics in the table 5. The average score of the pre-test was 49.30 and post-test was 68.33 with standard deviation of 10.416 for pre-test and 6.738 for post-test, we could assume that teaching vocabulary ability by using Exclusion Brainstorming Strategy could increase the students ability score.

The distribution of pre-test and post-test scores in the experimental group can be seen in Table 5.

Table 5.

The Score Distribution in the Experimental Group

| | | Pre-test | | Post-test | |
|----------------|-----------|--------------------|----------------|----------------------|----------------|
| Score Interval | Category | Frequency Students | Percentage (%) | Frequency (students) | Percentage (%) |
| 86-100 | Excellent | 0 | 0% | 0 | 0 % |
| 71-85 | Good | 1 | 3.3 % | 7 | 23.3 % |
| 56-70 | Average | 6 | 20 % | 23 | 76.6 % |
| 41-45 | Poor | 14 | 46.6 % | 0 | 0 % |
| <40 | Very poor | 9 | 30 % | 0 | 0 % |

Based on the table 5, the pre-test in the experimental group, there was not student in excellent category (0 %), a student (4,5%) was in good category, six students (20 %) were in average category , fourteen students (46,6 %) were in poor category , and nine students (30 %) were very poor category. On the other hand in the post-test, There were a student (0 %) in excellent category, seven students (23, 3 %) was in good category, twenty three students (76,6 %) were in average category , a student (0 %) were in poor category, a student (0 %) were very poor category.

b) The Description of Pre-test and Post-test Score in control Group.

In control group (IV B) the lowest score of the pre-test was 40 and the highest score was 80, whereas in post-test scores, the lowest score was 45 and the highest score was 80. The following table shows the total score of the students' pre-test and post-test in the control group can see in appendices .

From the table above we see that the total score of pre-test in the control group was 1200 and the mean was 56,17, meanwhile the total score of post-test in the control group was 1348 and the mean was 62,17, and then the gain of the pre-test and post-test was 156 and the mean was 5.2.

These also can be seen in the form of descriptive statistics of the pre-test and post-test scores in the control group. Table 6 as follow as :

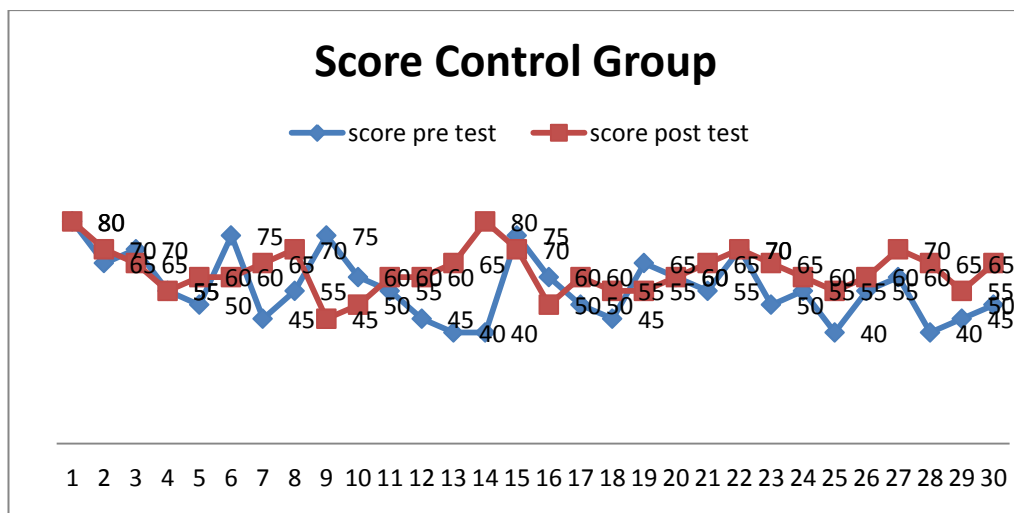
Table 6.

**Descriptive statistics of pre-test and post-test score
in the Control Group**

| Paired Samples Statistics | | | | | |
|---------------------------|-----------------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | pretestcontrol | 56,17 | 30 | 11,647 | 2,127 |
| | posttestcontrol | 62,17 | 30 | 8,060 | 1,472 |

The difference of total score of pre-test and post-test in the control group can be seen in **figure 2**. Bellow :

Figure 2 Score Control Group



As we can see the graph of vocabulary ability pre-test and post-test of control group (Figure 2.), the post-test score and the pre-test score were

relatively the same. Whereas based on the descriptive statistics above (Table 8), It was found that the average of pre-test was 1.64 and the average score of post-test was 61.55 with standard deviation of 15.792 for pre-test and 14.312 for post-test.

The distribution of pre-test and post-test scores in control group can be seen in the table 7 as follow :

The Table 7.

The Score Distribution in Control Group

| Score Interval | Category | Pre-test | | Post-test | |
|----------------|-----------|--------------------|----------------|----------------------|----------------|
| | | Frequency Students | Percentage (%) | Frequency (students) | Percentage (%) |
| 86-100 | Excellent | 0 | 0% | 0 | 0% |
| 71-85 | Good | 1 | 3,3 % | 3 | 10 % |
| 56-70 | Average | 8 | 26,6 % | 23 | 76,6 % |
| 41-55 | Poor | 17 | 56,6 % | 4 | 13,3 % |
| <40 | Very poor | 4 | 13,3 % | 0 | 0 % |

Based on the table 7, the pre-test in the control group, there was not student (0%) in exelent category, one students (3,3 %) was in good category, eight students (26,6 %) were in average category , seventeen students (56,6 %) were in poor category, and four students (13,3 %) were very poor category. On the other hand in the post-test, There was not student (0%) in exelent category, three students (10 %) were in good category, twenty three students (76,6 %)

were in average category , four students (13,3 %) were in poor category, there was not students (0 %) were very poor category.

