

**THE EFFECTIVENESS OF THE LEARNING TOGETHER
STRATEGY IN TEACHING VOCABULARY AT MTS
ARRAHMAH NW PRINGGARATA
ACADEMIC YEAR 2023/2024**



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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2023**

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STRATEGY IN TEACHING VOCABULARY AT MTS
ARRAHMAH NW PRINGGARATA
ACADEMIC YEAR 2023/2024**

Thesis

Presented to State Islamic University of Mataram to fulfill of the
requirement for achieving a bachelor's degree in English



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FACULTY OF EDUCATION AND TEACHER TRAINING
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MATARAM
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LOGO



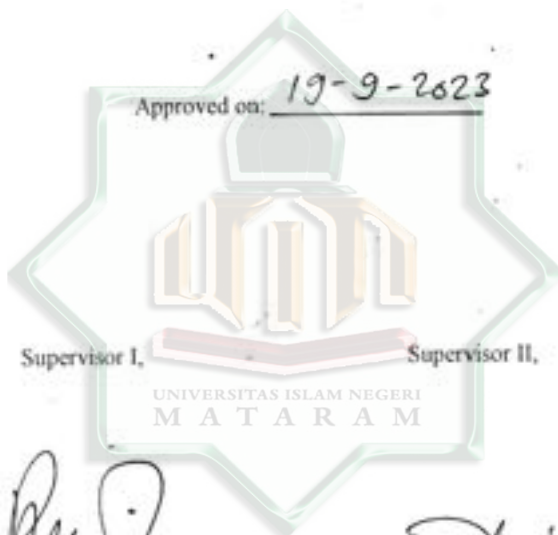
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APPROVAL SHEET

Thesis by Rina Astuti Hidayati, students number (NIM) 190107113, entitled "The Effectiveness of The Learning Together Strategy Teaching Vocabulary at Seventh Grade of MTs Arrahmah NW Pringgarata has met the requirements and was approved for testing.

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Assalamualaikum warahmatullahi wabarakatuh

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I hereby sincerely state that the thesis entitled "The Effectiveness of The Learning Together Strategy in Teaching Vocabulary at Seventh Grade of MTS ARRAHMAH NW PRINGGARATA Academic Year 2023/2024" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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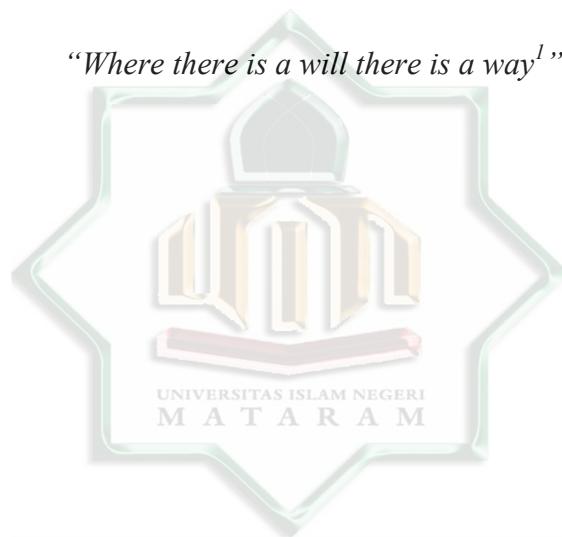
Acknowledged by,

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MOTTO

“Where there is a will there is a way¹”



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¹ George Herbert, “Jacula Prudentum: Outlandish Proverbs, Sentences, etc”, *Late Orator of the University of Cambridge*, 1640.

DEDICATION

*“I dedicate this thesis to my beloved father H. M. Rashid
and my beloved mother Zohratun Ro’yah,
brother, lectures, family, friends”*

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Hopefully the goodness and charity of the parties mentioned above. Then get a reply from Allah SWT and this scientific work can be useful

Pringgarta,

Researcher



Rina Astuti Hidayati

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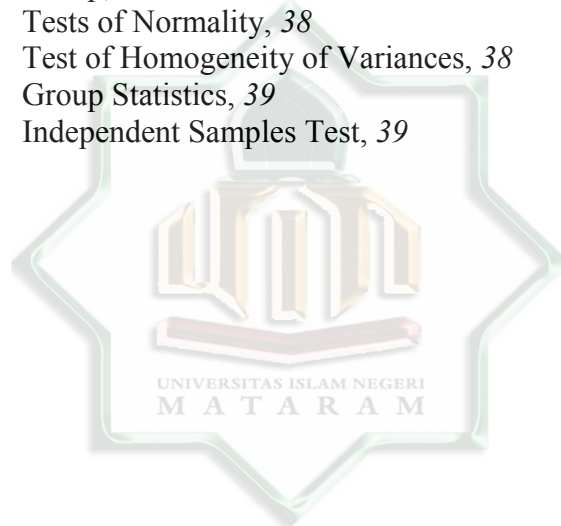
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ABSTRACT

This research is motivated by the author's attention to students' English language skills, where most students do not dare to use English because of the limited vocabulary they have. Therefore, researchers use learning together strategy to encourage students to acquire more vocabulary by studying with friends. This research was conducted to find out whether the learning together strategy in teaching vocabulary at seventh grade of MTs Arrahmah NW Pringgarata effective or not.

This research was quasi-experimental. The study employed two classes, VIIC as the experimental class and VIIB as the control class. The experimental class was taught by learning together strategy while the control class was taught without learning together strategy. Both of experiment and control classes involved 80 students. The instrument in this research was vocabulary test. The vocabulary test was divided into pre-test and post-test.

This research found that the pre-test mean score of experimental class was 53.21 and the post-test was 74.39. While, the pre-test of control class was 51.50 and post-test was 59.00. From the analysis of independent sample t-test, the value of sig. 2-tailed between the experimental class and control class was 0.000, it indicated that the value was lower than the significance level 0.05 ($0.000 < 0.05$). It is concluded there is a significant effect between the experimental class and control class. Thus, the alternative hypothesis (H_a) is failed to be rejected and Null hypothesis (H_0) is rejected. So, it can be concluded that there is significant effect of learning together strategy on teaching vocabulary to students.

Keywords: *Learning together strategy, vocabulary, the effectiveness*

فعالية استراتيجيات التعلم الجماعي في تدريس المفردات في مدرسة
MTS ARRAHMAH NW PRINGGARATA
العام الدراسي 2024/2023

بواسطة:

رينا أستوتي هدايتي
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خلاصة

الدافع وراء هذا البحث هو اهتمام المؤلف بمهارات اللغة الإنجليزية لدى الطلاب، حيث لا يجرؤ معظم الطلاب على استخدام اللغة الإنجليزية بسبب محدودية المفردات المتوفرة لديهم. ولذلك يستخدم الباحثون استراتيجيات التعلم المشترك لتشجيع الطلاب على اكتساب المزيد من المفردات من خلال الدراسة مع الأصدقاء الآخرين. أجري هذا البحث لمعرفة ما إذا كانت استراتيجيات التعلم فعالة MTS Arrahmah NW Pringgarata المشترك في تدريس المفردات في الصف السابع أم لا.

كفصل تجريبي VIIC وهذا البحث هو بحث شبه تجريبي. استخدم هذا البحث فصلين، الفصل كفصل ضابط. تم تدريس الفصل التجريبي باستخدام استراتيجيات التعلم المشترك VIIB والفصل بينما تم تدريس الفصل الضابط بدون استراتيجيات التعلم المشترك. ضم كل من الفصل التجريبي والفصل الضابط 54 طالباً. وكانت الأداة في هذا البحث اختبار المفردات. ينقسم اختبار المفردات إلى اختبار قبلي واختبار بعدي.

وتوصل هذا البحث إلى أن متوسط درجات الاختبار القبلي للفصل التجريبي كان 53.21 والاختبار البعدي 74.39. أما درجة الاختبار القبلي للفصل الضابط فكانت 51.50 ودرجة sig. للعينات المستقلة، تم الحصول على قيمة t الاختبار البعدي 59.00. ومن نتائج تحليل اختبار الذيل الثاني بين الفئة التجريبية والفئة الضابطة هو 0.000، وهذا يدل على أن القيمة أقل من مستوى الأهمية 0.05 ($0.05 > 0.000$). ويمكن الاستنتاج أن هناك تأثيراً معنوياً بين الفصل (Ho) مقبولة والفرضية الصفرية (Ha) التجريبي والفصل الضابط. وبذلك تكون الفرضية البديلة مرفوضة. ومن ثم يمكن استنتاج أن استراتيجيات التعلم المشترك فعالة في تعليم المفردات

الكلمات المفتاحية: استراتيجيات التعلم معاً، المفردات، الفعالية

**EFEKTIVITAS STRATEGI BELAJAR BERSAMA DALAM
PENGAJARAN KOSA KATA DI MTS ARRAHMAH NW
PRINGGARATA
TAHUN PELAJARAN 2023/2024**

Oleh:
Rina Astuti Hidayati
Nim.190107113

ABSTRAK

Penelitian ini dilatarbelakangi oleh perhatian penulis terhadap kemampuan berbahasa Inggris siswa, dimana sebagian besar siswa tidak berani menggunakan bahasa Inggris karena keterbatasan kosakata yang mereka miliki. Oleh karena itu, peneliti menggunakan strategi pembelajaran bersama untuk mendorong siswa memperoleh lebih banyak kosa kata dengan belajar bersama teman yang lain. Penelitian ini dilakukan untuk mengetahui apakah strategi belajar bersama di dalam pengajaran kosa kata di kelas VII MTs Arrahmah NW Pringgarata efektif atau tidak.

Penelitian ini merupakan penelitian eksperimen semu. Penelitian ini menggunakan dua kelas, yaitu kelas VIIC sebagai kelas eksperimen dan kelas VIIB sebagai kelas kontrol. Kelas eksperimen diajar dengan menggunakan strategi belajar bersama sedangkan kelas kontrol diajar tanpa strategi belajar bersama. Baik kelas eksperimen maupun kelas kontrol melibatkan 54 siswa. Instrumen dalam penelitian ini adalah tes kosa-kata. Tes kosa-kata dibagi menjadi pre-test dan post-test.

Penelitian ini menemukan bahwa nilai rata-rata pre-test kelas eksperimen adalah 53.21 dan post-test adalah 74.39. Sedangkan nilai pre-test kelas kontrol 51.50 dan post-test 59.00. Dari hasil analisis independent sample t-test didapatkan nilai sig. 2-tailed antara kelas eksperimen dan kelas kontrol adalah 0,000, hal ini menunjukkan bahwa nilai tersebut lebih rendah dari taraf signifikansi 0,05 ($0,000 < 0,05$). Dapat disimpulkan bahwa terdapat pengaruh yang signifikan antara kelas eksperimen dan kelas kontrol. Dengan demikian, hipotesis alternatif (H_a) diterima dan hipotesis Null (H_0) ditolak. Jadi, dapat disimpulkan bahwa strategi belajar bersama efektif dalam pengajaran kosa kata.

