ABSTRACT

Fadlilatun, Luthfi. *Word Grouping Activities in Increasing Students’ Vocabulary: an Experimental Study at Seventh Grade Student of SMPN 1 Sambit.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor Dr. Hj.S.Maryam Yusuf, M.Ag.

**Key Words:** Word Grouping Activities, Students Vocabulary in Learning Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Learning vocabularies is also very important to communicate used English language. Based on the observation, the student often find difficulty in vocabulary and how to different among verb, adjective, adverb, and noun. Because by knowing the words, students will more easily to communication. By knowing vocabularies, the students will be able to develop the language skill such as: listening, speaking, reading, and writing. To master all the language skills, vocabulary knowledge are important that have to known by the students and the teachers of English should have a technique that makes the students interesting in learning vocabulary.

In this research, the researcher used quantitative approach. The population of the research is all students of seventh grade at SMPN 1 Sambit in academic year 2014/2015 that is 141. This research chose two classes; they are VII C as an experimental class and VII E as a control class. Sample of the research is 56 or 40% of the population. Sampling technique used cluster random sampling. The researcher analyzed the data with t-test formula. It is got primary data, test and documentation to get supporting data.

The purposes of the research are 1) to explain word grouping activities in increasing students’ vocabulary at SMPN 1 Sambit in Academic Year 2014/2015. 2) To know the result of the students’ vocabulary achievement that was using and was not using word grouping activities at SMPN 1 Sambit. 3) To find out different between students’ vocabulary achievement that was using and without using word grouping activities at SMPN 1 Sambit in Academic Year 2014/2015.

Based on the data analysis, it can be concluded 1) Word grouping activities in increasing students’ vocabulary at SMPN 1 Sambit in Academic Year 2014/2015 is a good activity arranging words into groups or a family is an excellent way of learning and/or reinforcing vocabulary to acquaint the students with all of the vocabulary 2) The seventh grade students’ vocabulary achievement of SMPN 1 Sambit in Academic year 2014/2015 who are taught using word grouping activities achieve better than who are not. 3) It is has been found the value of a between students’ vocabulary achievement who are using word grouping activities and who are not is 5% significant level $t_t = 2.00$ and $t_0 = 2.574$. So, $t_0$ is higher then $t_t$ ($t_0 > t_t$), it means Ho is rejected and Ha is accepted. So, word grouping activities can increase students’ vocabulary in learning vocabulary to the seventh grade students’ of SMP I Sambit in academic year 2014/2015.
CHAPTER I

INTRODUCTION

A. Background of Study

Develop the world forces us to know everything include the language. As we know, that language is a tool of communication. When we want to communicate with other people, language is a main device of communication. Language is a way to deliver our idea and thought to other people. According to douglas brown, language is a complex specialized skill, which develops in the child spontaneously, without effort or formal instruction, deployed without awareness of its underlying logic, same in every individual, and distinct from more general abilities to process information or behave intelligently.¹ By using language we can interact and communicate with other and english is one of their languages.

The difficulty of learning English is not only 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.

In learning English, one of the factors is the poor mastery of vocabulary knowledge. Vocabulary is the words we teach in the foreign language. However the new item vocabulary may be more than a single

words that an individual knows.\(^2\) The students are lack of stock of the words. The students who have little knowledge of vocabulary will face some difficulties to understand the written language and oral language. The students may get some difficulties in learning a language if they have limited number of vocabularies. David Wilkins argues “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. \(^3\)(Dellar H and Hocking D, Innovation, LTP): argues” If you spend most of your time studying grammar, your English will not improve very much”. You will see improvement if you learn more words and expression. You can say little with grammar, but you can say almost anything with words.\(^4\) So, studying vocabularies is also very important except studying grammar to communicate used English language. And then, in using the language, we use thousands of words to communicate every day. Well, in learning English students should know about vocabularies. Student often find difficulty in vocabulary and how to different among verb, adjective, adverb, and noun. At junior high school in seventh grade less knowledge of vocabulary. Because by knowing the words, students will try how to use it to express idea and communication. In fact, the vocabulary cannot be separated from other language aspect. So, by knowing vocabularies, the children will be able to develop the language skill such as: listening, speaking, reading, and writing. To master all the language skills, vocabulary knowledge are important that have to known by the students and

\(^2\) Caroline T.Linse, Practical English Language Teaching: Young Learners(North America: the McGraw-Hill Companies, 2005), 121.


\(^4\) Ibid, 13
the teachers of English should have a technique that makes the students interesting in learning vocabulary.

In teaching learning process faces many problems, For example, when the teacher explained some topic, some of student look bored, annoying their friend, they can’t keep silent, act. Word grouping is arranging words into groups or families are an excellent way of learning and /or reinforcing vocabulary. So, word grouping activity is one of way how to solve the problem less stressful, more relaxed, and more enjoyable bringing a long list of educational advantages. The writer assumes that the student can encourage, and they can enjoy with many activities in grouping word. Activities in learning process contain motivational aspects and will increase the interesting in learning. Besides that, word grouping activities increasing students’ vocabulary. Word grouping invite to participate them in teaching learning process. The study takes place at SMPN 1 Sambit that focuses on the seventh grade students of the school in schooling year of 2014/2015. The title of study is” WORD GROUPING ACTIVITIES IN INCREASING STUDENTS’ VOCABULARY AT SEVENTH GRADE STUDENTS OF SMP NEGERI 1 SAMBIT IN ACADEMIC YEAR 2014/2015”

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B. Limitation of the study

This study was limited to the use of word grouping activities in increasing students’ vocabulary (verb, adjective, noun, and adverb). It was implemented in teaching and learning vocabulary at seventh grade students of SMPN 1 Sambit in Academic Year 2014/2015.

C. Statement of the Problem

1. How is word grouping activities in increasing students’ vocabulary at SMPN 1 Sambit in Academic Year 2014/2015?
2. How is students’ vocabulary achievement that was using and was not using word grouping activities at SMPN 1 Sambit in Academic Year 2014/2015?
3. Is there any significant level of difference between students’ vocabulary achievement that was using and without using word grouping activities at SMPN 1 Sambit in Academic Year 2014/2015?

D. Objective of Study

From the statement of the problem stated above the goal of this research was:
1. To explain word grouping activities in increasing students’ vocabulary at SMPN 1 Sambit in Academic Year 2014/2015.
2. To know the result of the students’ vocabulary achievement that was using and was not using word grouping activities at SMPN 1 Sambit in Academic Year 2014/2015.
3. To find out different between students’ vocabulary achievement that was using and without using word grouping activities at SMPN 1 Sambit in Academic Year 2014/2015

E. **Significance of the Study**

The research really hopes that the result of the research will be useful for:

1. Teachers

   It will help the english teacher to know technique to increasing the students’ vocabulary mastery.

2. Students

   Word grouping activities can help the students or improved their ability in English vocabulary.

3. Reader

   This study expected to give a contribution to readers, particularly the students of English Department of STAIN Ponorogo, in enriching references concerned with the word grouping activity in increasing students’ vocabulary.

4. Researcher

   This researcher was hopefully useful to make sure that word grouping activities could increase students’ vocabulary.
F. Organization of the Study

The discussion in this study consist of five chapters and each chapter is closely related to each other which is an unified whole white systematic as follow :

Chapter I : Introduction. It involves the whole of thesis. It involves the background of study, limitation of study, statement of the study, objectives of the study, significance of the study, and organization of the thesis.