2. The Normality and The Homogeneity of the data

Before analyzing the data, homogeneity and normality of the data should be measured as well. Normality did to see normality of the data. Then, the kolmogorov-Smirnov test was used to determine it. Homogeneity did to see homogeneity of the data.

a. The Result of Normality Test of Pre-test score in experimental and Control Group

In analyzing normality of the data test of pre-test score, one sample Kolmogorov-Smirnov test used. The test of normality of pre-test score of experimental group can be seen on table 8.

Table 8.

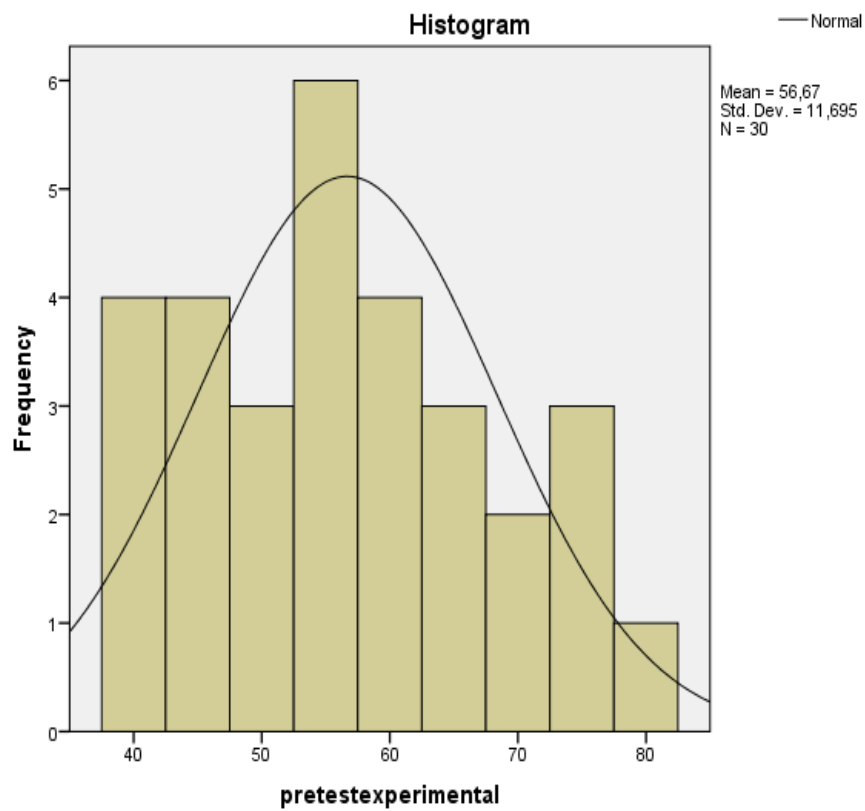
Test of Normality of Pre-test Score of the Experimental Group

| Tests of Normality | | | | | | |
|--|---------------------------------|----|-------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Pretestexperimental | ,123 | 30 | ,200* | ,946 | 30 | ,135 |
| *. This is a lower bound of the true significance. | | | | | | |
| a. Lilliefors Significance Correction | | | | | | |

From test of normality above the Lilliefors (Kolmogorov-Smirnov) test of pre-test experimental group showed that P-value was 0,200 and the Shapiro-

Wilk test showed that P-value was 0,135. Therefore significance of P-values were higher than 0.05. The histogram of the normality data of pre-test score in pre-test the experimental group can be seen on Figure 3.1

Figure 3. histogram of normality pre test score of experimental group



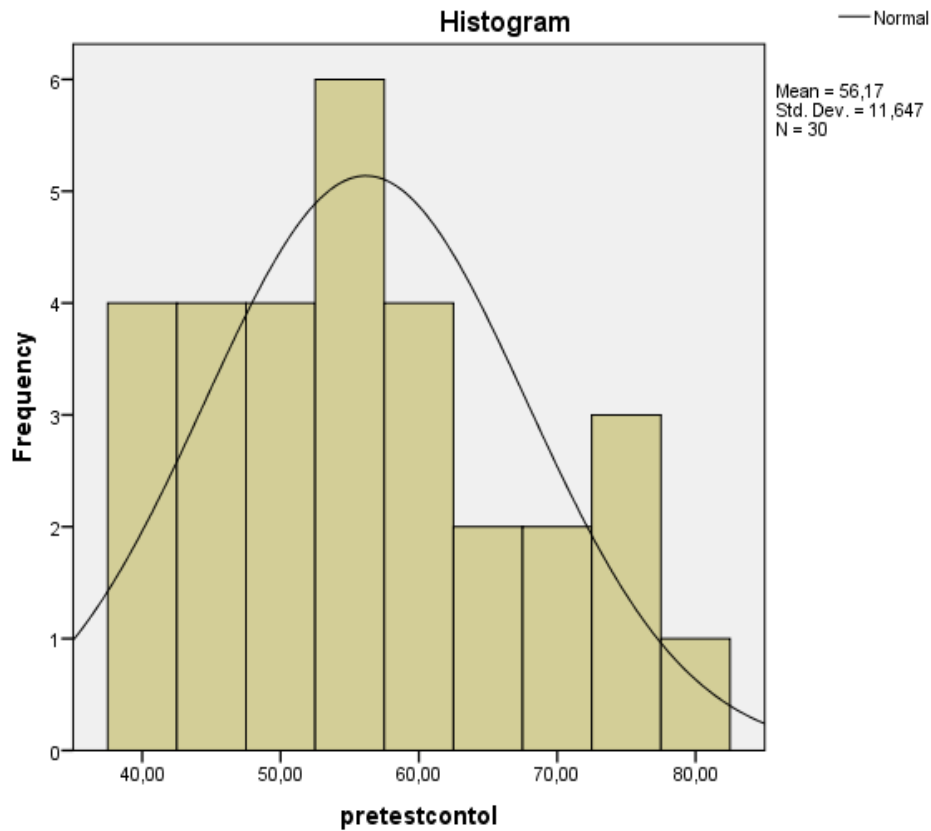
The test of normality of pre-test score of the control group can be seen on table 9.