Kata kunci: *Belajar bersama strategi, kosa kata, efektivitas*

CHAPTER I

INTRODUCTION

A. Background of Research

English serves as a prominent *lingua franca*, assuming the role of an international language employed by individuals hailing from diverse nations for effective communication, both in diplomatic encounters with foreign counterparts and within their respective domestic contexts.² Given the linguistic diversity inherent to each nation, English often emerges as the default language for intergovernmental exchanges and critical negotiations, thereby necessitating its widespread adoption. Consequently, English becomes a pivotal subject of study for virtually all nations, reflecting the imperative of its acquisition in the modern age of globalization. For instance, within Indonesia, English is classified as a foreign language, and its significance is underscored by its inclusion as a compulsory subject within the national school curriculum. This multifaceted role of English underscores its indispensable status as a global medium for cross-cultural communication and underscores its enduring relevance in contemporary international discourse.

English encompasses four fundamental language skills: speaking, reading, listening, and writing. Each of these skills is underpinned by a foundational element, namely, English vocabulary. Proficiency in speaking, listening, reading, and writing in English hinges on an individual's grasp of vocabulary. English vocabulary serves as a cornerstone in the process of acquiring and mastering the language³. This foundational component assumes paramount significance for students, as it constitutes a vital tool for effective language acquisition and facilitates meaningful interactions with peers who employ English

² Fitriana I, "Menguasai Bahasa Inggris : Bekal Potensial Dalam Pengembangan Wirausaha," *Procciding Seminas Competitive Advantage*, Vol. 1, No. 2, 2012, p. 1-6.

³ AlQathani M, "The Importance of Vocabulary in Language Learning and How To Be Taught", *International Journal of Teaching and Education*, Vol. 3, No. 3, 2015, p. 21-34.

as a medium of communication. A rich and extensive vocabulary empowers students to comprehensively engage with educational content, enhancing their ability to grasp and assimilate the material presented in the classroom.⁴ Thus, the acquisition and development of English vocabulary lay the groundwork for the holistic mastery of the language and play an indispensable role in fostering academic success.

Within the real of English language education, there exists a diverse array of instructional strategies designed to enhance the learning experience. These strategies encompass Learning Together (LT), Team-Game-Tournament (TGT), Group Investigation (GI), Academic-Constructive Controversy (AC), Jigsaw Procedure (JP), Student Team Achievement Divisions (STAD), Team Accelerated Instruction (TAI), Cooperative Learning Structure (CLS), and Cooperative Integrated Reading and Composition, each offering distinct approaches to pedagogy.⁵ In this particular study, the researcher has elected to employ the Learning Together strategy as the preferred method for teaching reading. The Learning Together strategy constitutes an educational paradigm in which groups of students collaboratively engage in problem-solving, assignment completion, or the creation of academic products. This approach fosters not only academic development but also social skills among students. Through meaningful interactions facilitated by the Learning Together strategy, students are afforded the opportunity to enhance their collaborative abilities, thus equipping them to effectively tackle assignments and comprehend the intricacies of vocabulary and language acquisition. As such, the choice of the Learning Together strategy underscores its potential to optimize the learning process in the context of reading instruction, promoting both academic and interpersonal growth among students.

Collaborative learning, as exemplified by the Learning Together strategy, plays a pivotal role in enhancing students' comprehension of vocabulary. This pedagogical approach fosters a cooperative

⁴ Dakhi S, "The Principles and the Teaching of English Vocabulary: A Review", *Journal of English Teaching*, Vol. 5, No. 1, 2019, p. 15-25.

⁵ Laal, M., and Ghodsi, S. M., "Benefits of Collaborative Learning," *Procedia-Social and Behavioral Sciences*, Vol. 31, No. 1, 2012, p. 486-490.

environment wherein students assist one another, thereby significantly enriching the learning process. Through the Learning Together strategy, students are not confined to solitary contemplation but engage in collective thinking alongside their peers. This collaborative dynamic empowers students to not only grasp the vocabulary presented by the teacher more effectively but also to augment their own vocabulary skills. The presence of group members who offer support and guidance within this framework facilitates mutual learning and encourages students to proactively improve their vocabulary. In essence, the Learning Together strategy nurtures a learning ecosystem wherein students collaboratively reinforce their understanding of vocabularies, exemplifying the synergistic benefits of cooperative learning in the realm of language acquisition.

Learning vocabulary in MTs Arrahmah NW Pringgarata, an Islamic-based secondary school, presents its own set of challenges. Despite the educational environment, students encounter difficulties in acquiring vocabulary. Initial observations reveal several contributing factors to this issue, including students' lack of enthusiasm for the learning process, compounded by a general lack of motivation to engage with English language instruction. Consequently, this lack of motivation has led to a decrease in students' overall focus on their English language studies⁶. To address these challenges, students require a substantial dose of motivation, particularly when it comes to vocabulary acquisition. Additionally, they would benefit from the implementation of effective strategies that can both inspire them and foster knowledge-sharing within their peer group and with their teachers. Therefore, this research in MTs Arrahmah NW Pringgarata is crucial in determining the effectiveness of the Learning Together strategy in enhancing students' vocabulary. It aims to assess whether this collaborative approach can provide the necessary motivation and foster an environment conducive to vocabulary improvement among students. By investigating the impact of the Learning Together strategy, this research seeks to identify viable solutions that can address the existing challenges and offer valuable insights into enhancing

⁶ Rina, Documentation, Pringgarata, 15 October 2022.

vocabulary acquisition in the context of English language learning in MTs Arrahmah NW Pringgarata.

B. The Statement of Problem and Research Limitation

1. The statement of the problem

Based on the background of the research, the statement of problem in this research is “Does the learning together strategy effective in teaching vocabulary of the seven grade students of the MTs Arrahmah NW Pringgarata?”

2. Research limitation

The researcher focused on teaching vocabulary using a learning together strategy and carried out in seven grade students of the MTs Arrahmah NW Pringgarata.

C. The Objectives and Significances of the Research

1. The objective of the research

Derived from the identified research problem, the overarching objective of this study is to empirically assess and determine the effectiveness of the Learning Together strategy in enhancing the vocabulary proficiency of seventh-grade students enrolled of the MTs Arrahmah NW Pringgarata. This research seeks to provide concrete evidence and insights into the impact of employing the Learning Together strategy as an instructional approach, thereby contributing to a comprehensive understanding of its utility and relevance in the context of vocabulary instruction within the specified educational environment.

2. The significance of the research

The significance of this research is as a valid reference regarding the effectiveness of learning together strategy in teaching vocabulary. Theoretically and practically, this research can also be useful for researchers, teachers, and students.

a. Theoretically

Theoretically, vocabulary is the basis for learning in English because English is not the mother tongue therefore learning vocabulary is the most important thing. There are many strategies for teaching vocabulary. Researchers conducted this research using a learning-together strategy in teaching vocabulary. The researcher expects this research can

be used as a reference in the teaching and learning process, especially for teaching reading skills using the learning together strategy.

b. Practically

1) For the Researchers

Practically the researcher hopes that this research can be useful for researchers as a teaching experience in schools using the learning together strategy. From this study, researchers will know more about students' abilities in vocabulary.

2) For the Teachers

The researcher expects that research can be useful for teachers in teaching vocabulary with learning together strategy. The researcher also hopes this research can be a reference for teachers in improving students' vocabulary in teaching and learning activities.

3) For the Students

The researcher expects the students to be able to know the vocabulary in English texts and master the material properly and correctly. The researcher also expects the students can work together with other friends in solving problems using the learning together strategy.

D. Definition and Key Term

In this research, two key terms are learning together strategy and vocabulary.

1. Learning Together Strategy

The learning together strategy is an educational approach that actively promotes collaborative learning and encourages students to cultivate both teamwork skills and effective study habits. It engenders a dynamic and engaging classroom environment where students collaborate with their peers on various assignments and tasks. At its core, the Learning Together strategy leverages social interaction as a foundational mechanism for constructing knowledge

collectively. Fitriyeni and Widiyastuti's⁷ definition underscores the essence of this technique, emphasizing the importance of group work aimed at achieving shared educational objectives while respecting the unique contributions of each group member.

2. Vocabulary

Vocabulary plays a pivotal role in the English language holding significant importance in the realm of education and knowledge acquisition. It serves as a cornerstone for expanding one's intellectual horizons as evidenced by previous research indicating its positive correlation with enhanced reading skills.⁸ Proficiency in vocabulary equips students with the capacity to extract information from articles and texts thereby enabling them to decipher complex written content effectively⁹. Moreover, experts in the field emphasize the role of vocabulary as a fundamental element of the learning process and serving as a conduit for acquiring knowledge through reading and writing¹⁰. This knowledge, rooted in a deep understanding of vocabulary can subsequently be shared with others and facilitating effective communication and knowledge dissemination. Furthermore, vocabulary serves as a foundational tool for comprehending written communication in English particularly in textual formats. While as a result, it underpins the entire process of textual comprehension and interpretation.

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⁷ Fitriyeni, F., and Widiyastuti, T., "Collaborative Learning To Improve Reading Comprehension," *Jurnal Akbar Juara*, Vol. 4, No. 3, 2019, p. 197-209.

⁸ Ismail, H., Syahrurah, J.K., and Basuki, B., "Improving the students' Reading Skill Trough Translation Method", *Journal of English Education*, Vol. 2, No. 2, 2017, p. 124-131.

⁹ Budianti, Y., and Damayanti, N., "Pengaruh Metode KWL (Know Want to Learn) Terhadap Keterampilan Dan Minat Membaca Siswa", *Indonesian Journal of Primary Education*, Vol. 1, No. 2, 2017, p. 13-18.

¹⁰ Ismail, H, p. 8...

CHAPTER II

LITERATURE REVIEW AND RESEARCH HYPOTHESIS

A. Review of Previous Research

The first relevant study conducted by Rana Akram Mohammed Ali and Fadhil Khalil Ibrahim with the title *The Effect of the Learning Together Strategy on the Vocabulary Acquisition in English Language by fifth Primary Pupils*. This. The research aimed to know the effect of learning together strategy in improve vocabulary skills and was carried out fifth primary pupils. The sample for this study comprised fifth primary students, and the research methodology employed was experimental with a quantitative approach. In this research, one key instruments that is vocabulary acquisition test.. The data analysis method used was statistical inferential analysis, specifically the t-test. The findings of the study revealed that the average score of the experimental group was higher than that of the control group. This outcome suggests that the test had a positive impact on improving the students' vocabulary at fifth grade students. Consequently, the test was identified as a potential alternative strategy for enhancing students' English vocabulary skills. This study shows that learning together strategy have a significant effect on vocabulary acquisition learning¹¹.