Chapter II : Review of related literature. It involves the theoritical background of definition learning, learning vocabulary, definition vocabulary, kinds of vocabulary, component of vocabulary, definition word grouping, teaching and learning word grouping activity, the previous of research finding, theoritical framework, and hypothesis.

Chapter III : Research methodlogy. It involves research design, population, sample, instrument of data collection, validity and reliability of instrument (test), technique of data collection, technique of data analysis.

Chapter IV : Research result. It involves research location, the time of the researches, data description, data analysis and discussion.

Chapter V : Conclusion and recommendation.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Learning

a. Definition of Learning

Learning is acquisition or getting something. Contemporary dictionaries defined that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. A more specialized definition might read as follow: learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice. In short, learning is activity which influence for human thinks. Besides that learning also change human behavior.

In another word, Jarvis state that “Human learning is the combination of processes throughout a lifetime whereby the whole person- body (genetic, physical, and biological) and mind (knowledge, skill, attitudes, values, emotions, beliefs and senses) – experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and

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integrated into the individual person’s biography resulting in a continually changing (or more experienced) person”\textsuperscript{7}

b. The Learning vocabulary

attitudes when the individual interacts with information and environment”\textsuperscript{8} Learning vocabulary has close meaning with learning word, because vocabulary is total number of words in a language. Since students’ were child, students’ learn word from mother tongue, the containing of words that have known the meaning of word, especially when learn foreign language such as English. It’s because there are differences both meaning and words. To learn a lot of vocabulary, students’ have to do things;\textsuperscript{9}

1) Study each unit of the book carefully and do all the exercises.

Check the answer key. Repeat the units after a month see how much students’ have learned and forgotten. Repeating work is very important.

2) Develop students ‘ways to study and learn new words and phrases.

For example, every time students’ see or hear an interesting phrase, write it in a notebook.

\textsuperscript{7} Knud Illeris, et.al, \textit{Contemporary Theories of Learning}(New York: Routletge,2009),31.
\textsuperscript{9} Me Catty, Michael, \textit{English Vocabulary and Use Elementary}(Jakarta:Erlangga,2001),4.
Sometime most of the students learning vocabulary have difficulty to always remember the new words taught to them. Although students know the meaning or understand the words but it is not familiar with their mother tongue.

2. Vocabulary

a. The definition of Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the word we understand through reading and listening. Productive vocabulary refers to the word we use to communicate through writing and speaking.

Kasihani K.E.Suyanto states that” Vocabulary is a group of words of a language that convey meaning when the language is used.”

Rivers (in Nunan) state that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

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11 Susan Hanson and Jennifer F. M. Padoa, Effective Instructional Strategies Series Teaching Vocabulary Explicitly (Hawaii: PREL, 2011), 5.
12 Kasihani K.E. Sunyanto, English for Young Learners, (Jakarta: Bumi Aksara, 2008) 43.
Based on the statement, it can be stated that vocabulary is a list of words that is used by, understood by, or at the command of a particular person or group. The list of words can be used to express ideas and feelings in communication.

In conclusion, language plays an important role in human’s life. Human uses language to communicate with others. To conduct good communication, they must know a set of words called vocabulary. The mastery of vocabulary enables them to understand other’s ideas and enables them to be understood.

b. Kinds of Vocabulary

1) Nouns:

The noun is one of the most important parts of speech. Its arrangement with the verb helps to from the sentence core which is essential to every complete sentence.\footnote{Marcella Frank, \textit{Modern English a Practical Reference Guide}, (New York University, 1972)6.}

2) Pronouns:

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“A word that takes the place of a noun” is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent but not substitutes may simply have indefinite reference or express indefinite quality.\footnote{Ibid...20.}
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3) Verb

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentence statement, question, commands, and exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech.\(^\text{16}\)

4) Adjectives

The adjectives is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.\(^\text{17}\)

5) Adverbs

Adverb range in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meaning as time and place) to those that are used merely for emphasis. They range in function from close. To loose modifiers of the verb; for close modifiers of single words,

\(^{16}\) Ibid....47.

\(^{17}\) Ibid....109.
prepositional phrases or clauses, to loose modifiers of the entire sentence.\footnote{Ibid...163}

6) Prepositions

The preposition is classified as a part of speech in traditional grammar. However, preposition as well as conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic endings; (2) each signals syntactic structures that function as one of the other part of speech. For these reason modern linguists prefer to classify prepositions as structure words rather than as part of speech.\footnote{Ibid...163}

c. Component of Vocabulary

Vocabulary has many components and every component is needed in English understanding. The components consist of frequency, pronunciation, contextualization, depth of processing and building word networks. The mastering vocabulary items mean mastering the following components.\footnote{Penry Ur, Language Teaching, practice and Theory (London: Cambridge University Press.1996), 60-62}

a) Frequency

Frequency has been accorded a high level of significance in ETL for many years as a result of the use of word. Frequency counting as a procedure informing syllabus and material design.
b) Pronunciation

In the initial stages of language learning it is common for teacher to insist on a Fairmount of pronunciation practice of new word to help learner acquire the correct stress pattern of syllables.

c) Contextualization

Schouten Van Parreren goes on to argue that texts, in contrast, present a linguistic and psychological reality and that presenting words in the context of a text will provide support and reduce interference.

d) Depth of processing

We lack language learning research studies to confirm this thought it would certainly accord with teachers institution and with self reports from learners.

e) Building word network

The general use for teacher seems to whether learners should simply be encouraged in no-specific ways to actively built their own associations for new words and thereby extend the networks of the material lexicon, or whether vocabulary learning activities should include direct instruction which aims to shape the associations learners make.
3. Word Grouping Activities

a. Definition Word Grouping

Word grouping is arranging words into groups or a family is an excellent way of learning and/or reinforcing vocabulary. So, word grouping is a good activity at the beginning of a lesson to acquaint the students with all of the vocabulary and to get them to think about relationships between and among words.

The method of word grouping activity:

1. Make shuffle the word (noun, verb, adjective or adverb) and make sure you have one set per group.
2. Arrange the class into groups. Give each group a set of words and tell them they have to place five words under each heading. (They will need a desk or table on which to work.).
3. Set a definite time limit and stop the students at the end of it, whether they have finished or not.
4. Instead of just reading out the correct answers at the end, you might like try the following:
   - Ask one group to tell you which word they have placed (example in topic “THE KITCHEN”). If they didn’t get them all right, tell them which words are correct e.g. *you got three right-cooker, fridge and kettle*. Move on the next group and

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22 Ibid… 9-10
ask them if they can say what the missing two words are.
Continue in this way until all five words are given. (in the
unlikely event that after going round the class you still haven't
found five correct word, tell them answer.)

- Continue in this way with the remaining four groups. (by
  using this method of checking, it allows the groups
to ‘’change their minds’’ and reshuffle their cards during the
  checking stage.)

b. Teaching & Learning Word Grouping

In any classroom, it is important to get students paying attention
and listening. English is compulsory subject that must be learned in all
level. The first thing that students must know about vocabulary we can
express our idea in communication. Rivers (1983) states that and
adequate vocabulary is vocabulary, we will be unable to use the
structure and function but we may have learned for comprehensible
communication. Be sure speaking slowly and clearly. Children used to
listening in a different language require a few extra milliseconds for
their brains to process the new information they are receiving in
English.