Table 9
Test of Normality of Pre-test Score Control Group

| Tests of Normality | | | | | | |
|---------------------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Pretestcontrol | ,140 | 30 | ,139 | ,940 | 30 | ,093 |
| a. Lilliefors Significance Correction | | | | | | |

From test of normality above the Lilliefors (Kolmogorov-Smirnov) test of pre-test experimental group showed that P-value was 0,193 and the Shapiro-Wilk test showed that P-value was 0,093. Therefore significance of P-values were higher than 0.05. The histogram of the normality of the data in pre-test score of the control group can be seen on Figure 4.

Figure 4. histogram of normality pre test score of control group



b. The Result of Normality Data Test of Post-Test Score in Experimental and Control Group.

The test of normality of post-test score of the experimental group can be seen on the table 10.

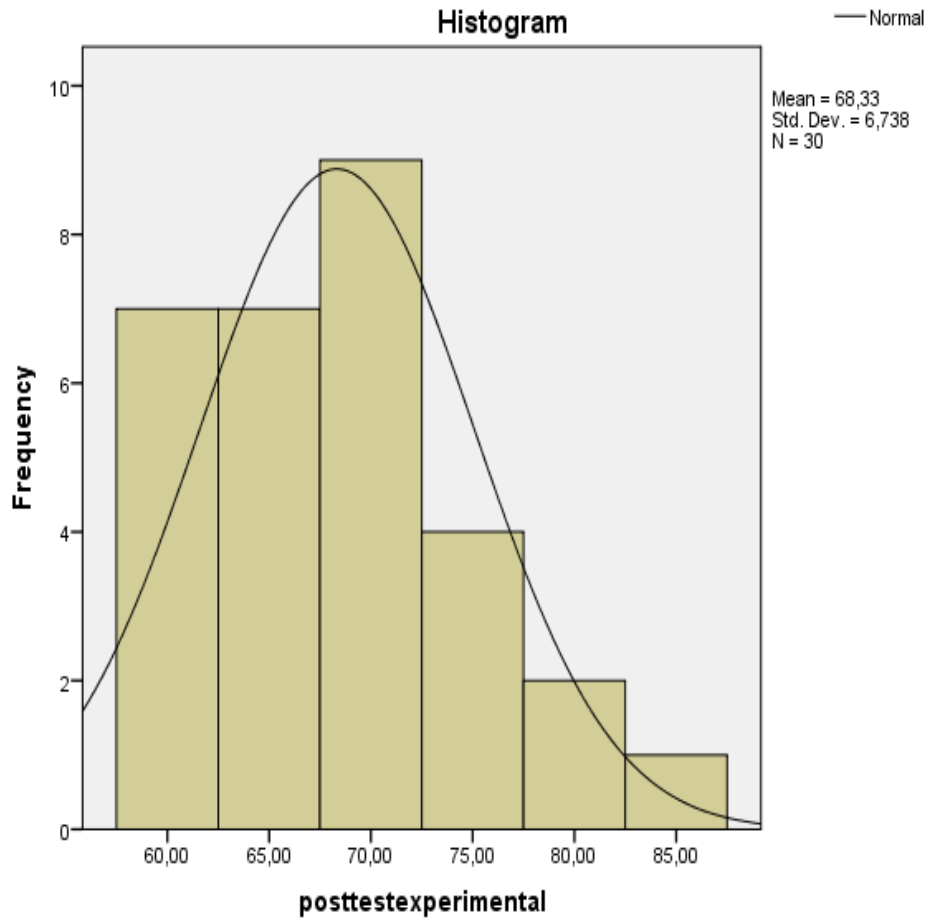
Table 10.

Test of Normality of Post-test Score of the Experimental Group

| Tests of Normality | | | | | | |
|---------------------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Posttestexperimental | ,169 | 30 | ,029 | ,910 | 30 | ,015 |
| a. Lilliefors Significance Correction | | | | | | |

From test of normality above the Lilliefors (Kolmogorov-Smirnov) test of post-test experimental group showed that P-value was 0,029 and the Shapiro-Wilk test showed that P-value was 0,015. Therefore significance of P-values were higher than 0.05. The histogram of the normality of the data in post-test score of the experiment group can be seen on Figure 5.

Figure 5 histogram of normality post test score of experimental group



The test of normality of post-test score of the control group can be seen on table 11.