The similarity between this research and previous research is the purpose of the research where the previous research aimed to improve students' English vocabulary and this research also has a goal, namely to improve students' English vocabulary. The type of this research and previous research has similarities, namely the type of experimental research. Meanwhile, the instrument use in this study is a reading test in which the researcher give 3 narrative texts to students and each text has 20 questions. The next difference is in the population and sample, this study uses the population, namely

¹¹ Mohmmed Ali, RA and Ibrahim Khalil F, “The Effect of Learning Together Strategy on the Vocabulary Acquisition in English Language by Fifth Primary Pupils”, *Global Proceedings Repository, American Research Foundation*, 2020, p. 30-31.

students at MTs Arrahmah NW Pringgarata and uses seventh grader students B and C as the sample. The similarities between previous research and this research are in the approach where previous research used a quantitative approach and this research also use a quantitative approach. The next equation is in the field of data analysis methods where previous research used inferential statistics to calculate data and this study also use inferential statistics to calculate data.

The second research, conducted by Daud, Kazi, and Kalsoom¹², aimed to investigate the enhancement of vocabulary skills. Similar to the current research, the previous study employed a quantitative approach and adopted an experimental research design, aligning with a systematic examination of vocabulary improvement strategies. The population under investigation in the previous research consisted of primary-level students in Pakistan. The sample was drawn from students attending private schools in Lahore, showcasing a specific and defined demographic. To collect data, the previous research utilized a pre-test and post-test methodology, which is a common approach to assessing the effectiveness of educational interventions. The results of the study indicated that the implementation of a reading-aloud strategy led to an improvement in students' vocabulary. This finding underscores the potential efficacy of the reading-aloud strategy as a viable learning approach for enhancing students' vocabulary skills.

The similarity between this research and previous research is the purpose of the research where the previous research aimed to improve students' English vocabulary and this research also has a goal, namely to improve students' English vocabulary. The previous research used read-aloud strategy and this research used a learning together strategy. The type of this research is experimental research. Meanwhile, the instrument use in this study is a vocabulary test in which the researcher gave 3 narrative texts to students and each text had 5 questions. The next difference is in the population and sample, this study uses the population, namely students at MTs Arrahmah NW

¹² Daud, Kazi, Kalsoom, "Vocabulary Building through Read-Aloud Strategy of Primary Level Students in Pakistan", *Journal of Distance and Online Learning*, Vol. 5, No. 2, 2019, p. 247-264.

Pringgarata and uses seventh grade students B and C as the sample. The similarities between previous research and this research are in the approach where this research also use a quantitative approach. The next equation is in the field of data analysis methods this study also use inferential statistics to calculate data.

The third research, conducted by Elsayed and Fariza with the title Undergraduate EFL Students Perception towards Learning Together Strategy Implementation an EFL Reading Comprehension Course. The purpose of the previous research was to know the students perception of learning together strategy in EFL reading comprehension. This previous research used a qualitative approach and the research was conducted with experimental design type. Forty third level EFL Unaizah University of Science and Arts students taking EFL Reading Comprehension courses took part in this study. Students take a pre-learning strategy survey together, then they receive learning together strategy instruction and finally they took a post-learning strategy survey together. Results of this research revealed higher positive perceptions for students who used learning together strategy at post-learning shared strategies compared to the pre-learning shared strategies survey. The research concluded that learning Cooperative learning strategies together have several pedagogical implications for EFL reading comprehension instruction¹³.

The similarity between this research and previous research is the purpose of the research. The type of this research and previous research has similarities, namely the type of experimental research. The difference between this research and previous research is the population and research sample. Where this study used MTs students as a sample. Meanwhile, the instrument use in this study is a vocabulary test in which the researcher gave 3 narrative texts to students and each text had 20 questions. The next difference is in the population and sample, this study uses the population, namely

¹³ Elsayed Mustafa Mohammed Sadek and Fariza, "Undergraduate EFL Students' Perception Towards Learning Together Strategy Implementation an EFL Reading Comprehension Course", *Ijaedu-International e-Journal of Advances in Education*, Vol. 3, No. 8, 2017, p. 289-297.

students at MTs Arrahmah NW Pringgarata and uses seventh grader students B and C as the sample. The differences between previous research and this research are in the approach this research use a quantitative approach.

B. Theoretical Bases

In this theoretical base, the researcher will explain the definition of vocabulary and learning together Strategy.

1. The Concept of Vocabulary

a. Definition of vocabulary

Vocabulary is the total number of words used by a language, organization, person, work, or in connection with a subject and a collection of nonverbal symbols (such as shorthand signs, sign language, positions, and manner alphabet flag signals)¹⁴. Learners frequently achieve less than their potential if they lack strategies for expanding their vocabulary and are discouraged from taking advantage of the opportunities available to vocabulary to learn languages. Other experts Sari and Aminatun say that vocabulary knowledge is important because the vocabulary includes all the words we need to know to access our background knowledge, communicate effectively, express our ideas, and learn new concepts¹⁵. This indicates that vocabulary which is one part of a language that has meaning and definitions is very important to master when learning English. English language acquisition cannot be separated from vocabulary acquisition. When communicating, vocabulary aids the readers in expressing their thoughts, ideas, and emotions.

b. Kinds of vocabulary

English vocabulary is divided into 2 parts¹⁶, namely:

1) Active vocabulary

¹⁴ Munawir A, "Students' Vocabulary Mastery By Using Animation Videos On English Language Teaching", *Journal of Research and Educational Review*, Vol. 1, No. 3, 2022, p. 355.

¹⁵ Nurmala Sari S and Aminatun D, "Students Perception on the Use of English Movie to Improve Vocabulary Mastery", *Journal of English Teaching and Learning (JLTL)*, Vol. 2, No. 1, 2021, p. 16-22.

¹⁶ Liu J and Zhang J, "The Effects of Extensive Reading on English Vocabulary Learning: A Meta-analysis", *English Language Teaching*, Vol. 11, No. 6, 2018, p. 1-15.

The phrase "the words should be used in their speech and writing" refers to active vocabulary. To communicate effectively the speaker may need to master a certain limit of this active vocabulary. Even though they have to repeat the speech to the listener they can choose the word "mastered" depending on the situation. For instance: in the meeting, discussion, and teaching process.

2) Passive vocabulary

The words they needed just to understand especially in their reading are referred to as passive vocabulary. The speaker in this present circumstance won't imitate a few sentences however they are approached to be the recipient of the message by grasping the section or paying attention to some transmission. At the advanced level for instance a written passage from a newspaper, magazine, book, or textbook requires specific vocabulary.

Another assertion from Danielle has divided vocabulary into the specific reference, namely¹⁷:

1) Receptive vocabulary

Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it is seen (What does it look like?), and expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from a word with a similar form and being able to judge if the word form sounds right or looks right.

2) Productive Vocabulary

Knowing a word involves being able to pronounce the word, how to write the word, how to spell it, and how to use it in a grammatical pattern along with the word in usually collocates with it. It also involves not using the word too often if it is typically a low-frequency word and using it in a suitable situation

¹⁷ Danielle D, "The Post as Powerful Specific Vocabulary", *Dialogue in Human Geography*, Vol. 11, No. 3, 2021, p. 478-482.

using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word.

c. Types of Vocabulary

There are many kinds of vocabulary. According to Louise and Sally in Islamiyah, vocabulary can be identified according to its category. Everyone can combine these into a meaningful vocabulary to convey meaning and purpose in using the language. Then there are the Types of Vocabulary Based on Word Class¹⁸:

Table 2.1
Types of Vocabulary based on Word Class

Word Class	Description	Example
Noun	A word that names people, things, ideas, or qualities	Boat, telephone, sausage, cyclone, discussion, disaster
Pronoun	a word used instead of a noun	He, she, it That
Verb	A word used to say what someone or something does, what they are, or what happens to them	Sleep, drink, love, like
Adverb	A word that tells something about a verb or adjective to indicate such things	slowly, carefully, quickly, soon, now, overhead, beautifully, occasionally
Adjective	A word used to tell you more about a person or thing	Blue, purple, young, small
Article	'a', 'an', or The'	There are only

¹⁸ Islamiyah N, "The Effectiveness Of Using English Cartoon Film With Subtitles In Improving Students' Vocabulary Mastery", *Skripsi*, English Education Department Faculty Of Teacher Training And Education Universitas Muhammadiyah Makassar, Makassar, 2022, p.10-15.

	placed before a noun to introduce a person or thing	three articles: a, an, the
Conjunction	a word used to link two clauses, groups, or word	And, but, or, then, if, also, when, because

d. Technique in teaching and learning vocabulary

Abduramanova states that there are the general categories of Techniques in teaching English vocabulary are as follows¹⁹:

1) Presentation

In the presentation method a source tells, dramatizes, or otherwise discarnates information to learners. It is a one-way communication controlled by the source with no immediate response.

2) Demonstration

In this method of instruction learners view a real or lifelike. Demonstrations may be recorded and played back using media such as video. Discussion as method, discussion involves the exchange of ideas and opinions among students or students and teachers. It can be used in small or large groups.

3) Drill and practice

In drill and practice, learners are led through a series of practice exercises designed to increase fluency in a new skill or to refresh an existing one. To be effective, the drill and practice exercises should include feedback to reinforce correct responses and to remediate errors learners might make along the way.

4) Tutorial

A tutorial is most often done on one and is frequently used to teach basic skills, such as reading and arithmetic.

5) Cooperative learning

¹⁹ Abduramanova D. V, "Innovative Techniques of Teaching Vocabulary in the Second Language Classroom", *Science and Education*, Vol. 1, No. 2, 2020, p. 34-38.

Critics of competitive learning urge instead an emphasis on cooperative learning as an instructional method. They argue that learners need to develop skills in working and learning together because their eventual workplaces will require teamwork.

6) Gaming

Gaming provides a playful environment in which learners follow prescribed rules as they strive to attain a challenging goal. Games can be a way for students to be active learners.

7) Stimulation

Stimulation involved learners confronting a scaled-down version of a real-life situation. The simulation may involve participant dialog, manipulation of materials and equipment, or interaction with a computer.

8) Discovery

The discovery method uses an inductive or inquiry approach to learning, it presents problems to be solved through trial and error.

9) Problem-solving

Lifelike problems can provide the starting point for learning. In the process of grappling with real-world challenges, the students can acquire the knowledge and skills needed in the real world after graduation. From the statements above there are some methods of teaching vocabulary such as games, practice, drills; discussion, etc. Each method has strengths and weaknesses. So the teacher must choose a suitable method that is similar to the students' characteristics.

Another technique by Lelawati, Dhiya, and Mailani mentions two techniques for teaching vocabulary. There are visual techniques and verbal techniques²⁰.

1) Visual technique

a) Mime and gestures

²⁰ Lelawati S, Dhiya S, and Mailani P, "The Teaching of English Vocabulary to Young Learners", *PROJECT (Professional Journal of English Education)*, Vol. 1, No. 2, 2018, p. 95-100.