Teaching vocabulary use games and activities in classroom in
learning process. If the teacher feels that an adequate amount of
practice via these recognition activities has been reached, there are
more challenging, vocabulary games and activities that aim to reduce
fear and hesitancy. Most of characteristic of language learners studying a language that isn't their mother tongue. Vocabulary games and activities for teacher aim to make the learning process more active and more have fun. The teacher role is solely as facilitator, while the students do the work and enjoy using this motivating and lively material.

The role of the teacher apart from the activities in the section teacher-led activities the teachers role is largely a passive one. The teacher is mainly responsible for:

1) Preparing the material in sufficient quantities
2) Explaining clearly what is to be done
3) Checking answer and of an activity.

Once an activity has started, student usually works independently of the teacher their own pace. The teacher goes round the classroom listening and monitoring their progress and only interfering or helping if absolutely necessary.

In this section, you will apply what you have learned to your own teaching. The following activities are designed to assist you in developing activities to teach word analysis and vocabulary. Choose one or both of the activities from the list below. There are also pre-reading lessons that are based on vocabulary review. There are a

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23 Watcyn, Peter J. Vocabulary Game and Activities (USA : Penguin. 1993) vi.
variety of fun vocabulary activities that have game-like features that are very motivating: "I'm thinking of" You give the class a few definitions corresponding to a 5-6 vocabulary words and the students guess the word, The teacher whispers the word and the students try and recognize the word, The teacher spells the word backwards and the students try and recognize the word.²⁴

B. Previous Research Findings

This study needs some previous research as a consideration theory. This research was presented by Tri Ekaśara Ayu Puspayanti under the title “The Effectiveness of word families’ technique in teaching vocabulary to the Seventh Grade Students of SMPN 1 Sambit in Academic Year 2013/2014. The researcher of the previous study have makes the statement of the problem as follow: “Do the students who use word families technique in teaching vocabulary achieve better than those who don’t use to seventh grade students’ of SMPN 1 Sambit in Academic Year 2013/2014? The research was done by quantitative research in the form of the experimental and control groups.

Based on the result of the study it was assumed that the students’ ability in learning vocabulary before being taught using word families’ technique was in the enough level and after being taught using word families technique was in the good level. After the treatment, the students’

achievement in vocabulary improved. This condition means that teaching vocabulary using word families’ technique could improve their vocabulary mastery.

And by M. Miftahul Amri with the title “The Effectiveness of Using Environment Learning Media to Improve Students’ Vocabulary Achievement At SMP Ma’arif 1 Ponorogo in Academic 2012/2013. The researcher of the previous study have makes the statements of the problem as follow: (1) How is student’s Vocabulary achievement before using environment learning media at SMP Ma’arif 1 Ponorogo? (2) How is student’s Vocabulary achievement after using environment learning media at SMP Ma’arif 1 Ponorogo? (3) How is environment learning media effective in improve students Vocabulary achievement?

And the conclusion is (1) the students vocabulary achievement before using Environment learning Media in teaching vocabulary for second year of SMP Ma’arif 1 Ponorogo are: for the VII A class, the average from the pretest is 70 and for the VII B class, the average from the pre test is 71.42. (2) after the students vocabulary applying environment learning media in teaching vocabulary the students vocabulary achievement in vocabulary improved. For the experiment class (VII B) the average from post test is 80.38. While for the control class (VII A), the average is 72.13. (3) so it can conclude that (to > t), the Environment Learning Media is effective to teach vocabulary achievement for the second year of SMP Ma’arif 1 Ponorogo In Academic Year 2012/2013.
C. Theoretical Framework

Theoretical framework is a concept in the thesis about how the theories can related with the factors which are identified as the important problems. In increasing the student’s vocabulary, the teachers need other way to make their students master about it. By using word grouping activity can increasing the students’ skill in vocabulary. The researcher thinks that the students feel more interested in learning, easy to understand and of course they will be motivated to learn and understand the subject matter.

Theories descriptions are:

1. Word grouping activities (as independent variable or X)
2. Students’ vocabulary (as dependent variable or Y)

This research is a quantitative research, with the Word Grouping Activities in Increasing Students’ Vocabulary to the Seventh Students of SMPN 1 Sambit in Academic Year 2014/2015 as the title research. The research will use word grouping activities in increasing students’ vocabulary, the students will use this technique to know and improve their vocabulary. After that the researcher will observe this process to know, is there any significant difference between students’ vocabulary using word grouping activity and without using it at the Seventh Students of SMPN 1 Sambit in Academic Year 2014/2015.
D. Hypothesis of the Study

In this study we use two hypotheses. They are:

a. Alternative Hypo (Ha)

The hypothesis of this study stated that: “Word grouping activities can increase students’ vocabulary of the seventh grade at SMPN 1 Sambit in Academic Year 2014/2015”.

b. Null Hypo (Ho)

The hypothesis of this study stated that: “Word grouping activities cannot increase students’ vocabulary of the seventh grade at SMPN 1 Sambit in Academic Year 2014/2015”.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design is very important in a research, because it is hoped can be basic to face the specific problem or practical actions of the incidents. Research design is a plan of collecting and analyzing data in order to match the research objective.\(^25\)

Research is divided into quantitative and qualitative method. This research is quantitative research. Quantitative research is the research based on positivism philosophy, used for researching a population or sample, collecting data of sample uses random and applies research instrument, and analyzing data used statistical analysis with the purposes to prove a hypothesis.\(^26\) Quantitative method consist of two kinds. They are experimental (true experimental, quasi experimental, and weak experimental) and no experimental (descriptive, survey, ex post facto, comparative and correlation).\(^27\)

It is an experimental research, and it is a simplest experiment design. This research uses experimental method to know word grouping activities can increasing of students vocabulary and it uses two groups of the subject, they are class VII C as an experiment group and Class VII E as control group.

\(^{27}\) Ibid... 112
This research takes quasi experiment. Called quasi- experimental research as research subject has been set. Quasi experiment is a humans as research subjects. So the quasi experiment is the research which the subject has determined before and use the human as the subject.

B. Population and Sample

1. Population

Population is all numbers of any well defined class of people event object or subject. Population is area of generalization consisting of object/ subject which has a certain quality and characteristics determined by researcher to study and then take conclusion. Population is not only person, but also object and other nature things. The populations in this research is all the seventh grade students at SMP Negeri 1 Sambit in academic year 2014/2015. The number of population in this research is 141 students.

2. Sample

Sample is a part or a group that represent the population. Sample is small group that is observed or sample is a portion of a population. The researcher took 56 students as a sample; it consist two classes or groups, those were VII C class and VIIE class. The number of VII C class was 28

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32 S.Margono, Metodologi Penelitian Pendidikan(Jakarta: Rineka Cipta,1997), 121.
students and the number of VII E was 28 students. The researchers apply random sampling as the sampling technique. Arikunto said, “Random sampling is used by researcher if the population was homogenous and has one characteristic”. The sampling technique applied in this research is cluster random sampling. Cluster random sampling or sample area (group) is determined based on the sampling areas or groups that exist in the population such as school, class, region, and not individual. Thus sample can be taken at random.