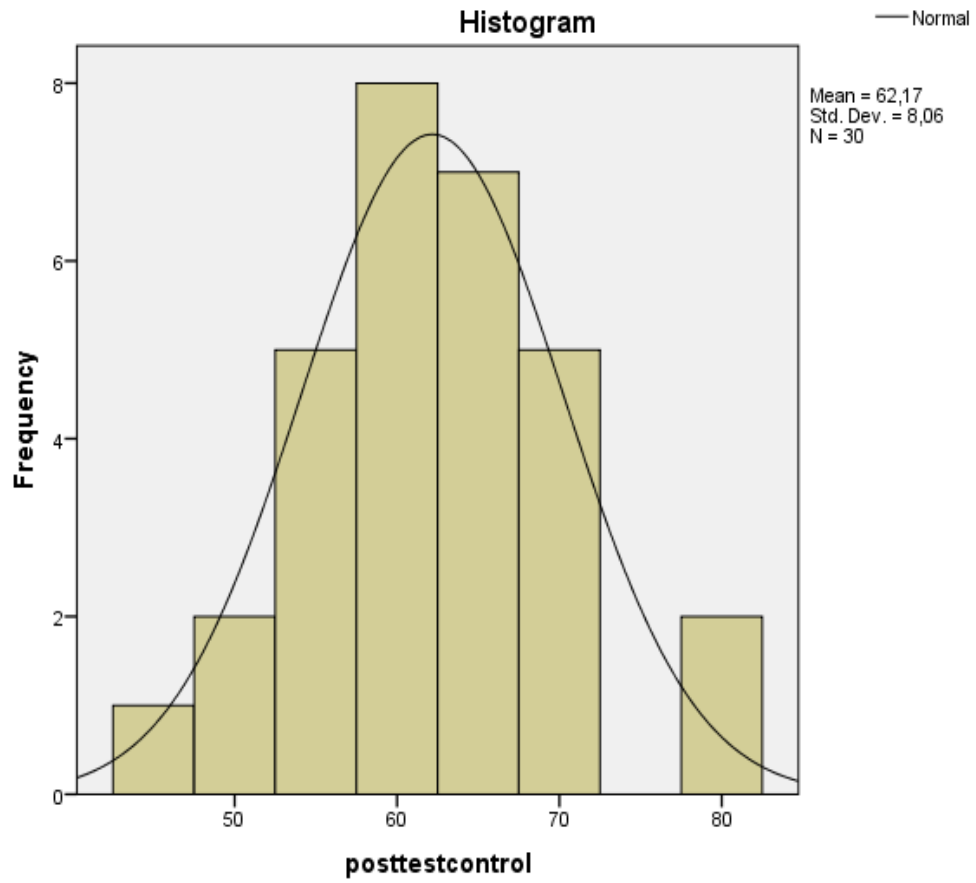
Table 11.

Test of Normality of Post-test Score of the Control Group

| Tests of Normality | | | | | | |
|---------------------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Posttestcontrol | ,139 | 30 | ,142 | ,954 | 30 | ,221 |
| a. Lilliefors Significance Correction | | | | | | |

From test of normality above the Lilliefors (Kolmogorov-Smirnov) test of post-test experimental group showed that P-value was 0,142 and the Shapiro-Wilk test showed that P-value was 0,221 Therefore significance of P-values were higher than 0.05. The histogram of the normality of the data in post-test score of the control group can be seen on Figure 6.

Figure 6 histogram of normality post test score of control group



c . The Result of Homogeneity of Variances Test

The result of homogeneity of variances test can be seen on table 12.

Table 12.

Test of Homogeneity of Variances

| Test of Homogeneity of Variance | | | | | |
|--|---|---------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| score | Based on Mean | ,259 | 1 | 58 | ,613 |
| | Based on Median | ,159 | 1 | 58 | ,691 |
| | Based on Median and with adjusted df | ,159 | 1 | 57,990 | ,691 |
| | Based on trimmed mean | ,205 | 1 | 58 | ,652 |

The test of homogeneity of variances showed that the significant was 0,652. Since 0,652 was higher than alpha level of 0.05.

3 . The Statistical Analysis Result

In order to verify the hypotheses proposed, the statistical analysis were applied. The t-test used both paired sample t-test and independent sample t-test. Meanwhile, paired sample t-test was used to find out whether there was significant effect students' vocabulary ability before and after the treatment in experimental and control group, and independent sample t-test (SPSS) 20 for window was applied in order to find out whether or not here was significant

effect in students' vocabulary ability between the experimental and the control group.

a . Paired Sample T-test Analysis

1 . Statistical Analysis on the Result of Pre-test and Post-test in the Experimental Group

Table 13

Paired Sample Statistics

Paired Samples Statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|---------------------------------|-------|----|----------------|-----------------|
| Pair 1 1 Pretestexperimental | 49,30 | 30 | 10,416 | 1,902 |
| 1 Posttestexperimental | 68,33 | 30 | 6,738 | 1,230 |

Based on the table 13 paired sample t-test had the mean of vocabulary ability pre-test in experimental group is 49,30 and the standard deviation was 10.416. Then, the mean of vocabulary ability post-test in experimental group was 68.33 with standard deviation was 6.738.

Table 14
Paired Sample Test

Paired Samples Test

| | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
|---|--------------------|-------------------|-----------------------|---|---------|---------|----|--------------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 pretest periodical – posttest periodical | -19,033 | 9,601 | 1,753 | -22,618 | -15,448 | -10,859 | 29 | ,000 |

The result of the paired sample-t-test, in mean between pre-test and post-test of vocabulary ability in experimental group was 19.033 with standard deviation of 9.601 and t-obtained was -10.859 at the significant level of 0.05 .

Next, paired sample t-test had the degree of freedom 21 and the critical value of t-table for two tailed test was 2.048.

From table 14, it can be seen that t-obtained 10.859 was higher than the critical value of t-table was 2.48

2 . Statistical Analysis on the Result of Pre-test and Post-test in the Control Group

Table 15
Paired Sample Statistics

| Paired Samples Statistics | | | | | |
|---------------------------|-----------------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | pretestcontrol | 56,17 | 30 | 11,647 | 2,127 |
| | posttestcontrol | 62,17 | 30 | 8,060 | 1,472 |

Based on table 15 paired sample t-test had the mean of vocabulary ability pre-test in control group was 56.17 and the standard deviation was 11.647. Then, the mean of vocabulary ability post-test in control group was 62.17 with standard deviation was 8.060.