In this technique, the teacher can use real objects and commands. In real objects, the teacher can use something available in the classroom such as a door, whiteboard, board marker, clock, and so on. Using a command, a teacher can give a command such as Open the window; open your book.

b) Visual aids

In this technique, the teacher can use pictures, photographs, flashcards, and whiteboards as a visual aid. One of the visual aids that is possibly used is whiteboards. The picture for vocabulary teaching comes from many sources. It can be from a magazine, newspaper, or the student's handmade.

2) Verbal technique

a) Use of illustrative situation (oral or written)

This technique can be useful when the words are abstract. In this technique, teachers just explain the word so teachers should use more than one situation or context to ensure that students understand what they explained.

b) The use of synonyms and definition

A synonym can be called a word that has a similar meaning to other words. Teachers often use this technique with low-level students; it would be justifiable at low levels to tell students that being miserable means being very sad. Secondly, it is commonly used with higher level students and subsequently qualified, such as Male means man.

c) Contrast and opposites

In this technique, the teacher asks the students the opposite of something, for example, what is the opposite of sweet? What is the opposite of clever?

d) Scale

It can be a useful way to get new vocabulary if students have learned contrasting or related 20-gradable items. If students know 'hot' and 'cold'

teachers can ask students a framework for feeding in 'warm' and 'cool' and later 'freezing' and 'boiling'.

e) Example

The teachers can use illustrations to get the meaning of subordinates, such as furniture, vegetables, and fruits. It is a common product to exemplify them like tables, chairs, and beds are all furniture.

e. Factors that influence vocabulary mastery

Vocabulary mastery is influenced by two main factors, namely internal factors and external factors²¹:

1) Internal factors, include age, children's abilities, and motivation.

A person's age can be a factor that affects vocabulary mastery when learning or acquiring a language. At an early age or the age of children a person tends to very easy to master new vocabulary. This is because at this age children are in a developmental period. So they will be very easy to learn. Then at the age of adolescence, children will begin to experience a little difficulty in learning to master vocabulary. At this age, children can master one or two languages proficiently where one language is their mother tongue and the other is the language of their environment. This causes a sense of laziness or lack of interest in students when they are going to learn and master the vocabulary of a new language.

Next is student ability, the ability of students to learn is also a factor that affects the mastery of vocabulary in a language. The level of ability of each student is different in learning. Some students can easily and quickly understand something and some are slow and gradual. The last is student motivation, where motivation is a factor that can affect students' vocabulary mastery. When you want to master or are learning a language motivation is very important. With motivation students get encouragement and emotional support. This can facilitate students in learning.

²¹ Sriwahyuningsih V...

- 2) External factors include the family environment and the school environment.

The family and school environment are also important factors when a child and student learn or acquire a language, especially a vocabulary, where the family is a place to live or a person's life. A person will be able to master or acquire a language easily because that language is the language used in everyday life by people in their family environment. Every day they will get new vocabulary that can support their language development. As for mastering a language other than the language of the environment it will be a little difficult if you don't get support from your family. Then the school environment is a place that students often (every day) visit at school. This can make students get new vocabulary from a new language too, be it a foreign language they are learning or a language they are not learning.

f. Aspect of vocabulary mastery

Brewster in Nurhalimah identifies the following as aspects of vocabulary mastery: pronunciation of words, usage, and meaning²².

- 1) Pronunciation

In the pronunciation section, emphasis should be placed on vocabulary pronunciation or pronunciation. A person is said to have good vocabulary mastery if they can correctly pronounce the words.

- 2) Usage

Focus on the part in using related vocabulary. Usage is a supplementary indicator to the previous one. Assuming somebody can articulate and make reference to the significance of a jargon, yet has not had the option to orchestrate the jargon in legitimate use, then the dominance of the jargon he has is as yet supposed to be missing because that is the reason use is supposed to be a corresponding pointer in jargon dominance. It is possible to conclude that the aspect of mastering English

²² Nurhalimah, "Upaya Meningkatkan Penguasaan Kosakata Bahasa Inggris Melalui Penggunaan Media Kartu Gambar", *Jurnal Pendidikan Bahasa Inggris*, Vol. 2, No. 4, January 2020, p. 72-78.

vocabulary, among other things. Form pronunciation, meaning, and usage of words, including reading and writing, pronouncing, interpreting, and using vocabulary.

3) Meaning of word

The ability to comprehend the meaning or meaning of a word is one of the characteristics that determine whether or not a person is in control of their vocabulary. This ability is related to both the meaning of a word and its relationship to the concept of vocabulary.

g. Assessment of vocabulary

The test is a way of getting feedback on the teaching-learning process. Without testing there is no reliable means of knowing how effective a teaching sequence has been. Tests can be used to measure various learning domains, starting from the cognitive, affective, and psychomotor domains²³. In the cognitive domain, there are subjective tests and objective tests. Subjective tests are generally in the form of descriptions where the answers require students' abilities to organize, interpret, and connect the notions they already have. While objective tests consist of various types, ranging from true-false tests, multiple-choice tests, and matching tests to short-entry tests.

Tests for the affective domain are used to measure student behavior during the learning process. This test does not require right and wrong answers, but answers that are specific to students regarding their interests, talents, and internalization of the values students have obtained. The psychomotor domain test is used to measure things in the form of appearance, for example, students' speaking skills. The instrument used is usually in the form of a matrix. The matrix down shows the details of the skills aspect being

²³ Hasanah U, "The Effectiveness Of English Cartoon Movie Toward Vocabulary Score At The Seventh Graders Of Mts Muslimat Nu Palangka Raya", (*Thesis, The Faculty Of Tarbiyah And Teacher Training The State Islamic Institute Of Palangka Raya, Palangka Raya, 2016*), p.48

measured, while the matrix to the right shows the scores students can achieve²⁴.

The researchers in her research used objective tests, namely tests in the form of short entries, to measure students' ability to master vocabulary. The short entry type test according to Arikanto in Perwitasari is a test consisting of sentences whose parts are omitted and must be filled in or completed by students. The assessment criteria are in the form of essay Evaluation Questions, namely True (1) and false (0). The form of the test gives the meaning of the word²⁵.

2. The Concept of Learning Together

a. Definition of learning together strategy

Education is the key to individual success. Therefore, a teacher who teaches students at school needs the right teaching strategies then the students can easily understand the material given in their class. Several learning strategies must be known such as question-and-answer learning strategies, learning approaches strategies, discussion learning strategies, and learning together strategies²⁶. Also Johnson and Roger said learning together strategy is a concept that can be used by teachers in teaching material in the classroom, educational environment and grade level cooperatively²⁷. There are several kinds of learning strategies one of them is learning together. Learning together strategy is a learning strategy that involves students in a group to do tasks together to solve problems²⁸.

In learning together strategy, students are required to work more with other students in the group. Learning together strategy can

²⁴ Perwitasari N, peningkatan Penguasaan Kosakata Bahasa Inggris Materi Family Melalui lagu Pada Siswa Kelas V SDN Piyaman, (*Skripsi, FIP Universitas Negeri Yogyakarta, Wonosari, 2014*), p.6.

²⁵ Purwitasari, p. 6...

²⁶ Indrawati, M., "Pelatihan Widyaiswara Penyesuaian/Inpassing," *Modul Pelatihan Widyaiswara Penyesuaian Inpassing Berbasis E-Learning*, Vol. 1, No. 2, 2016, p. 6-8.

²⁷ Johnson David W and Johnson Rogert T, "Learning Together and Alone : Overview and Meta-Analysis", *Asia Pacific Journal of Education*, Vol. 22, No. 1, 2002, p. 95-105.

²⁸ Nurhayati, N., Rosmayadi, R, and Buyung, "Efforts To Improve Students' Self Confidence", *Jurnal Pendidikan Matematika*, Vol. 2, No. 2, 2018, p. 57-62.

make students more active in conveying their opinions to their group mates and also students are more motivated in learning activities²⁹. Based on the explanation above, it can be concluded that learning together strategy can help students to adapt to other students. Learning together strategy teaches students more about togetherness in a team to solve problems and achieve common goals. Besides, students will pay more attention to their surroundings.

- b. Several advantages can be obtained through a learning together strategy³⁰
 - 1) Students achievement is higher
 - 2) Students will gain a deeper understanding
 - 3) The atmosphere of teaching and learning activities becomes more fun
 - 4) Students can develop leadership skills
 - 5) This strategy can increase the positive attitude possessed by students
 - 6) Increase self-esteem
 - 7) Students can practice inclusive learning
 - 8) Students can feel that they belong to each other by helping each other with other students.
 - 9) Students can develop future skills by working together to complete tasks in groups
- c. Several disadvantages of the learning together strategy³¹.
 - 1) Teachers need more time to set the classroom atmosphere.
 - 2) Teachers and students need good socialization to get comfortable.
 - 3) The teacher will find it more difficult to manage the class when using the learning together strategy.

²⁹ Husain, R., "Penerapan Model Kolaboratif Dalam Pembelajaran Di Sekolah Dasar", *E-Prosiding Webinar Magister Pendidikan Dadasr Pascasarjana Universitas Negeri Gorontalo*, Vol. 1, No. 1, 2020, p. 12-21.

³⁰ Suciarthasih, F, N., Tanumihardja, E., "Laarning Together Method of Cooperative Learning Approach in Making Accessories for Intellectual Disability", *Advances in Social Science, Education and Humanities*, Vol. 296, No. 4, 2019, p. 267-273.

³¹ *Ibid.*, p. 273

- 4) Students will tend to find it easier to play with other friends who are not in a group.
- d. Teaching procedure in the classroom using learning together strategy³².
 - 1) The researcher divides students into eight groups
 - 2) The researcher introduces the material that will be learned by the students
 - 3) The researcher prepares eight papers containing text taken from seventh grade English textbook
 - 4) The researcher distributes the paper to each group
 - 5) The researcher explains the text on the paper while the students listen and pay attention to the researcher
 - 6) The researcher will explain one more time about the text in the paper
 - 7) The researcher asks the students to answer the question under the text that has been given by the researcher in each group
 - 8) The researcher asks the students of each group to collect the answer from the text
 - 9) The last researcher gives the students motivation to learn English and supports the students to believe that they can do their best.

C. Research Hypothesis

The hypothesis of the research is formulated as follows:

1. H_0 (Null Hypothesis): The use of learning together strategy is not effective on teaching vocabulary of the MTs Arrahmah NW Pringgarata
2. H_a (Alternative Hypothesis): The use of the learning together strategy is effective on teaching vocabulary of the MTs Arrahmah NW Pringgarata.

³² Husain R, p. 21...