C. Instrument of data collection

Instrument is a tool used for a particular purpose, especially for dedicate or scientific work. Instrument of data collection is the way to get data in the research used by a researcher. To get objective data it is needed a good instrument, because if the researcher takes invalid instrument, the researcher will get invalid data.

In this research, researchers used the result of test as the data. It taken from vocabulary test. According Suharsimi Arikunto, “Tes adalah suatu alat atau prosedur yang sistematis dan objektif untuk memperoleh data – data atau keterangan yang diinginkan tentang seseorang, dengan cara yang boleh dikatakan tepat dan cepat.” Meanwhile, according to Wayan Nurkancana, “tes adalah suatu cara untuk mengadakan penilaian yang berbentuk suatu tugas atau serangkaian tugas yang harus dikerjakan oleh anak atau sekelompok anak sehingga menghasilkan suatu nilai tentang tingkah laku atau prestasi

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34 Margono. S, Metodology Penelitian Pendidikan(Jakarta: Rineka Cipta,1997), 127.
anak tersebut, yang dibandingkan dengan nilai yang dicapai oleh anak – anak lain atau nilai standar yang ditetapkan.”

According to David Harris, general purpose test is as follows:

1. To demonstrate the readiness of the learning program.

2. To classify or put learners in language classes. Classification of students in this case is to group students according to its capabilities into similar groups.

3. To diagnose strengths and weakness that exist in the learner. Diagnosing learners in this aspect aims to obtain information on the potential possessed by the learner.

4. To measure student achievement. The aims of performance measurement is to determine the result achieved by learners in the learning process that has been carried out within a certain time.

**a) Validity**

By far the most complex criterion of an effective test and arguably the most important principle is validity, “The extent to which inferences made from assessment result are appropriate meaningful and useful in terms of the purpose of the assessment.”

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36 Ibid, 179-180.
the internal validity of an instrument, the researcher uses formula Karl Pearson product moment. The calculation result is seen in:  

\[ r_{xy} = \frac{\frac{n \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\left(n \Sigma X^2 - (\Sigma X)^2\right)\left(n \Sigma Y^2 - (\Sigma Y)^2\right)}}. \]

Information:

- \( r_{xy} \) = coefficient correlation Product Moment
- \( N \) = total respondent
- \( \Sigma X \) = score item total X
- \( \Sigma Y \) = score total Y
- \( \Sigma XY \) = total product score with score total
- \( (\Sigma X)^2 \) = quadrate score item total
- \( (\Sigma Y)^2 \) = quadrate score total

It is very important to test the validity of our instrument before we are going to hold the research. Because when our instrument is valid, the data gained are accurate and valid. The table bellow shown the recapitulation test item validity of the research.

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Table 3.1
Recapitulation Test Item Validity

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<td>15</td>
<td></td>
<td>0.189</td>
<td>0.361</td>
<td>invalid</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>0.549</td>
<td>0.361</td>
<td>valid</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>0.549</td>
<td>0.361</td>
<td>valid</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>0.689</td>
<td>0.361</td>
<td>valid</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>0.336</td>
<td>0.361</td>
<td>invalid</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>0.653</td>
<td>0.361</td>
<td>valid</td>
</tr>
</tbody>
</table>

From the table above, it can be concluded from 20 questions that used to validity test of valid only 14 questions, so just 14 questions that will be used in test.

b) Reliability

A reliable test is consistent and dependable. If researcher gives the same test to the same student or matched students on two different occasions the test should yield similar result. The issue of reliability of a test may best be addressed by considering a number or factors that may contribute of the unreliability of a test. Consider the following
possibilities fluctuation in the student, in scoring, in test administration, and in test itself.\textsuperscript{39} This research uses K-R 20 to measure the reliability of instrument. K-R 20 is the coefficient of internal consistency that most frequently used for reliability analysis:

\[
r_{11} = \frac{n}{n-1} \left( \frac{s^2_t - \sum p_i q_i}{s^2_t} \right)
\]

Where:

- \( r_{11} \) = reliability of the whole test
- \( n \) = number of item on the test
- \( s^2_t \) = variance of scores on the total test (acquired standard deviation)
- \( p_i \) = proportion of correct responses on a single item
- \( q_i = 1 - p_i \)
- \( s^2_i \) = variant total \textsuperscript{40}

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|}
\hline
"r"Arithmatic & "r"Table & Explanation \\
\hline
0,747 & 0,361 & Reliable \\
\hline
\end{tabular}
\caption{Recapitulation Test Item Reliability}
\end{table}

\textsuperscript{40} Sugiyono, \textit{Metode Penelitian Kombinasi}, (Bandung: Alfabeta, 2013), 180.
D. Technique of data collection

To get the data it is very important to choose the best technique. To collect the data research need instrument. There are some instrument used to collect data, they are:

1. Documentation Technique

Syamsudin and Damayanti describe, documentation technique is used to collect the data from non life sources. These sources consist of document and record. In other words, Documentation is used to collect data with document and record. Documentation provides the researcher with information that is support the available data. According to Arikunto "yang tidak kalah penting dari metode-metode lain adalah metode dokumentasi, yaitu mencari data mengenai hal-hal atau variabel yang berupa catatan, transkrip, buku, surat kabar, majalah, prasasti, notulen rapat, lengger, agenda, dan sebagainya". In this research, the documentary technique is used to get the data about students’ names, conditions of teachers, school profile in SMP N 1 Sambit Ponorogo.

2. Test Technique

Donald Ary stated: “Test are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basic of which a numerical score can be

---

The test is constructed by the researcher based on the standardized procedure for making test. The form of test is written test. So, the research can be scoring written test.

E. Technique of data analysis

Analysis of data involves a variety of descriptive and inferential statistics. Descriptive statistics that will be used as following:

1. The mean which indicated the average performance of a group on some measure of a variable.
2. The standard deviation which indicates how spread out a set of scores is around the mean that is whether the scores are relatively homogeneous or heterogeneous around the mean.

Before the researcher use t test, the researcher applied Assumption test, namely normality test and homogenity test:

1. Normality test using Kolmogorov - smirnov test. Each of the two populations being compared must follow a normal distribution. The steps of analyzing normality test as follows:
   a. Formulated hypothesis
      
      Ho : the data were not normality distributed
      
      Ha : the data were normality distributed
   
   b. Calculate the average (mean) to create a table

   \[ M_x = \frac{\sum fx}{n} \]

---

\[ SDx : i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \]

c. Calculating the value of fkb

d. Calculated each frequency divided by the number of data (f/n)

e. Fkb calculating each divided by the number of data (fkb/n)

f. Calculated the value of Z by the formula X is the original value of data and \( \mu \) is the population mean can be estimated using the average of the sample or the mean while \( \sigma \) was the standard deviation of the sample values. Z values would be calculated each value after sorted smallest to largest.