Table 16
Paired Sample Test

| Paired Samples Test | | | | | | | | | |
|----------------------------|------------------------------------|--------------------|----------------|-----------------|---|-------|--------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | pretest control – posttest control | -6,000 | 13,734 | 2,507 | -11,128 | -,872 | -2,393 | 29 | ,023 |

The result of the paired sample-t-test, in mean between pre-test and post-test of vocabulary ability in control group was 6.000 with standard deviation of 17.734 and t-obtained was 2.393 at the significant level of 0.05 . Next, paired sample t-test had the degree of freedom 29 and the critical value of t-table for two tailed test was 2.048.

From table 16 above can be seen that t-obtained was 2.393 was higher than the critical value of t-table 2.048.

b. Independent Samples T-test Analysis

1 . Independent Sample T-test Analysis of Pre-test in the Experimental and Control Group

Table 17
Independent sample Test

Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equality of variances for the dependent variable is assumed | ,499 | ,483 | -2,407 | 58 | ,019 | -6,867 | 2,853 | 12,577 | 1,156 |

| | | | | | | | | |
|-------|--|--------|--------|------|--------|-------|------|------|
| Equa | | | | | | | | |
| l | | | | | | | | |
| varia | | | | | | | - | - |
| nces | | -2,407 | 57,291 | ,019 | -6,867 | 2,853 | 12,5 | 1,15 |
| not | | | | | | | 79 | 5 |
| assu | | | | | | | | |
| med | | | | | | | | |

Based on table 17 above, the value of t-obtained was -2,407 at the significant level 0.05 in two tailed testing with df was 58 where the critical value of t-table was 2.048. Therefore, the value of t-obtained 2,407 was lower than the critical value of t-table 2.048.

2 . Independent Sample t-test of Post-test in Experimental Group and Control Group

Table 18
Independent Sample Test

Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|----------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | ,585 | ,447 | 3,215 | 58 | ,002 | 6,16667 | 1,91810 | 2,32717 | 10,00617 |

| | | | | | | | | |
|--------|--|-------|-------|------|---------|---------|--------|----------|
| Equal | | | | | | | | |
| varian | | | | | | | | |
| ces | | | 56,23 | | | | 2,3246 | |
| not | | 3,215 | 2 | ,002 | 6,16667 | 1,91810 | 0 | 10,00874 |
| assum | | | | | | | | |
| es | | | | | | | | |

Based on table 18 above, the value of t-obtained was 3,215 at the significant level 0.05 in two tailed testing with df was 58, where the critical value of t-table was 2.048 Therefore, the value of t-obtained 3,215 was higher than the critical value of t-table 2.048.

B. DISCUSSION

The researcher found a statistically significant difference in vocabulary mastery between the students who were taught using exclusion brainstorming strategy and the students of those who were not. It can be seen from some of the results. The mean score of the post-test of the experimental group was higher than the mean score of the post-test score of the control group. It was understood that the exclusion brainstorming strategy gave a significant contribution in improving students' English vocabulary mastery.

Description of pre-test and post-test scores graphically showed that the post-test was higher than the pre-test in the experimental group and in the control group, the post-test and pre-test were relatively the same. In addition, the result of an independent t-test of pre-test in the experimental and control groups, the t obtained 0.693 was lower than the t -table 2.048. It showed H_0 was accepted and H_a was rejected. On the other hand, in an independent t-test of post-test in the experimental and control groups, the t obtained 3.215 was higher than the t -table (2.048). It showed H_0 was rejected and H_a was accepted.

Exclusion brainstorming strategy could give a significant contribution in developing the fourth grade students' vocabulary ability. There were some reasons why vocabulary ability gave a significant contribution to improve students' vocabulary ability. Students in the experimental group enjoyed their learning. They had spirit in the learning process, and got treatment of the discussion technique for eleven meetings in school. Furthermore, they like studying vocabulary using exclusion brainstorming strategy.

Second, exclusion brainstorming strategy could be effective to improve students vocabulary mastery. Most of the fourth grade students' in the experimental group had better development and improvement of the students in the experimental group can be seen from the result of the students' gains taken from pre-test and compared to post-test (Table 5.)

But, The students' in control group did not get treatment of vocabulary ability, the result of the students post-test scores was not significantly improved. The students in the control group got lower score in the post-test than experimental group. The result pre-test compared with the post-test score only increase some point. The students in the control group can be seen from the result of the students' gains' taken from pre-test and compared to post-test (Table 7)

Finally, the writer could get conclusion that the exclusion brainstorming strategy gave significant different in teaching vocabulary ability. And then exclusion brainstorming strategy is very good to improve students English vocabulary ability. Therefore researcher want suggestion to teacher of elementary school 78 of Selebar Kota Bengkulu of using this strategy because this strategy was new to them . It was able to make students active in the class and make students responsibility and enjoy in process teaching learning especially in English vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A . Conclusion

In this research, the researcher found out there was significant different in vocabulary mastery between the students who were taught by using exclusion brainstorming strategy and that of those who were not. The students on experimental group could improve their vocabulary mastery significantly. It can be seen on the score of post-test which were higher than the score of pre-test. In addition, toward independent t-test post-test a showed $t_{3,215}$ was higher than t table 2.048. Their better ability toward vocabulary ability can be seen based on the mean scores of the post test experimental group a showed (68.33) which was higher than the mean scores of the post test control group a showed (62.17). All this show that exclusion brainstorming strategy was effective to improve students' elementary school especially in vocabulary ability.

B . Suggestion

Based on conclusions above, the researcher would like to suggest that the students' Elementary school 78 of Betungan . Kota Bengkulu to improve their motivation, their active, and their vocabulary mastery by using exclusion brainstorming strategy .