CHAPTER III

RESEARCH METHOD

A. Approach and Type of the Research

This study uses a quantitative approach. The quantitative approach is research based on positivistic (data concrete), research data in the form of numbers that measured using statistics as a tool for testing calculations related to the problem under study to come up with a conclusion³³. The quantitative approach is a research approach that uses formulas to calculate research results to conclude. This quantitative approach focuses on the phenomena that occur during research and also their relationship. Quantitative research is done with something related to quantitative phenomena³⁴. This quantitative approach involves the process of collecting, analyzing, interpreting, and writing research results³⁵.

In this study, the researcher used an experimental study type. An experimental study is an act of experimentation and observation carried out to check the relationship between cause and effect in research. The experimental study was conducted to find out whether the effect. Experimental research is a special form of investigation that is used to determine what variables and how to form relationships with one another³⁶. Experimental research is also the most reliable (most valid) scientific research because carried out by strictly controlling the confounding variables beyond what was experimented with³⁷.

³³ Watson R, "Quantitative Research", *Nursing Standard: Official Newspaper of the Royal College of Nursing*, Vol. 29, No. 31, 2015, p. 44-48.

³⁴ *Ibid.*, p.48

³⁵ Chih-Pei Hu and Chang Y. Y, "John W. Cress Well, Research Design: Qualitative, Quantitative, and Mixed Method Approaches", *Journal of Social Administratif Science*, Vol. 4, No. 2, 2017, p. 205-207.

³⁶ Kincl, M., Turk,S., and Vreecer, F., "Application of Experimental Design Methodology in Development and Optimization of Drug Release Method", *International Journal of Pharmaceutics*", Vol. 291, No. 1-2, 2005, p. 39-49.

³⁷ *Ibid.*, p. 49

B. Population and Sample

1. Population

The population is the generalization area consisting of subjects or objects with certain qualities and characteristics set by the researcher to study and then withdrawn conclusion³⁸. It means that the population of this study is all the objects that studied, and the population used by researchers in this study is students of the MTs Arrahmah NW Pringgarata because according to the results of observations made by researchers at the MTs Arrahmah NW Pringgarata, students are still lacking in vocabulary and students also failure to enjoy the learning processes.

The students of the MTs Arrahmah NW Pringgarata consist of 230 students, whereas in seventh grade there are 80 students, 40 male students, and 40 female students. The eighth grade consisted of 63 students, 31 male students, and 32 female students. The ninth grade consists of 87 students, 45 male students, and 42 female students.

2. Sample

The sample is part of the number and characteristics owned by this population³⁹. The population is large and the researcher is impossible to study everything in the population because of limited funds, manpower, and time. Then the researcher can use samples taken from the population represented. The researcher used a Simple random sampling type in this research because this learning method can be applied to any grade of students. The research sample is students from the seven grades of the MTs Arrahmah NW Pringgarata, consisting of 80 students. The seventh grade is divided into two classes, namely class B and C. Seventh grade B consists of 26 students, 13 male students, and 13 female students while class C consists of 28 students 14 male students, and 14 female students.

³⁸Watson R., p. 48

³⁹ Zangirolami-Raimundo, J., De Oliveira, E., and Leone, C., "Research Methodology Topics: Cross Sectional Studies", *Journal of Human Growth and Development*, Vol. 28, No. 3, 2018, p. 356-360.

C. Place and Time Research

This research conducted at the MTs Arrahmah NW Pringgarata. This school is located in the village of Pringgarata, Pringgarata District, Central Lombok Regency, West Nusa Tenggara Province. The researcher focused on grade seven which consisted of 2 classes. Researchers conducted initial observations of research in November 2022 and researchers conducted the research in August 2023. The researcher chose the school to be the place of research because the observations showed that students did not enjoy the learning process so the students did not completely understand the learning material, therefore the researcher chose this school to be the place of research.

This research certainly spent four meetings for collecting the research data these are one meeting for the pre-test, and the pre-test can be seen in the appendices. In two meetings for treatment, the researchers gave the treatment to the experimental group only. In the first meeting in the treatment class, the researchers taught the students with the learning together strategy, and in the second meeting in the treatment class, the researchers also taught the students the same strategy. One meeting for the post-test, the post-test given by the researcher is the same test as the pre-test.

D. Research Variables

Variables are objects that are determined by the researcher to be observed and studied⁴⁰. In this research, variables are fundamental components that the researcher identifies and observes for study. The primary objective of this study is to examine the influence of the Learning Together strategy on the reading skills of seventh-grade students at the MTs Arrahmah NW Pringgarata. Within this context, two key variables are defined: the independent variable and the dependent variable. The independent variable, denoted as "X," represents the Learning Together strategy implemented as the focal element of the study. This variable is under the control of the researcher and serves as the intervention or treatment applied to the participants. Conversely, the dependent variable, designated as "Y," signifies the students' vocabulary. This variable is the outcome or

⁴⁰Watson R., p. 48

result that is expected to change or be influenced as a consequence of the application of the independent variable, In this case, the Learning Together strategy. The dependent variable represents what the researcher seeks to measure and analyze concerning the impact of the chosen instructional approach. By defining and clarifying these variables, the research establishes a clear framework for its investigation into the potential effects of the Learning Together strategy on the vocabulary of seventh-grade students at the MTs Arrahmah NW Pringgarata.

E. Research Design

In this study, the researcher uses a quasi-experimental design. Quasi-experimental is a design that has a group but cannot fully function to control external or unknown variables that effect the implementation of the experiment⁴¹. The researcher treated the experimental group using group discussions and the other groups were treated as the control group. The researcher used a quasi-experimental exact nonequivalent control group design. Here is a quasi-experimental model of an exactly nonequivalent control group. Where grade B becomes the controlling group and grade C becomes the experimental group.

Table 3.1
Quasi-Experimental Research

Class	Pre-test	Treatment	Post-test
B	O ₁	-	O ₂
C	O ₃	X	O ₄

The symbols are:

B : Control group

C : Experimental group

O₁ : pre-test in the controlling class

O₃ : pre-test in the experimental class

⁴¹Annie Goleman, Daniel; Boyatzis, Richard; Mckee and Perdana, "Metode Penelitian Dengan Pendekatan Kualitatif", *Journal of Chemical Information and Modeling*, Vol. 53, No. 9, 2018, p. 1689-1699.

- : No treatment
- X : Treatment (Learning together strategy)
- O₂ : post-test in the controlling class
- O₄ : post-test in the experimental class

The research design outlined here follows a classic experimental setup involving a control group and an experimental group. The process begins with the administration of a pre-test for both groups, with code O₁ for the control group and code O₃ for the experimental group. This initial assessment serves to establish a baseline measurement of the participants' reading skills before any intervention takes place. Following the pre-test, the researcher proceeds to apply the treatment, denoted by code X, exclusively to the experimental group. The control group, on the other hand, does not receive any treatment, indicated by the absence of a treatment code (-). After the treatment has been implemented, both groups are subjected to a post-test. The post-test is designed to measure any changes or improvements in the participants' reading skills as a result of the treatment. The control group's post-test is assigned the code O₂, while the experimental group's post-test is labeled as O₄. This research design allows for a comparative analysis between the control group (which serves as a reference for natural development) and the experimental group (which undergoes the treatment). By examining the differences between the pre-test and post-test scores for each group, the researcher can assess the impact of the Learning Together strategy on the vocabulary of the seventh-grade students at the MTs Arrahmah NW Pringgarata.

1. Vocabulary Test (Pre-test)

The pre-test is used to collect data, to find out the students' ability of vocabulary before the researcher give the treatment that is teach the students using the learning together strategy, and to find out the knowledge of students' vocabulary before being given treatment. The steps of the researcher in giving the pre-test are:

- a. The researcher comes to the class
- b. The researcher explains to the students the purpose of the test
- c. The researcher explains to the students the procedure of the test
- d. The students do the test

e. The students collect the test for the researcher

2. Treatment

The researcher provided the treatment to the experimental group to improve students' vocabulary by using the learning together strategy while the researcher not gave the treatment to the controlling group. After the researcher conducted the pre-test, the researcher gave two treatments to students in the experimental group, such as:

- a. The researcher divided students into five groups
- b. The researcher introduces the material to students
- c. The researcher prepares five papers containing text taken from the seventh-grade English textbook.
- d. The researcher distributed the paper to each group
- e. The researcher explained the text on the paper while the students listen and pay attention to the researcher
- f. The researcher explained one more time about the text in the paper
- g. The researcher asked the students to answer the question under the text that has given by the researchers each group.
- h. The researcher asked the students of each group to collect the answer from the text
- i. The last researcher gave the students motivation to learn English and supported the students to believe that they can do their best.

3. Vocabulary Test (Post-test)

The post-tests used after giving treatment to students. The treatment gave to the experimental group only and the control group not received the treatment. The control group only teach as usual. The test is the same as the pre-test. The researcher gave this test to both groups, namely the experimental group and the control group.

In vocabulary tests, the use of grading rubrics was important because they clarify the quality of students' performance in what they do. Therefore, rubrics assist teachers in teaching, coordinate teaching and assessment, and assist students in learning.

F. Research Instrument

An instrument is a tool to collect data. In this study, the researcher chose a test as the instrument. The previous research stated a research instrument is a tool used by researchers in collecting data work to make it easier to process⁴². Measuring an instrument in research is usually called a research instrument. The instruments in this study used to determine the effect of the use of learning together strategy on teaching vocabulary of seventh grade students of the MTs Arrahmah NW Pringgarata.

1. Test

The researcher used vocabulary test to determine students' vocabulary ability before the researcher give the treatment and after the researcher give the treatment. The test used by the researcher was a fill-the-blank type. Vocabulary test with 60 questions in it. A fill-the-blanks vocabulary test with three texts and each text has 20 questions. The researcher gave score 1 for each question if it is correct.

Table 3.2

The Measurement of Students' Achievement⁴³

No	Classification	Criteria of Assessment
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fair	56-65
6	Poor	46-55
7	Very Poor	0-45

2. Documentation

In research, data is needed to complete the research. The data were obtained from various sources such as observation,

⁴² Annie G., p.1699.

⁴³ Agus Rahmat, "Small group Discussion Strategy towards students' Reading Comprehension of SMA Negeri11 Bulukumba", *Journal of English Language, Literature, and teaching*. Metathesis, Vol. 1, No. 2, Oktober 2017, p. 38.

documentation, and interviews. As for this study, researchers used documentation as a research data collection tool. The researcher obtained the research data from the school by documentation. The research data is in the form of student names, classes, and gender. Researchers used the data obtained for this study.

G. The Procedure of Data Collection

The collection procedure in this study included the pre-test and post-test techniques which are presented below:

1. Test

In this study, the researcher used the test as a tool to measure students' ability to learn vocabulary using the learning together strategy. The researcher gave the vocabulary test to students is text with a total of 3 pieces. By using this vocabulary test the researcher knew the students' vocabulary. Students studied in groups with other friends and when they finished studied in groups, the researcher gave the question papers to each student. After students have finished answering all the questions on the paper, students collected them to the researcher. Furthermore, the researcher calculated the score owned by each student.