\[ Z = \frac{X - \mu}{\sigma} \]

g. Calculate \( P \leq Z \)

h. For a\(_1\) values obtained from the difference between columns 5 and 7 (fkb/n and \( P \leq Z \))

i. For a\(_1\) values obtained from the difference between columns 4 and 8 (f/n and a\(_2\))

j. Comparing the highest number a\(_1\) with Kolmogorov-Simiriov table

k. Test the hypothesis

l. If a\(_1\) maksimum < kolmogorov simirov table, receive Ha and data is normal distribution.\(^{44}\)

---

2. Homogenity test using Harley test. Homogenity test is the variance ratio test between two group or more.\(^{45}\) This can be tested by Harley test

\[
F(\text{max}) = \frac{\text{Var max}}{\text{Var min}} = \frac{SD^2_{\text{max}}}{SD^2_{\text{min}}}^{46}
\]

The steps of analyzing homogenity test as follows:

a. Make a frequency distribution table

b. Calculated SD formula

\[
SD_x = \sqrt{\frac{\sum f_x x^2}{nx} - \left[\frac{\sum f_x x}{nx}\right]^2}
\]

\[
SD_y = \sqrt{\frac{\sum f_y y^2}{ny} - \left[\frac{\sum f_y y}{ny}\right]^2}
\]

c. Using the formula Harley:

d. \(F(\text{max}) = \frac{\text{Var max}}{\text{Var min}} = \frac{SD^2_{\text{max}}}{SD^2_{\text{min}}}
\]

e. Comparing \(F(\text{max})\) results calculated with \(F(\text{max})\) table, with \(db = (n-1 : k)\)

3. T-test is used to determine whether the means of two groups are statistically different from one another.

The data analysis that used is T-test non-independent experiment with 5\% significance level or 1\% significance level with this formula as follow:

a. The formula of mean variable I and II

\(^{45}\) Ibid. 214.
\(^{46}\) Ibid. 216.
\[ M_1 = M' + i \left[ \frac{\sum f_x'}{n_1} \right]^2 \quad M_2 = M' + i \left[ \frac{\sum f_y'}{n_2} \right]^2 \]

b. Score of standard deviation of variable I and variable II

\[ SD_1 : i \sqrt{\frac{\sum f_x'^2}{n_1} - \left[ \frac{\sum f_x'}{n_1} \right]^2} \]

\[ SD_2 : i \sqrt{\frac{\sum f_y'^2}{n_2} - \left[ \frac{\sum f_y'}{n_2} \right]^2} \]

c. Determining standard error mean variable X and Y

\[ SE_{M_1} = \frac{SD_1}{\sqrt{n_1-1}} \quad SE_{M_2} = \frac{SD_1}{\sqrt{n_2-1}} \]

d. Difference standard error score of the means variable I and variable II

\[ SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \]

e. To score

\[ t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \]

Notes:

\[ M_1 \] = Mean of variable X (post-test)

\[ M_2 \] = Mean of variable Y (post-test)

\[ SD_1' \] = Standard Deviation x variable

\[ SD_2' \] = Standard Deviation y variable

\[ SE_{M_1}' \] = Standard of error of x variable

\[ SE_{M_2}' \] = Standard of error of y variable

\[ SE_{M_1 - M_2} \] = Standard error between mean of x Variable and y Variable
\( R_{12} \) = the correlation coefficient between x variable and y variable

= the total number of score multiplication of x variable and y variable

\( \Sigma f_1 \) = the total number of scores of x variable

\( \Sigma f_2 \) = the total number of scores of x variable

\( \Sigma f_1^2 \) = the total number of square scores of x variable

\( \Sigma f_2^2 \) = the total number of square scores of y variable

\( T_o \) = t- Observation

\( N \) = the number of subject

(N-1): d.b: Degree of Freedom\(^{47}\)

\(^{47}\) Ibid, 161.
CHAPTER IV

RESEARCH RESULT

A. Research Location

1. General Location

This research takes place at SMPN 1 Sambit. It is located on Pajajaran Street 11 Campursari Sambit Ponorogo. The reason for selecting the school is because the researcher conducted teaching practice for one month at the school and the researcher have been know the condition of the SMP N 1 Sambit.

2. The History of SMP N 1 Sambit


3. The Vission, Mission, and Goal of SMP N 1 Sambit

a. The Vission of SMP N 1 Sambit

Cerdas, terampil dan kompetitif berbasis IPTEK serta berbudi luhur.

b. The Mission of SMP N 1 Sambit

1. Mengembangkan KTSP yang berdevisirkasi dengan berorientasi pada peningkatan pelayanan kepada siswa sesuai dengan


4. Mewujudkan tercapainya standar pendidik dan tenaga kependidikan dengan kualifikasi yang telah ditentukan.

5. Meningkatkan penguasaan teknologi informasi dasar.

6. Meningkatkan pencapaian standar pengelolaan sekolah dengan manajemen berbasis sekolah.

7. Mewujudkan partisipasi stoke holder terhadap sekolah.

8. Mengembangkan pembelajaran yang multimedia dan multi strategi.

9. Mengembangkan system penilaian untuk seluruh mata pelajaran sesuai standar nasional.

10. Membekali siswa agar dapat menghayati dan mengamalkan ajaran agama dalam kehidupan sehari – hari melalui sholat berjama’ah, baca tulis Al- Qur’an dan kegiatan keagamaan lainnya.

d. The condition of Students, Teacher, and Staff of SMPN 1 Sambit

There are 419 students of SMPN 1 Sambit in academic year 2014/2015. It divided into three grades, the seventh grade, eight grade and the ninth grade. Every grade has 5 classes. The total number of seventh grade is 142 students, the total number of eight grade is 129 students, the total number ninth grade is 148 students.
The total whole educators in SMPN 1 Sambit are 38 educators. Almost of teachers teach based on their qualification of education. Besides that, there are 12 persons as a staff and others in SMPN 1 Sambit.

e. The facilities and Infrastructure of SMPN 1 Sambit

SMPN 1 Sambit was built in 14,305 m² area. SMPN 1 Sambit also has other facility and some rooms to support learning process. The whole of buildings broad of SMPN 1 Sambit is 2183 m².

Table 4.1

The Building Conditions of SMPN 1 Sambit

<table>
<thead>
<tr>
<th>No</th>
<th>Room</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Headmaster Room</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Administration Room</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Room</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Science Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Multimedia Room</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Computer Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Language Laboratory</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Auditorium</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Health Room</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Teacher's Toilet</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Student's Toilet</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>Mosque</td>
<td>1</td>
</tr>
</tbody>
</table>
f. The time of the Research

Table 4.2 Experiment Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>April, 20th 2015</td>
<td>Pre test</td>
</tr>
<tr>
<td>April, 20th 2015</td>
<td>First treatment with word grouping activities</td>
</tr>
<tr>
<td>April, 23rd 2015</td>
<td>Second treatment with word grouping activities</td>
</tr>
<tr>
<td>April, 30th 2015</td>
<td>Post test</td>
</tr>
</tbody>
</table>

Table 4.3 Control Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>April, 21st 2015</td>
<td>Pre test</td>
</tr>
<tr>
<td>April, 21st 2015</td>
<td>First treatment with conventional method</td>
</tr>
<tr>
<td>April, 22nd 2015</td>
<td>Second treatment with conventional method</td>
</tr>
<tr>
<td>April, 29th 2015</td>
<td>Post test</td>
</tr>
</tbody>
</table>

B. Data Description

The population that was used in this research was the seventh grade students’ of SMPN 1 Sambit in academic year 2014/2015. The researcher took 56 students as a sample; it consists of two classes/ groups. The first group was the students who are taught using word grouping activity and second group was the students without use word grouping activity in teaching vocabulary.