The teacher should make the students enjoy and interest when teaching and learning process. The teacher must use variation technique or strategy in teaching English. And teachers have to choose the suitable technique for every

lesson. So the students will not feel bored. One of the strategies is exclusion brainstorming strategy.

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INSTRUMENTS

Name Sekolah : **SDN 79 Kota Bengkulu**

Class / Semester : **04 / 2**

Tahun Ajaran : **2014 / 2015**

Waktu : **Menit**

Cross (x) a, b, c or d in front of the correct answer!

1. White in Indonesia is....
 - a. Merah
 - b. Hitam
 - c. Putih
 - d. Hijau

2. $21 - 5 =$
 - a. Nineteen
 - b. Eighteen
 - b. Seventeen
 - d. Teen

3. We must have..... to wake up on time.
 - a. Bolster
 - b. Dressing Table
 - c. Mirror
 - d. Alarm o'clock

4. Sarah looks at herself in a....
 - A. Mirror
 - B. Bed
 - C. Pillow
 - D. Bolster

5. This person leads a school...
 - a. Teacher
 - b. Headmaster
 - c. Security guard
 - d. Administration staff

6. This is a Table . please translet into Indonesia
 - a. Ini adalah kursi
 - b. Ini adalah meja
 - c. Ini adalah papan tulis
 - d. Ini adalah pintu

7. This person is responsible for the security of scool...
 - a. Security guard

- b. Administration guard
 - c. headmaster
 - d. teacher
8. Mrs. Henny is a teacher, she teaches many students, she works in....
- a. Hospital
 - b. Libraray
 - c. Mosque
 - d. Market
9. My mother is a doctor. She works in.....
- a. hospital
 - b. library
 - c. mosque
 - d. school
10. Mother goes to, she buys vegetable and fruit
- a. Post office
 - b. Mosque
 - c. Library
 - d. Market
11. I am akbar, lam students , I need.....
- a. car, uniform, handphone, money
 - b. book, pen, pencil, bag
 - c. house, car, sofa,bed
 - d. ring, bicycle, shoes, food
12. Aikal brushes his teeth with a.....
- a. towel
 - b. toothbrush
 - c. soap
 - d. dipper
13. Ronald wears....
- a. Bracelet
 - b. Hairband
 - c. Glasses
 - d. Ring
14. Lubis dress his body with a...
- a. Towel
 - b. Toothbrush
 - c. Soap
 - d. Dipper
15. Eka wears a.....
- a. Bracelet
 - b. Watch

- c. Belt
 - d. Ring
16. Sarah takes some water with a.....
- a. Towel
 - b. Toothbrush
 - c. Soap
 - d. Dipper
17. Bird in Indonesia is
- a. Burung
 - b. Kelinci
 - c. Monyet
 - d. Beruang
18. Sandra uses.... to wash her hair
- a. Soap
 - b. Shampo
 - c. Toothpaste
 - d. Water
19. Michael wears to wash her hair.
- a. Soap
 - b. Hair band
 - c. Necklace
 - d. Ring
20. This animal has long ears...
- a. Cat
 - b. Dog
 - c. Rabbit
 - d. Snake
21. We keep this animal in the pond....
- a. Gold fish
 - b. Dog
 - c. Cat
 - d. Elephant
22. This animal ets grass....
- a. Cat
 - b. Rabbit
 - c. Dog
 - d. Monkey
23. This animal can carry human....
- a. Horse
 - b. Dog
 - c. Lou han

- d. Cat
24. This animal eats fish....
- a. Cat
 - b. Monkey
 - c. Horse
 - d. Cock
25. Blue in English is...
- a. Merah b. Putih
 - b. Kuning d. Biru

VALIDITY TEST

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 29 | 100,0 |
| | Excluded ^a | 0 | ,0 |
| | Total | 29 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| ,932 | ,929 | 25 |

Note: r tabel = 0,381 (pada taraf signifikansi 0,05)

Item-Total Statistics

| NUMBER OF ITEMS | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | RESULT |
|-----------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|---------|
| ITEM_01 | 12,5862 | 52,966 | ,735 | ,927 | INVALID |
| ITEM_02 | 12,8621 | 56,552 | ,294 | ,933 | |
| ITEM_03 | 12,5517 | 54,470 | ,528 | ,930 | |
| ITEM_04 | 12,6207 | 52,958 | ,736 | ,927 | |
| ITEM_05 | 12,6552 | 54,377 | ,541 | ,930 | |
| ITEM_06 | 12,5517 | 52,399 | ,821 | ,926 | |
| ITEM_07 | 12,3448 | 60,877 | -,353 | ,941 | |
| ITEM_08 | 12,6552 | 54,377 | ,541 | ,930 | |
| ITEM_09 | 12,6207 | 52,744 | ,767 | ,927 | |
| ITEM_10 | 12,8276 | 56,362 | ,307 | ,933 | |
| ITEM_11 | 12,5517 | 53,185 | ,708 | ,928 | |
| ITEM_12 | 12,5862 | 52,108 | ,858 | ,925 | |
| ITEM_13 | 12,6552 | 52,520 | ,803 | ,926 | |
| ITEM_14 | 12,5517 | 54,470 | ,528 | ,930 | |
| ITEM_15 | 12,5862 | 52,608 | ,786 | ,926 | |
| ITEM_16 | 12,5862 | 52,466 | ,807 | ,926 | |
| ITEM_17 | 12,5517 | 52,256 | ,841 | ,925 | |
| ITEM_18 | 12,5862 | 52,180 | ,848 | ,925 | |
| ITEM_19 | 12,5172 | 53,973 | ,603 | ,929 | |
| ITEM_20 | 12,4138 | 56,466 | ,280 | ,934 | |
| ITEM_21 | 12,4828 | 54,116 | ,593 | ,929 | |
| ITEM_22 | 12,4828 | 54,116 | ,593 | ,929 | |

| | | | | |
|----------|---------|--------|-------|------|
| ITEM_ 23 | 12,6207 | 52,387 | ,818 | ,926 |
| ITEM_ 24 | 12,4828 | 61,830 | -,439 | ,944 |
| ITEM_ 25 | 12,5517 | 52,756 | ,769 | ,927 |

REALIBILITY TEST

Reliability Statistics

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 29 | 100,0 |
| | Excluded ^a | 0 | ,0 |
| | Total | 29 | 100,0 |

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| ,948 | ,947 | 20 |

a. Listwise deletion based on all variables in the procedure.