2. Documentation

In research, researchers need data, and researcher got student data from schools, then researchers used this data to find out the names of students, classes, and genders. The data obtained by researcher from the results of this documentation is very important because this data can make it easier to carry out this research.

H. The Technique of Analysis Data

In this section, data analysis is the final step in the research methodology which is important in calculating student achievement data. It is used to determine whether the learning together strategy is effective in teaching English vocabulary. Researcher used two steps in obtaining data. Data analyzed using an independent sample and a t-test. Before applying the independent sample t-test, the data must be Normal.

1. Descriptive Statistics

Descriptive statistics are methods related to data collection and presentation of a collection of data in the form of brief

representations or what can be called brief information about data in a concise and easy-to-understand manner⁴⁴. As for parts of descriptive statistics, namely the mean, median, mode, and standard deviation.

2. Mean

Mean is the average value of a set of data⁴⁵. To determine the mean in a data that is by adding up all the data values and then dividing by the amount of data.

The mean formula is as follows:

$$X = \frac{\sum \mathcal{F}_n \cdot X_n}{\sum \mathcal{F}_n}$$

3. Median

The median is the middle value where the data values are sorted from smallest to largest⁴⁶. After sorting the data values, the median of that data appear. So when you are looking for the middle value of data, you must sort the data values first.

a. The median formula when the number of group data is odd

$$X_{\frac{n+1}{2}}$$

b. The median formula when the number of group data is even

$$\frac{X_{\frac{n}{2}} + X_{\frac{n}{2}+1}}{2}$$

4. Mode

The mode is the value that appears most often in statistical data⁴⁷. It can be said that the mode is the majority of the highest

⁴⁴ Fisher, M. J., & Marshall, A. P., "Understanding descriptive statistics", *Australian critical care*, Vol. 22, No. 2, 2009, p. 93-97.

⁴⁵ Orcan, F., "Parametric or Non-Parametric: Skewness to Test Normality for Mean Comparison", *International Journal of Assessment Tools in Education*, Vol. 7, No.2, 2020, p. 255-265.

⁴⁶ Luo, D., Wan, X., Liu, J., & Tong, T., "Optimally estimating the sample mean from the sample size, median, mid-range, and/or mid-quartile range", *Statistical methods in medical research*, Vol. 27, No. 6, 2018, p. 1785-1805.

⁴⁷ Tyler, E., Breneman, A., Cattell, C., Wygant, J., Thaller, S., & Malaspina, D., "Statistical occurrence and distribution of high- amplitude whistler mode waves in the outer radiation belt", *Geophysical Research Letters*, Vol. 46, No. 5, 2019, p. 2328-2336.

values in statistical data. Mode can be more than one. Mode can also be said to be the highest frequency value in data.

The formula for the mode is as follows

$$Mo = tb + (d1 / (d1 + d2)) k$$

5. Standard Deviation

The standard deviation is how far or close the value of data is to the mean⁴⁸. If the standard deviation value is smaller, the value is closer to the average value. The higher the standard deviation value, the further away from the average value.

a. Inferential Statistics

Inferential statistics is a method related to data analysis⁴⁹.

Statistical inferential can also be said by concluding the entire data. The parts of inferential statistics are normality tests, homogeneity tests, and hypothesis tests.

b. Normality Testing

A normality test is a test performed to assess the distribution of data on a group of data or variables, whether the distribution of the data is normally distributed or no⁵⁰. Normality tests are used to see whether the distribution of data from the experimental and control groups were normal or not. This research conducted using SPSS version 24. SPSS stands for Statistical Program for the Social Sciences, which is a package of computer application programs for analyzing statistical data. Then testing the data using Kolmogorov Smirnov and Shapiro-Wilk. Kolmogorov Smirnov and Shapiro-Wilk were used to test sample fit and other distributions. The Kolmogorov-Smirnov and Shapiro-Wilk test is a normality test widely used, especially after the existence of many statistical

⁴⁸ Weir, C. J., Butcher, I., Assi, V., Lewis, S. C., Murray, G. D., Langhorne, P., & Brady, M. C. "Dealing with missing standard deviation and mean values in meta-analysis of continuous outcomes: a systematic review", *BMC medical research methodology*, Vol. 18, No. 1, 2018, p. 1-14.

⁴⁹ Amrhein, V., Trafimow, D., & Greenland, S., "Inferential statistics as descriptive statistics: There is no replication crisis if we don't expect replication", *The American Statistician*, Vol. 73, No. 1, 2019, p. 262-270.

⁵⁰ Suliyanto, "Uji Asumsi Klasik Normalitas", *Ekonometrika Terapan: Teori dan Aplikasi dengan SPSS*, Vol. 1, No. 1, 2011, p.69-84.

programs outstanding⁵¹. The sig value of this table must be greater than 0.05 so that the data is normally distributed.

The statistical hypothesis is determined as follows:

- 1) H_0 = the sample comes from a population that is not normally distributed.
- 2) H_a = the sample comes from a population that is normally distributed.

The criteria for determining the statistical hypothesis are as follows:

- 1) If the significance (p-value) $> \alpha$ (0,05), it means that H_a failed to be rejected, and the sample comes from a normally distributed population.
- 2) If the significance (p-value) $\leq \alpha$ (0,05), it means that H_0 is rejected, and the sample comes from a not normally distributed population.

c. Homogeneity Testing

A homogeneity test is used to determine whether the data is homogeneous or not. A homogeneity test is used to find out whether some of the population variants are the same or not⁵². After the results of the distribution normality test are found, the researcher carry out variance homogeneity during this study using the Levine test. The score for the Levine test must be above 0.05 it can be said that the variation data is homogeneous⁵³. To get homogeneously distributed data. Normality and homogeneity tests carried out on pre-test and post-test scores.

The homogeneity test is only used in parametric tests that test differences between two groups or several groups with different subjects or data sources. The test assesses whether the group means are statistically different from each other, this

⁵¹ Suliyanto, "Uji Kolmogrov Smirnov", *Ekonometrika Terapan: Teori dan Aplikasi dengan SPSS*, Vol. 1, No. 1, 2017, p. 1-19.

⁵² Usmaidi Usmaidi, "Pengujian Persyaratan Analisis (Uji Homogenitas dan Uji Normalitas)", *Inovasi Pendidikan*, Vol. 7, No. 1, 2020, p. 50-62.

⁵³ Rusdi, A., "Uji Normalitas Data dan Varians Universitas Muhammadiyah Pare Pare", *Uji Normalitas Data dan Varian*, Vol. 1, No. 1, 2009, p. 1-9.

analysis is appropriate for matching the two group means. First, the researchers calculate the mean gain scores of the experimental and control groups using the formula. Tested by Levine test using SPSS version 24. Therefore the basis for decision-making is:

- 1) If the significant value is $> 0,05$ then the data distribution is homogeneous
- 2) If the significant value is $< 0, 05$ the data distribution is not homogeneous.

d. Hypothesis Testing

Hypothesis testing is a critical component of this study, aimed at evaluating the validity of the hypotheses formulated earlier. To conduct hypothesis testing, the researcher employed an independent simple t-test using SPSS version 24. This statistical test is chosen for its ability to determine whether the means of two groups are statistically different from each other. The primary objective of this analysis is to assess whether there is a significant difference between the mean scores of the two groups under investigation. Specifically, the test aims to determine whether the mean reading skills of the control group (which did not receive the Learning Together strategy) and the experimental group (which received the Learning Together strategy) are statistically different or if they are similar. By conducting this independent t-test, the researcher can rigorously evaluate whether the Learning Together strategy has had a significant impact on the reading skills of the seventh-grade students at the MTs Arrahmah NW Pringgarata. The results of this analysis provided empirical evidence to either accept or reject the hypotheses formulated at the outset of the study.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

Research findings and analysis are presented in this chapter, including data descriptions, pre-test and post-test scores of the experimental class and control class, normality and homogeneity test results, statistical hypothesis testing, and N-gain scores.

1. Description of Data

There were two classes that are used as research subjects. The first was seven C class as the experimental class and the second was seven B class as the control class. Before giving treatment to the experimental class and control class, the researcher conducted pre-test to get the students' knowledge of known vocabulary. The experimental class and the control class were given three types of text with sixty questions. After that, the researcher give the treatment to the experimental class that teaching the students using the learning together strategy while the researcher teach the control class using conventional strategy. After giving the treatment then the researcher conducted post-test to the experimental class and the control class. After obtaining the pre-test and post-test score from experimental class and control class, the researcher made the categories of students score below.

a. The Score of Pre-Test and Post-Test of Experimental Class

Table 4.1

Students Score of Pre-Test of Experimental Group

No	Respondents	Score	
		Pre-Test	Post-Test
1	1	50	70
2	2	55	70
3	3	50	85
4	4	55	80
5	5	40	70

6	6	60	70
7	7	65	75
8	8	60	75
9	9	55	80
10	10	50	75
11	11	60	85
12	12	55	75
13	13	65	75
14	14	50	60
15	15	50	82
16	16	40	68
17	17	45	85
18	18	50	70
19	19	40	73
20	20	55	75
21	21	50	70
22	22	40	70
23	23	60	80
24	24	55	75
25	25	60	75
26	26	55	70
27	27	65	80
28	28	55	65

Table 4.2
The Description of Pre-Test and Post-Test Score
on Experimental Group
Descriptive Statistics

	N	Minimu m	Maximu m	Sum	Mean
Pre_Test	28	40	65	1490	53.21
Post_Test	28	60	85	2083	74.39

Valid N (listwise)	28			
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The table showed that the minimum score in the experimental class for pre-test is 40 and post-test is 60. The high score for pre-test is 65 and post-test is 85. The Average for pre-test is 53.21 and post-test is 74.39. While the sum of pre-test is 1490 and post-test is 2083.

b. The Score of Pre-Test and Post-Test of Control Class

Table 4.3
Students Score of Pre-Test and Post-Test of Control Group

No	Respondents	Score	
		Pre-Test	Post-Test
1.	1	40	55
2.	2	50	60
3.	3	55	57
4.	4	50	60
5.	5	55	65
6.	6	40	62
7.	7	58	65
8.	8	50	55
9.	9	55	63
10.	10	60	62
11.	11	55	65
12.	12	50	60
13.	13	40	50
14.	14	50	55
15.	15	55	60
16.	16	45	55
17.	17	60	65
18.	18	58	62
19.	19	60	63
20.	20	40	50
21.	21	45	50

22.	22	55	60
23.	23	45	50
24.	24	58	60
25.	25	50	55
26.	26	60	70

Table 4.4

The Description of Pre-Test and Post-Test Score in Control Group

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
Pre_Test	26	40	60	1339	51.50
Post_Test	26	50	70	1534	59.00
Valid N (listwise)	26				

The table above showed the minimum score in the control class of pre-test is 40, and for post-test is 50. The high score of pre-test is 60 and post-test is 70. While the average of pre-test is 51.50 and post-test is 59.00. The sum of pre-test is 1339 while for post-test is 1534.