1. Procedure of Experiment

This research used experiment research which made two classes as the sample; those were VII C as an experiment class and VII E as control class. The number of experiment class was 28 students.
Secondly, the first treatment of word grouping activities held on April, 20th 2015. The material was descriptive text. The student must apply the word grouping activities to understand the text.

Thirdly, the second treatment held on April, 23th 2015. The material was descriptive text too, but had different text with the first treatment.

Fourthly, that was post test. It was held on April, 30th 2015. It is used to measure whether the word grouping activities is success or not in increasing student’s vocabulary.

The post test and pre test are in multiple choices, matching and completion. It took descriptive text, but different text and items. It’s used to know the true result whether using word grouping activities was can increase student’s vocabulary or not. The test items were suitable with the themes and sub themes suggested in English book for the second year Junior High School. The pre test and post test are objective tests. The first items reading and writing performance from reviewing using word grouping activities and the score is based from table writing and reading score. The second items are multiple choices, matching and completion. There are 20 items and the value of each item is 20. The research in here just used the first items to give the value. The second items are just to add the exercise.

Word grouping activities is a new technique arranging words into groups or families is an excellent way of learning and /or reinforcing
vocabulary. So, word grouping is a good activity at the beginning of a lesson to acquaint the students with all of the vocabulary and to get them to think about relationships between and among words. It makes the students understand meaning descriptive text easily and remember the content longer. But word grouping activities need much times to arranging words into group (noun, verb, adjective and adverb).

This research need much time of meeting to introduce, to apply and solve the problems to understanding the text. So, the students can be more familiar, active and interested with the technique.

There are three stages in applying of Word Grouping Activities:

a)  Pre – activity
   1. Greeting
   2. Asking and answer about student’s condition
   3. Asking to the students to dig idea related to the topic

b)  Main activity
   1. Explaining about using word grouping activities
   2. Give a handout about materials descriptive text
   3. Classifying the word in word grouping activities (noun, verb, adjective, adverb, noun phrase) suitable with the text.
   4. The students analyze the generic structure and social function of the text.
   5. The students must make a presentation
6. Students actively discuss the correct answers with the guidance of a teacher.

c) Post activity

1. Concluding the material today and giving clarification

2. Closing the activity with pray and greeting

Data of students’ vocabulary achievement that are using word grouping activity. The table below showed the score of students’ vocabulary achievements who are taught using word grouping activity as the median in learning vocabulary. The score of students’ vocabulary achievement are:

Table 4.4

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pretest</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agrivinta Al Wiyanti</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Agus Ardiyansa</td>
<td>55</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Alfa Aldi Wardana</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Ammelia Andriana Nur P</td>
<td>65</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>Ardhena Wahyu Aprilia</td>
<td>75</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>Brian Rendi Ardiyanse</td>
<td>75</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>Dani Prasetyo Apriadi</td>
<td>55</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>David Yulianto</td>
<td>45</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>Eka Puspitasari</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>Elsa Damayanti</td>
<td>60</td>
<td>95</td>
</tr>
<tr>
<td>11</td>
<td>Erlinda Widuri</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>12</td>
<td>Fitriana Putri Anggravini</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>Francisca Priscilla A. P.</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Gilang Pratama</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>Hadi Nurrohman</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>Irga Agung Prasetyo</td>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>
2. Procedure of Control

Same with experiment class, there are four meeting for the class. The procedure of control class is the same with the procedure of experiment class. There is pre test, first and second treatment with the conventional method (discussion and question) and post test. Pre test and first treatment was holding on April, 21th 2015. Second treatments were holding on April, 22th 2015. Finally post test was holding on April, 29th 2015.

The material which was taught to the students was the same with experimental class. That is one of principles in the experiment research, different treatment with the same material.

The conventional method is not new method which is taught by the teacher in teaching and learning process. So, the students are familiar with the method. It is a not good method to make the students paying attention to the teacher, or when the teachers have many material, it will
suitable method used by the teachers to transfer knowledge to the students. Some weaknesses from this method are that the students will be bored, do not interested and the classes are very crowded, etc.

The teaching and learning process using conventional method has some steps, they are:

a. Each students are given one of descriptive text copies
b. The students read the text in front of the class
c. The teacher justify pronunciation the students if have mistakes
d. The teacher gives exercise to the students, the will correct together

In this research, it uses participative research with the teacher. The researcher explains the material which is helped by the English teacher.

Data of students’ vocabulary achievement without using word grouping activity. The table below showed the score of students’ vocabulary achievements who are not using word grouping activity as the median in learning vocabulary. The score of student’s vocabulary achievement are:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adhitya Pratama Herdiyanto</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>Ardila Okta Yuvianti</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>Bildin Qisti Nur Juhandi</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>Dewi Yulianasri</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Dwieky Adi Irawan</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Faisal Rohman</td>
<td>55</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>Febri Maulana Riki H.</td>
<td>40</td>
<td>85</td>
</tr>
</tbody>
</table>
### Procedure of Word Grouping Activities in Increasing Students’ Vocabulary

In this research to answer question number one, about procedure of word grouping activities in increasing students’ vocabulary. This research used word grouping activities as the treatment in experiment class is 7C. The number of experiment class was 28 students. This research choose 7C as experiment class used word grouping activities because 7C class according Mrs.Tutik, that student often find difficulty in vocabulary and how to different among verb, adjective, adverb, and noun. Besides that when the teacher explained some topic, some of student look bored, annoying their friend, they can’t keep silent. So this...
research chooses word grouping activities as games and activities in learning vocabulary process. Vocabulary games and activities for teacher aim to make the learning process more active and more have fun.

The role of the teacher apart from the activities in the section teacher-led activities the teachers role is largely a passive one. The teacher is mainly responsible for:

1) Preparing the material in sufficient quantities

2) Explaining clearly what is to be done

3) Checking answer and of an activity.

The method of word grouping activities:

1. Once an activity has started, students make shuffle the word (noun, verb, adjective or adverb) and make sure you have one set per group.

2. A then, the teacher arranges the class into 7 groups. Give each group a set of words and tell them they have to place five words or more suitable with mentioned the text. (The researcher chose text descriptive as the topics of word grouping activities).

3. The teachers set a definite time limit and stop the students at the end of it, whether they have finished or not.

4. And then, the teachers ask one group to tell you which word they have placed (example in topic descriptive text “Parangtritis Beach”). If they didn’t get them all right, tell them which words are correct
.e.g. Move on the next group and ask them if they can say what the missing two words are. Continue in this way until all words are given. (in the unlikely event that after going round the class you still haven't found 10 correct word, tell them answer.)

5. Continue in this way with the remaining other groups. (by using this method of checking, it allows the groups to ‘’change their minds’’ and reshuffle their cards during the checking stage.)

6. And the last, groups which found the greatest number of word and correct words, that is the winner.

C. Data Analysis

To know the increase students’ vocabulary using word grouping activity in learning vocabulary, there are some steps of calculation to be done.