Note: r tabel = 0,381 (pada taraf signifikansi 0,05)

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---------|----------------------------|--------------------------------|----------------------------------|------------------------------|----------------------------------|
| ITEM_01 | 10,1724 | 45,362 | ,818 | . | ,943 |
| ITEM_02 | 10,1379 | 47,337 | ,521 | . | ,948 |
| ITEM_03 | 10,2069 | 45,599 | ,781 | . | ,943 |
| ITEM_04 | 10,1379 | 45,123 | ,859 | . | ,942 |
| ITEM_05 | 10,2414 | 47,975 | ,426 | . | ,949 |
| ITEM_06 | 10,2069 | 45,241 | ,836 | . | ,943 |
| ITEM_07 | 10,1379 | 45,909 | ,737 | . | ,944 |
| ITEM_08 | 10,1724 | 44,791 | ,907 | . | ,941 |
| ITEM_09 | 10,2414 | 45,190 | ,849 | . | ,942 |
| ITEM_10 | 10,1379 | 47,337 | ,521 | . | ,948 |
| ITEM_11 | 10,1724 | 45,148 | ,851 | . | ,942 |
| ITEM_12 | 10,1724 | 45,219 | ,840 | . | ,943 |
| ITEM_13 | 10,1379 | 45,195 | ,848 | . | ,942 |
| ITEM_14 | 10,1724 | 45,005 | ,873 | . | ,942 |
| ITEM_15 | 10,1034 | 46,953 | ,585 | . | ,947 |
| ITEM_16 | 10,0690 | 47,352 | ,533 | . | ,947 |
| ITEM_17 | 10,0690 | 47,352 | ,533 | . | ,947 |
| ITEM_18 | 10,2069 | 45,027 | ,870 | . | ,942 |
| ITEM_19 | 10,0690 | 54,638 | -,501 | . | ,962 |
| ITEM_20 | 10,1379 | 45,337 | ,826 | . | ,943 |

Distribution of total score pre test and post test experimental group

| No | Score Pre Test | Score Post Test | Gain |
|-----------|-----------------------|------------------------|-------------|
| 1 | 55 | 65 | 10 |
| 2 | 65 | 70 | 5 |
| 3 | 60 | 65 | 5 |
| 4 | 45 | 70 | 25 |
| 5 | 40 | 75 | 35 |
| 6 | 70 | 70 | 0 |
| 7 | 45 | 60 | 15 |
| 8 | 40 | 60 | 20 |
| 9 | 55 | 60 | 5 |
| 10 | 45 | 65 | 20 |
| 11 | 50 | 70 | 20 |
| 12 | 45 | 60 | 15 |

| | | | |
|--------------|--------------|--------------|--------------|
| 13 | 80 | 85 | 5 |
| 14 | 45 | 70 | 25 |
| 15 | 40 | 60 | 20 |
| 16 | 60 | 80 | 20 |
| 17 | 45 | 60 | 15 |
| 18 | 40 | 70 | 30 |
| 19 | 65 | 75 | 10 |
| 20 | 44 | 65 | 21 |
| 21 | 40 | 75 | 35 |
| 22 | 40 | 65 | 25 |
| 23 | 45 | 70 | 35 |
| 24 | 50 | 65 | 15 |
| 25 | 40 | 65 | 25 |
| 26 | 55 | 75 | 25 |
| 27 | 40 | 70 | 30 |
| 28 | 50 | 75 | 25 |
| 29 | 45 | 60 | 15 |
| 30 | 40 | 80 | 40 |
| Total | 1479 | 2050 | 591 |
| Mean | 49,03 | 68,33 | 19,07 |

Distribution of total score pre test and post test control group

| No | Score Pre Test | Score Post Test | Gain |
|----|----------------|-----------------|------|
| 1 | 80 | 85 | 5 |
| 2 | 65 | 70 | 5 |

| | | | |
|--------------|-------------|-------------|--------------|
| 3 | 65 | 70 | 5 |
| 4 | 55 | 60 | 5 |
| 5 | 50 | 60 | 10 |
| 6 | 60 | 70 | 10 |
| 7 | 45 | 65 | 20 |
| 8 | 55 | 70 | 5 |
| 9 | 45 | 70 | 25 |
| 10 | 50 | 60 | 10 |
| 11 | 55 | 60 | 5 |
| 12 | 45 | 60 | 15 |
| 13 | 40 | 65 | 25 |
| 14 | 40 | 80 | 40 |
| 15 | 70 | 75 | 5 |
| 16 | 50 | 60 | 10 |
| 17 | 50 | 60 | 10 |
| 18 | 45 | 55 | 10 |
| 19 | 55 | 60 | 5 |
| 20 | 60 | 70 | 10 |
| 21 | 55 | 65 | 10 |
| 22 | 70 | 70 | 0 |
| 23 | 50 | 65 | 15 |
| 24 | 55 | 60 | 5 |
| 25 | 40 | 55 | 15 |
| 26 | 60 | 65 | 5 |
| 27 | 60 | 70 | 10 |
| 28 | 40 | 65 | 25 |
| 29 | 45 | 55 | 10 |
| 30 | 50 | 55 | 5 |
| Total | 1605 | 1950 | 335 |
| Mean | 53.5 | 65 | 11.16 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : SDN 78 Kota Bengkulu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IV/II