According to the results of the data description, the average score of the experimental class was 53.21 in the pretest, while in the posttest it was 74.39. Meanwhile, in the control class the average score on the pretest was 51.50 and on the post-test was 59.00. The results of this data showed in the experimental class there was an increase in the average score on the posttest, which means that the learning together strategy in teaching vocabulary was effective.

2. Data Analysis

a. Normality Test

The researcher used Kolmogorov-Smirnov and Shapiro-Wilk to test for normality.

Table 4.5

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental_Pretest	.165	26	.066	.919	26	.042
Control_Pretest	.196	26	.011	.895	26	.012
Experimental_Posttest	.200	26	.009	.919	26	.042
Control_Posttest	.188	26	.018	.935	26	.103

The table showed that the significant value of the pre-test in the experimental class is 0.066 and in the control class is 0.011. While the significant value in the experimental class for post-test is 0.009 and the control class is 0.018. It can be concluded the data distribution of the students' pre-test and post-test of the experimental class and control class were normal.

b. Homogeneity Test

The researcher used Levine statistics to calculate the homogeneity test.

Table 4.6
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pretest	.049	1	52	.826
Posttest	.108	1	52	.744

The result on the table showed that the significance of the pre-test between the experimental group and control group is 0.826. While the significance of the post-test between experimental group and control group is 0.774. It can be

concluded that the variance data of the students' pre-test in experimental class and control class was homogeneous.

3. Statistical Hypothesis

Based on the data collection, the researcher proceeded to conduct a T test utilizing the independent sample test type. The researcher calculated the pre-test and post-test of the experimental group and control group, so that they were distributed in a table to find out the average value of the experimental group and control group then the researcher compared them.

Table 4.7

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test Score	Class C	28	74.39	6.136	1.160
	Class B	26	59.00	5.433	1.066

The post-test mean score of the experimental class was 74.39 and the post-test of control class was 59.00. Then, the researcher needs to apply a t-test to find out whether the mean score of group statistic is significantly different or not.

Table 4.8

Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means
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		F	Sig.	t	df	Sig. (2- taile d)	Mea n Diffe rence	Std. Error Diffe rence	95% Confidence Interval of the Difference Low er Uppe r	
Post- Test Score	Equal variances assumed	.108	.744	9.7 30	52	.000	15.3 93	1.58 2	12.2 18	18.56 8
	Equal variances not assumed			9.7 74	51. 89	.000	15.3 93	1.57 5	12.2 33	18.55 3

Based on the table, the sig. (2-tailed) is 0.000 which is lower than significant level 0.05. It can be concluded that there was significant effect of learning together strategy in teaching vocabulary. In other words the Learning Together strategy had a meaningful impact on students' vocabulary skills. There was significant difference mean score between the pre-test and post-test. This finding supported the hypothesis the Learning Together strategy is an effective in teaching vocabulary.

B. DISCUSSION

The finding of the study showed that using learning together strategy was an effective strategy in teaching vocabulary. It was clear from different score between the experimental classes which was taught by using learning together strategy than the control class which was taught by the conventional strategy. There were two classes that are used as research subjects. The first was seven C class as the experimental class and the second was seven B class as the control class.

After researcher collected data for study, the researcher then calculated the pre-test and post-test of the two groups, so that they were distributed in a table to find out the average value of the two

groups and the researcher compared them. Based on the results of the analysis showed that there was a difference in the average score between the pre-test and post-test in the experimental class and the control class. The average of pre-test in experimental class and control class was 53.21 and 51.50. While the post-test average in the experimental class was 74.39 and the post-test in control class was 59.00. However, the mean score of experimental class is higher than the mean score of control class. It is proved that there was a significant different of mean score between experimental and control class.

Then, the researcher needs to apply a t-test to find out whether the mean of group statistic is significantly different or not. The mean score of post-test in experimental class was higher than post-test of control class. Therefore, the value of sig. 2-tailed between the experimental class and control class was 0.000, the value was lower than the 0.05 significance ($0.000 < 0.05$). It can be that there is a significant difference between the experimental class and control class. Thus, the alternative hypothesis (H_a) is failed to be rejected and Null hypothesis (H_o) is rejected. It can be concluded that there is significant effect of learning together strategy in teaching vocabulary.

The use of learning together strategy is a good strategy in teaching vocabulary. It was believed that through learning together strategy can help students better understand a vocabularies given by the teacher because in learning together strategy students do not only think alone but think together with their group mates and also can make students improve their vocabularies because students who there are groups that help each other. The assistance of a student with other students is very influential in increasing students understanding in learning vocabulary. In fact, the learning together strategy has a good influence on students' vocabulary. According to Fitriyeni and Widiyastuti learning together strategy is technique implies working in groups of two or more to achieve a common goal while respecting each individuals' contribution to the work⁵⁴. Also David and Rogert said using learning together strategy as a strategy for teaching

⁵⁴ Fitriyeni and Widiyastuti, p. 209...

vocabulary in the classroom can also help teachers teach more cooperatively⁵⁵.

This result is in line with Sriwahyuningsih and Andriani. They found that the use of learning together strategy is effective in teaching vocabulary in UPI YPTK Padang in 2018/2019 academic year. It was proved from the result of the t-test that sig (2-tailed) is 0.03 was lower than 0.05 ($0.03 < 0.05$)⁵⁶. Also Saengpakdeejit found that, there was a significant of the use learning together strategy as strategy in teaching vocabulary on students because the t-test sig (2-tailed) is 0.01 was lower than 0.05 ($0.01 < 0.05$)⁵⁷. While the finding in this research is the use of learning together strategy is effective in teaching vocabulary at seventh grade of the MTs Arrahmah NW Pringgarata, academic year 2023/2024. The results of the data descriptive, the post-test mean score of the experimental class is higher than the pretest mean score. It can be concluded the learning together strategy is effective in teaching vocabulary. Then, the researcher conducted t-test where the result sig (-2 tailed) is 0.000. While the sig (-2 tailed) is 0.000, where 0.000 is lower than 0.05 ($0.000 < 0.05$). It means there was significant effect of learning together strategy in teaching vocabulary.

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⁵⁵ David Johnson and Rogert Johson, p. 105...

⁵⁶ Sriwahyuningsih, p. 176...

⁵⁷ Saengpakdeejit, p. 1108...

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher concluded that the use of learning together strategy is effective on teaching the students' vocabulary in the seventh grade of the MTs Arrahmah NW Pringgarata. It was proved from the vocabulary test in experimental class and control class. The pre-test mean score of experimental class was 53.21 and the post-test was 74.39. While, the pre-test of control class was 51.50 and post-test were 59.00. Therefore, the value of sig. 2-tailed between the experimental class and control class was 0.000, the value was lower than the significance level 0.05 ($0.000 < 0.05$). It is agreed there is a significance effect or average between the experimental class and control class. Thus, the alternative hypothesis (H_a) is failed to be rejected and Null hypothesis (H_o) is rejected. It can be concluded there is significant effect of learning together strategy on teaching students' vocabulary.

B. Suggestion

Based on the result of the research, the researcher offers several suggestions to consider improving the teaching of vocabulary.

1) To the students

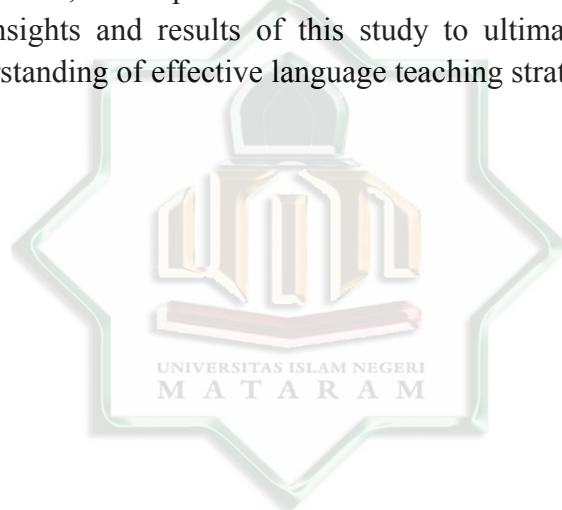
Learning together strategy will increase students' capability not only to improve their vocabulary knowledge but also help them to understand how to solve problems with other students in a group and be able to understand or to know the new vocabulary.

2) To the English teacher

The researcher hopes that the teacher can apply the learning together strategy in the teaching and learning process in the classroom to improve students' vocabulary.

3) To the researcher

Researchers realize the importance of continuing to improve the teaching and learning process, researchers realize the need for creativity in designing interesting activities and using effective media to support further vocabulary teaching. This commitment to innovation is essential to ensure students' language learning experiences are dynamic and effective. Furthermore, researchers hope that the findings of this research can become a valuable reference for other researchers who are interested in researching similar fields of study. By contributing to the body of knowledge in this area, it is hoped that future research efforts will benefit from the insights and results of this study to ultimately improve our understanding of effective language teaching strategies.



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APPENDICES

Perpustakaan UIN Mataram

APPENDIX.1

Rencana Pelaksanaan Pembelajaran (RPP KE-1)

Nama Satuan Pendidikan : MTs Arrahmah NW Pringgarata
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil

	Kompetensi Dasar	Tujuan Pembelajaran
1.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan siswa, jati diri dan hubungan keluarga sesuai dengan konteks penggunaannya.(Perhatikan unsure kebahasaan kosa kata di dalam text).	Setelah mengikuti pembelajaran ini, siswa diharapkan mampu: 1. Mengenali kosa kata baru dari text 2. Mengetahui penyebutan kosa kata 3. Memahami makna kosa kata
1.2	Menyusun teks interaksi tansaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan membri dan menerima informasi terkait jati diri, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	

A. Alat, Bahan dan Sumber Belajar

1. Papan tulis
2. Spidol
3. Text

B. Langkah-langkah Pembelajaran

1. Awal Pembelajaran
 - a. Guru Memberi Salam kepada siswa, kemudian siswa diajak berdoa untuk mengawali pelajaran.
 - b. Guru Mengecek daftar hadir siswa
 - c. Guru memberikan beberapa pertanyaan pembuka kepada siswa terkait materi yang akan dipelajari.
 - d. Guru menyampaikan tujuan dari pembelajaran
2. Inti Pembelajaran
 - a. Guru membagi siswa menjadi lima group
 - b. Guru memperkenalkan materi yang akan dipelajari oleh siswa
 - c. Guru mempersiapkan lima buah kertas yang berisi tiga teks yang diambil dari buku bahasa inggris kelas tujuh
 - d. Guru membagikan satu kertas kesetiap masing-masing kelompok
 - e. Guru menjelaskan teks yang berada di dalam kertas sedangkan siswa memperhatikan dan mendengarkan guru
 - f. Guru menjelaskan sekali lagi tentang teks yang berada di dalam kertas
 - g. Guru meminta siswa untuk menjawab pertanyaan dibawah teks yang sudah diberikan oleh guru di masing-masing kelompok
 - h. Guru meminta satu orang dari setiap kelompok untuk mengumpulkan jawaban dari teks yang sudah dijawab sebelumnya
 - i. Terakhir, guru memberikan motivasi belajar bahasa inggris kepada siswa dan menyemangati siswa bahwa mereka bisa melakukan yang terbaik
3. Akhir Pelajaran
 - a. Setelah siswa mengomunikasikan hasil penalaran mereka, siswa diajak menyimpulkan hasil pembelajaran dengan dampingan guru agar tidak terjadi kesalahan konsep pemahaman
 - b. Setelah itu, siswa diberi informasi tentang materi pelajaran yang akan datang. Siswa juga dapat diberi tugas yang

menunjang pemahaman terhadap materi pelajaran hari ini atau tugas untuk menyiapkan diri dengan materi pelajaran yang akan datang.