1. Analysis about Normality Test

   Normality test is used in order to measure whether the data is normal or not. The hypotheses of this normality test are:

   H0 = The data have normal distribution

   Ha = The data have un-normal distribution

   H0 is accepted if all maximum < Dtable and Ha is accepted if all maximum > Dtable. The table below is the result of calculating normality test using Kolmogorof – smirnov.
Table 4.6

The result of Normality Test

<table>
<thead>
<tr>
<th>Sample Group</th>
<th>$D_{table}$ 5%</th>
<th>Result</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment Class</td>
<td>0,27</td>
<td>0,2549</td>
<td>Normal</td>
</tr>
<tr>
<td>Control Class</td>
<td>0,27</td>
<td>0,1179</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Based on the table, the result of normality test in control class, and experiment class are smaller than $D_{table}$. So, $H_0$ is accepted. It can be concluded that for the level of significance 5%. Both of the data control class and experiment class, have normal distribution.

2. Analysis about Homogeneity Test

Homogeneity test is used in the analysis of variance to verify that different groups have a similar variance. The test is used Harley’s test for homogeneity. The hypotheses of this homogeneity test are:

$H_0 = \text{the data is homogeneous}$

$H_a = \text{the data is un-homogenous}$

$H_0$ is accepted if $F_{(max)}$ value $< F_{(max)}$ table and $H_a$ is accepted if $F_{(max)}$ value $> F_{(max)}$. the table 4.5 below is the result of calculating homogeneity test using Harley.
Table 4.7

The Result of Homogeneity Test

<table>
<thead>
<tr>
<th>Sample Group</th>
<th>$F_{(max)}$</th>
<th>Table (5%)</th>
<th>Result</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control class and Experiment class</td>
<td>2.40</td>
<td>1.2390868713</td>
<td>Homogeneous</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table, the result of homogeneity test is smaller than $e^{(max)}$ table. So, $h_0$ is accepted. It can be concludes that for the level of significance 5%, the data from sample is homogeneous.

3. Analysis about Calculate T-test

This is analysis to answer question number two, about students’ vocabulary achievement that were using and were not using word grouping activities and answer question number three, about word grouping activities can increase students’ vocabulary to seventh grade students’ of SMPN 1 Sambit in academic year 2014/2015.

The table below shows the computing data of students’ vocabulary that were using and were not using word grouping activities. The first table shows the variable X, this is the data of students’ vocabulary that were using word grouping activities. This variable X was classified 100 until 70 as the score.
Table 4.8

The computation of students’ vocabulary using word grouping activity

(Variable X)

<table>
<thead>
<tr>
<th>X</th>
<th>F</th>
<th>fkb</th>
<th>Fx</th>
<th>x'</th>
<th>fx'</th>
<th>x'^2</th>
<th>fx'^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>5</td>
<td>28</td>
<td>500</td>
<td>2</td>
<td>10</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>90</td>
<td>9</td>
<td>23</td>
<td>855</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>85</td>
<td>7</td>
<td>14</td>
<td>595</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>80</td>
<td>3</td>
<td>7</td>
<td>240</td>
<td>-1</td>
<td>-3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>75</td>
<td>2</td>
<td>4</td>
<td>150</td>
<td>-2</td>
<td>-4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>2</td>
<td>140</td>
<td>-3</td>
<td>-6</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>-</td>
<td>2480</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>58</td>
</tr>
</tbody>
</table>

The second table shows the variable Y, this is the data of students’ vocabulary that were not using word grouping activity. This variable Y was classified in 95 until 70 as the score.

Table 4.9

The computation of students’ vocabulary without using word grouping activity

(Variable Y)

<table>
<thead>
<tr>
<th>Y</th>
<th>F</th>
<th>fkb</th>
<th>Fy</th>
<th>y'</th>
<th>fy'</th>
<th>y'^2</th>
<th>fy'^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>3</td>
<td>28</td>
<td>285</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>90</td>
<td>5</td>
<td>25</td>
<td>450</td>
<td>2</td>
<td>10</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>85</td>
<td>6</td>
<td>20</td>
<td>510</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>80</td>
<td>5</td>
<td>14</td>
<td>400</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td>9</td>
<td>225</td>
<td>-1</td>
<td>-3</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
After computing the data the researcher counts all the sequences below to find the result score of \( t_0 \) (t-observation) to interpret the conclusion of the research.

1. Determining Mean of Variable X and Y

\[
M_x = M' + i \left( \frac{\sum fx}{nx} \right)^2
\]

\[
= 85 + 5 \left[ \frac{6}{28} \right]^2
\]

\[
= 85, 2295 = 85
\]

\[
M_y = M' + i \left( \frac{\sum fy}{ny} \right)^2
\]

\[
= 80 + 4 \left[ \frac{10}{28} \right]^2
\]

\[
= 80, 49 = 80
\]

2. Determining Standard Deviation of Variable X and Y

\[
SDx = i \sqrt{\frac{\sum fx^2}{nx} - \left[ \frac{\sum fx}{nx} \right]^2}
\]

\[
= 5 \sqrt{\frac{58}{28} - \left[ \frac{6}{28} \right]^2}
\]

\[
= 7, 116 = 7
\]
\[ SDy = i \sqrt{\frac{\sum fy^2}{ny} - \left(\frac{\sum fy}{ny}\right)^2} \]

\[ = 4 \sqrt{\frac{80}{28} - \left[\frac{10}{28}\right]^2} \]

\[ = 6, 6148 = 6 \]

After get the data of mean and standard deviation, the researcher categorizes the data using formula; Mx+1.SD is categorized as good, Mx-1.SD is categorized as low, and Mx-1.SD up to Mx+1.SD is categorized as medium.

Top limit students’ vocabulary of experimental class (using word grouping activities) variable X and top limit of control class (without word grouping activities) variable Y score:

\[ Mx+1.SDx = 85, 2295 + 1.7 \]
\[ = 85, 2295 + 7 \]
\[ = 92, 2295 \]

\[ My+1.SDy = 80 + 1.6 \]
\[ = 80 + 6 \]
\[ = 86 \]

And Bottom limit students’ vocabulary of experimental class (using word grouping activities) variable X and Bottom limit of control class (without word grouping activities) variable Y score:

\[ Mx-1.SDx = 85, 2295 - 1.7 \]
\[ = 85, 2295 - 7 \]
\[ = 78, 2295 \]

\[ My-1.SDy = 80 - 1.6 \]
\[ = 80 - 6 \]
\[ = 74 \]
So, the categories students’ vocabulary of experimental class and control class score are:

a. Good, if it is more than the top score limit (score > 92 for experimental class) and (score > 86 for control class)

b. Medium, if it is between the bottom and top score limit (score 78 – 92 for experimental class) and (score 74 – 86 for control class)

c. Less, if it is less than the bottom score limit (score < 78 for experimental class) and (score < 74 for control class)

From the explanation above, the analysis about students’ vocabulary achievement that were using and were not using word grouping activities of seventh grade at SMPN 1 Sambit in Academic year 2014/2015 could be seen clearly as the table below:

**Table 4.10**

The analysis about of students’ vocabulary achievement in experimental class of seventh grade at SMPN 1 Sambit in Academic year 2014/2015