| | | |
|---------------------------------------|--------|--|
| Standar Kompetensi | : 1. | Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas |
| Kompetensi Dasar | : 1.1. | Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan |
| Topik Pembelajaran | : | our pets and our Daily Clothes |
| Alokasi Waktu | : | 2 x pertemuan |
| Tujuan Pembelajaran | : | Siswa dapat merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima |
| Karakter siswa yang diharapkan | : | Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) |
| Metode Pembelajaran | : | Total Physical Response (TPR) |

Materi Pembelajaran

Our pets

- Adinda has some rabbits have long ears. They like eat carrots**
- Adityo has a dog. The dog likes to eat bones .the dog can run very fast**
- Sulistyo likes to keep monkey .he gives it bananas ever day . he keeps the monkey in a cage**
- Aldi has a Cock. He gives it rice and com. The cock can fight other cock.**
- Yahya has a horse. The horse can run very fast. The horse can carry human**

EXERCISE 1

A: text 1 (uncle Partijan)

B: Text 2 (going to a party) .

Langkah-langkah Kegiatan Pembelajaran:

- Kegiatan Pendahuluan (10')
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
 - Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).
 - Mengaitkan materi/kompetensi yang akan dipelajari dengan materi sebelumnya.
 - Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari.
- Kegiatan Inti (50')
- Eksplorasi**
Dalam kegiatan eksplorasi guru:
 - Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks tindak tutur mengenalkan diri, mengajak, meminta izin, memberi izin, menyetujui, tidak menyetujui, melarang, dan membutuhkan.
 - Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks tindak tutur:

mengenalkan diri, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, dan melarang.

- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks tindak tutur: mengenalkan diri, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, melarang, dan membutuhkan.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

3. Kegiatan Penutup (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Alat/Sumber Belajar:

1. Buku yudistira *bahasa inggris sd kelas 4*
2. Proyektor

Penilaian:

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal |
|--|-------------------------|-------------------------|------------------------|
|--|-------------------------|-------------------------|------------------------|

| | | | |
|---|-----------|---|--|
| Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima | Tes tulis | Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima | <i>Respons</i> <i>Respond to your teacher</i> <i>Guru: Get to the front of the class.</i> <i>Murid: (maju ke depan kelas)</i> |
|---|-----------|---|--|

FORMAT KRITERIA PENILAIAN

📖 PRODUK (HASIL)

| No. | Aspek | Kriteria | Skor |
|-----|--------|--|---|
| 1. | Konsep | <ul style="list-style-type: none"> • Benar • Salah | <p style="text-align: center;">1</p> <p style="text-align: center;">0</p> |

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✎ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Bengkulu, 20 April 2015

Mengetahui

Peneliti

Fitrijon S.Pd

Lita Efriana

NIM:2113237646

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|---------------------------------------|---|
| Nama Madrasah | : SDN 78 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : IV/II |
| Standar Kompetensi | : 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas |
| Kompetensi Dasar | : 1.1. Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan |
| Topik Pembelajaran | : what we have in our bedroom and school personnel |
| Alokasi Waktu | : 2 x pertemuan |
| Tujuan Pembelajaran | : Siswa dapat merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima |
| Karakter siswa yang diharapkan | : Dapat dipercaya (<i>Trustworthiness</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) |
| Metode Pembelajaran | : Total Physical Response (TPR) |

Langkah-langkah Kegiatan Pembelajaran:

2. Kegiatan Pendahuluan (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).
- Mengaitkan materi/kompetensi yang akan dipelajari dengan materi sebelumnya.
- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari.

2. Kegiatan Inti (50')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks tindak tutur mengenalkan diri, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, melarang, dan membutuhkan).
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks tindak tutur: mengenalkan diri, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, dan melarang.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks tindak tutur: mengenalkan diri, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, melarang, dan membutuhkan.

- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

3. Kegiatan Penutup (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Alat/Sumber Belajar:

3. Buku yudistira *bahasa inggris sd kelas 4*
4. Proyektor

Penilaian:

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal |
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| No. | Aspek | Kriteria | Skor |
|-----|--------|--|-------------------|
| 1. | Konsep | <ul style="list-style-type: none"> • Benar • Salah | <p>1</p> <p>0</p> |

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

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Bengkulu, 20 April 2015

Mengetahui

Peneliti

Fitrijon S.Pd

**Lita Efriana
NIM:2113237646**

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

| | |
|---------------------------------------|---|
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| Kelas/Semester | : IV/II |
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| Kompetensi Dasar | : 1.1. Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan |
| Topik Pembelajaran | : Accessories and Bathroom |
| Alokasi Waktu | : 2 x pertemuan |
| Tujuan Pembelajaran | : Siswa dapat merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima |
| Karakter siswa yang diharapkan | : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) |
| Metode Pembelajaran | : Total Physical Response (TPR) |

Langkah-langkah Kegiatan Pembelajaran:

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 - Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris.
- Elaborasi***
Dalam kegiatan elaborasi guru:
 - Membiasakan siswa membuat kalimat pertanyaan teks tindak tutur: mengenalkan diri, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, melarang, dan membutuhkan.

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Konfirmasi

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- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
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- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
 - Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
 - Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Alat/Sumber Belajar:**
5. Buku yudistira *bahasa inggris sd kelas 4*
 6. Proyektor

Penilaian:

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