<table>
<thead>
<tr>
<th>Interval</th>
<th>F</th>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 - 100</td>
<td>14</td>
<td>Good</td>
<td>50%</td>
</tr>
<tr>
<td>79 - 91</td>
<td>10</td>
<td>Medium</td>
<td>35.7%</td>
</tr>
<tr>
<td>70 - 78</td>
<td>4</td>
<td>Less</td>
<td>14.3%</td>
</tr>
</tbody>
</table>
Table 4.11

The analysis about of students’ vocabulary achievement in control class of seventh grade at SMPN 1 Sambit in Academic year 2014/2015

<table>
<thead>
<tr>
<th>Interval</th>
<th>F</th>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>87 - 95</td>
<td>8</td>
<td>Good</td>
<td>28,6%</td>
</tr>
<tr>
<td>75 - 86</td>
<td>14</td>
<td>Medium</td>
<td>50%</td>
</tr>
<tr>
<td>70 - 74</td>
<td>6</td>
<td>Less</td>
<td>21,4%</td>
</tr>
</tbody>
</table>

From the counting above, it could be seen the students’ vocabulary achievement that were using and were not using word grouping activities of seventh grade at SMPN 1 Sambit in Academic year 2014/2015 was very variety. In experimental class (using word grouping activities), there were 50% or students got good category with score 92 – 100, 35,7 % or students got medium category with score between 79 - 91 and 14,3% or students got less category with score between 70 - 78. And then in Control class (without using word grouping activities), there were 28,6% or students got good category with score 87 - 95, 50% or students got medium category with score between 75 - 86 and 21,4% or students got less category with score between 70 - 74. So that it could be concluded that the seventh grade students’ vocabulary achievement of SMPN 1 Sambit in Academic year 2014/2015 who are taught using word grouping activities achieve better than who are not. With the
different score 21, 4% students got good category, 14, 3% students got medium category, and 7, 1% students got less category.

3. Determining Standard Error of Variable X and Y

\[ SE_{M_X} = \frac{SD_X}{\sqrt{n_X - 1}} = \frac{7.116}{\sqrt{28 - 1}} \]

\[ = \frac{7.116}{\sqrt{27}} = \frac{7.116}{5.1962} \]

\[ = 1.3695 \]

\[ SE_{M_Y} = \frac{SD_Y}{\sqrt{n_Y - 1}} = \frac{6.6148}{\sqrt{28 - 1}} \]

\[ = \frac{6.6148}{\sqrt{27}} = \frac{6.6148}{5.1962} \]

\[ = 1.2730 \]

4. Determining Standard Error of M1 and M2

\[ SE_{M_X - M_Y} = \sqrt{SE_{M_X}^2 + SE_{M_Y}^2} \]

\[ = \sqrt{1.3695^2 + 1.2730^2} \]

\[ = \sqrt{1.8755 + 1.6205} \]

\[ = \sqrt{3.496} = 1.8697 \]

5. Determining \( t_o \)
\[ t_o = \frac{M_x - M_y}{SE_{m_x - m_y}} \]

\[ = \frac{85 - 80}{1,8697} \]

\[ = \frac{5}{1,8697} \]

\[ = 2.574 \]

**D. Discussion**

In this discussion the researcher tries to answer the hypothesis that declare Word Grouping Activities can increase students’ vocabulary to seventh grade students’ of SMPN 1 Sambit in academic year 2014/2015. The researcher tries to give interpretation of the hypothesis to the data (variable X and Y). In this interpretation the researcher will compare the result of the data \( t_o \) (t-observation) with \( t_t \) (t-table). If \( t_o \) is higher that \( t_t \) \( (t_o > t_t) \), it means H0 is rejected and Ha is accepted. If \( t_o \) is smaller than \( t_t \) \( (t_o < t_t) \), it means Ho is accepted and Ha is rejected.

There are two hypothesis of the research:

**Ha** : That word grouping activities can increase students’ vocabulary at SMPN 1 Sambit in Academic Year 2014/2015.

**Ho** : That word grouping activities cannot increase students’ vocabulary at SMPN 1 Sambit in Academic Year 2014/2015.

Two determine the result, the researcher account the db of the data to get the \( t_t \) score.
\[ \text{db} = (N_1 + N_2) - 2 \]
\[ = (28 + 28) - 2 \]
\[ = 56 - 2 \]
\[ = 54 \]

From this db, the researcher knows using 5% significant level \( t_\alpha = 2 \), 00 and \( t_\alpha = 2,574 \). So, \( t_\alpha \) is higher then \( t_\alpha (t_\alpha > t_\alpha) \), it means Ho is rejected and Ha is accepted. And 1% at the significant level \( t_\alpha = 2.65 \) and \( t_\alpha = 2.574 \). So, \( t_\alpha \) is smaller then \( t_\alpha (t_\alpha < t_\alpha) \), it means Ho is rejected and Ha is accepted. Based on that statement, the researcher can interpret that word grouping activities can increase students’ vocabulary and word grouping activities cannot increase students’ vocabulary, at the seventh grade students’ of SMPN 1 Sambit in academic year 2014/2015.
CHAPTER V
CLOSING

A. Conclusion

Based on the result of data analysis and discussion, the researcher concludes that it has been found:

1. Word grouping activities in increasing students’ vocabulary at SMPN 1 Sambit in Academic Year 2014/2015 is a good activity arranging words into groups or a family is an excellent way of learning and/or reinforcing vocabulary to acquaint the students with all of the vocabulary.

2. The seventh grade students’ vocabulary achievement of SMPN 1 Sambit in Academic year 2014/2015 who are taught using word grouping activities achieve better than who are not. With the different score 21, 4% students got good category, 14, 3% students got medium category, and 7, 1% students got less category.

3. The conclusion of this research is has been found the value of a between students’ vocabulary achievement who are using word grouping activities and who are not is 5% significant level $t_0 = 2,00$ and $t_0 = 2,574$. So, $t_0$ is higher then $t_0$ ($t_0 > t_0$), it means Ho is rejected and Ha is accepted. So, word grouping activities can increase students’ vocabulary in learning vocabulary to the seventh grade students’ of SMP I Sambit in academic year 2014/2015.
B. Recommendation

Through the scientific process and analysis of research, it is finally known that word grouping activities can increase students vocabulary in learning vocabulary. So when students want to success in learning English beside they learn it in school they also try to use English at their daily life. The students also should have media in supporting their learning. And also the teachers should have creativity to choose appropriate technique, method, in supporting their learning activity. Based in the statement the researcher gives some suggestion for:

1. For the school

The school is suggested to give complete facilities for students in their process learning and improve the quality of teacher in order to get the best achievement of learning.

2. For the English Teacher

a. The teacher should use an appropriate technique, strategy, media, and games in teaching the students.

b. The teacher should give the students motivation in order to make students have a great spirit in learning English.

c. The teacher can used word grouping activities in vocabulary learning as variation in activities in order to increase students’ vocabulary.

d. It is better for teachers to use word grouping activities in vocabulary learning to increasing students’ vocabulary.
3. For The Students
   a. The students should have a great spirit and enjoy learning English.
   b. The students should try to use English in their daily life in order to
      make them more capable in English.
   c. It is better for students to use word grouping activities in vocabulary
      learning

4. For other Researcher
   This thesis can be reference for those who would like to continue
   this research or conduct research with the same case.