- c. Pelajaran diakhiri dengan latihan (jika diperlukan) atau ditutup dengan doa, kemudian guru member salam kepada siswa tanda pelajaran selesai

C. Materi Pembelajaran

1. Short teks: A Rabbit
2. Teks

A Rabbit

This is Melinda's rabbit. It is female. Its color is white. Melinda keeps her rabbit in the cage behind her house. The rabbit is very funny, beautiful, and has soft fur. Melinda likes her rabbit very much. She gives her rabbit a name, Mimi.

Mimi is a herbivore animal because she eats vegetables. Every morning and evening, Melinda feeds the rabbit with carrot. Sometimes she gives another vegetable like spinach, cabbage, etc. Melinda always keeps the cleanness around cage in order to keep Mimi healthy. She cleans the cage once a day.

D. Penilaian Pembelajaran

1. Penilaian Sikap
 - a. Observasi aktivitas siswa dan guru.
2. Penilaian Keterampilan
 - a. Test unjuk kerja

Rencana Pelaksanaan Pembelajaran (RPP KE-2)

Nama Satuan Pendidikan : MTs Arrahmah NW Pringgarata
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil

	Kompetensi Dasar	Tujuan Pembelajaran
1.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan siswa, jati diri dan hubungan keluarga sesuai dengan konteks penggunaannya. (Perhatikan unsure kebahasaan kosa kata di dalam text).	Setelah mengikuti pembelajaran ini, siswa diharapkan mampu: 1. Mengenali kosa kata baru dari text 2. Mengetahui penyebutan kosa kata 3. Memahami makna kosa kata
1.4	Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan menerima informasi terkait jati diri, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	

A. Alat, Bahan dan Sumber Belajar

1. Papan tulis
2. Spidol
3. Text

B. Langkah-langkah Pembelajaran

1. Awal Pembelajaran
 - a. Guru Memberi Salam kepada siswa, kemudian siswa diajak berdoa untuk mengawali pelajaran.

- b. Guru Mengecek daftar hadir siswa
 - c. Guru memberikan beberapa pertanyaan pembuka kepada siswa terkait materi yang akan dipelajari.
 - d. Guru menyampaikan tujuan dari pembelajaran
2. Inti Pembelajaran
- a. Guru Membagi siswa menjadi lima kelompok
 - b. Guru memperkenalkan materi yang akan dipelajari oleh siswa
 - c. Guru mempersiapkan lima buah kertas yang berisi tiga teks yang diambil dari buku bahasa inggris kelas tujuh
 - d. Guru membagikan satu kertas kesetiap masing-masing kelompok
 - e. Guru menjelaskan teks yang berada di dalam kertas sedangkan siswa memperhatikan dan mendengarkan guru
 - f. Guru menjelaskan sekali lagi tentang teks yang berada di dalam kertas
 - g. Guru meminta siswa untuk menjawab pertanyaan dibawah teks yang sudah diberikan oleh guru di masing-masing kelompok
 - h. Guru meminta satu orang dari setiap kelompok untuk mengumpulkan jawaban dari teks yang sudah dijawab sebelumnya
 - i. Terakhir, guru memberikan motivasi belajar bahasa inggris kepada siswa dan menyemangati siswa bahwa mereka bisa melakukan yang terbaik
3. Akhir Pelajaran
- a. Setelah siswa mengomunikasikan hasil penalaran mereka, siswa diajak menyimpulkan hasil pembelajaran dengan dampingan guru agar tidak terjadi kesalahan konsep pemahaman
 - b. Setelah itu, siswa diberi informasi tentang materi pelajaran yang akan datang. Siswa juga dapat diberi tugas yang menunjang pemahaman terhadap materi pelajaran hari ini atau tugas untuk menyiapkan diri dengan materi pelajaran yang akan datang.
 - c. Pelajaran diakhiri dengan latihan (jika diperlukan) atau

ditutup dengan doa, kemudian guru member salam kepada siswa tanda pelajaran selesai.

C. Materi Pembelajaran

1. Short teks: Daily Activities
2. Teks

Daily Activities

Today is Monday. Nana has a lot of activities to do. She wakes up at 5 o'clock in the morning. After praying, she helps her mother to tidy up her bed and clean her bedroom. She usually takes a bath at ten to six. Then, she has breakfast with her family at six ten. She goes to school at 06:20 a.m. by bicycle. She usually returns from school at 13:00 o'clock. She has lunch at 13:20 p.m. After having lunch, she takes a nap for an hour. She joins the English course at three thirty. The course is about an hour and a half. After coming home from the course, she watches television. She likes to watch television. She has dinner at seven o'clock with her family. She studies for tomorrow's lesson at 07:30. After studying, she is preparing to sleep right away.

D. Penilaian Pembelajaran

1. Penilaian Sikap
 - a. Observasi aktivitas siswa dan guru.
2. Penilaian Keterampilan
 - a. Test unjuk kerja

APPENDIX.2

A. Pre-test

TEXT 1

Read the following text for answer the question!

A Rabbit

This is Melinda's rabbit. It is female. Its color is white. Melinda keeps her rabbit in the cage behind her house. The rabbit is very funny, beautiful, and has soft fur. Melinda likes her rabbit very much. She gives her rabbit a name, Mimi.

Mimi is a herbivore animal because she eats vegetables. Every morning and evening, Melinda feeds the rabbit with carrot. Sometimes she gives another vegetable like spinach, cabbage, etc. Melinda always keeps the cleanness around cage in order to keep Mimi healthy. She cleans the cage once a day.

(Source: Buku Pendamping Pembelajaran: Bahasa Inggris untuk SMP/MTs Kelas VII)

Fill the following blanks and change the word into Indonesian!

1. Rabbit :
2. Female :
3. Color :
4. White :
5. Cage :
6. House :
7. Funny :
8. Beautiful :
9. Soft fur :
10. Give :
11. Animal :
12. Eat :
13. Vegetable :
14. Carrot :
15. Always :
16. Healthy :
17. Clean :

18. Feed :
19. Spinach :
20. Cabbage :

TEXT 2

Read the following text for answer the question!

Daily Activities

Today is Monday. Nana has a lot of activities to do. She wakes up at 5 o'clock in the morning. After praying, she helps her mother to tidy up her bed and clean her bedroom. She usually takes a bath at ten to six. Then, she has breakfast with her family at six ten. She goes to school at 06:20 a.m. by bicycle. She usually returns from school at 13:00 o'clock. She has lunch at 13:20 p.m. After having lunch, she takes a nap for an hour. She joins the English course at three thirty. The course is about an hour and a half. After coming home from the course, she watches television. She likes to watch television. She has dinner at seven o'clock with her family. She studies for tomorrow's lesson at 07:30. After studying, she is preparing to sleep right away.

(Source: Buku Pendamping Pembelajaran: Bahasa Inggris

untuk SMP/MTs Kelas VII)
 UIN MATARAM

Fill the following blanks and change the word into Indonesian!

1. Today :
2. Monday :
3. Activity :
4. Wake :
5. Pray :
6. Help :
7. Mother :
8. Bedroom :
9. Usually :
10. Take a bath :
11. Breakfast :
12. Family :
13. Go :

- 14. Bicycle :
- 15. Lunch :
- 16. Watch :
- 17. Dinner :
- 18. Study :
- 19. Tomorrow :
- 20. Sleep :

TEXT 3

Read the following text for answer num

My Living Room

Hello, my name is Jefri. Now, I am in the living room. There are many things in the living room. There is a set of living chairs in the corner with the table. There are five pillows on it and a vase on the table. Near the chair set, there are two small tables, which are used to put the books. On the wall, there are three paintings hanging on it. The clock is placed between the two paintings. My living room is not big, but I'd love to put cute antique stuff in it. I have a long table, which I placed near the door, and I put many photos of my family on it. There is television also, but it is only used as an ornament. I also always put mineral water and snack on the table. It is aimed at the guests who come to my house. I like to set my room well in order to make me, and my family comfortable.

(Source: Buku Pendamping Pembelajaran: Bahasa Inggris untuk SMP/MTs Kelas VII)

Fill the following blanks and change the word into Indonesian!

- 1. Ruang tamu :
- 2. Sekarang :
- 3. Kursi :
- 4. Sudut :
- 5. Meja :
- 6. Bantal :

7. Vas :
8. Diatas :
9. Dekat :
10. Kecil :
11. Meletakkan :
12. Buku :
13. Jam :
14. Lukisan :
15. Pintu :
16. Air :
17. Jajan :
18. Tamu :
19. Nyaman :
20. Menggunakan :



Perpustakaan UIN Mataram

APPENDIX.3**SUBJECT OF THE RESEARCH
KELAS VII-B**

No	Nama	L/P
1.	Ahmad Saepul	L
2.	Akbar Rahman	L
3.	Destin Aulia Sapira	P
4.	Dewi Lestari	P
5.	Egi Imran Samudra	L
6.	Erin Susanti	P
7.	Gina Rahma Putri	P
8.	Indah Wahyuni	P
9.	Janeeta Putri	P
10.	Khairul Azam	L
11.	Linda Maharani	P
12.	Lindayani	P
13.	Muhammad Hasanadi	L
14.	Muhammad Iqbal R.	L
15.	Muhammad Umay N	L
16.	Masa'el Amelia Putri	P
17.	Meira Listia Lestari	P
18.	Mirna Kantari	P
19.	Muhammad Nur Imam	L
20.	Muhammad Rizki	L
21.	Muhammad Zihab A	L
22.	Muhlas Hudial A	L
23.	Namira	P
24.	Nurul Imam	L
25.	Prata Nanjaya	L
26.	Tiara Sukma Sari	P

L : 13**P : 1**

KELAS VII-C

No	Nama	L/P
1.	Ahmad Nizam A	L
2.	Alfin Rizal Fiqri	L
3.	Andira Mulya	P
4.	Bahmin Nasution Putra	L
5.	Dwi Ardiansyah	L
6.	Fizilal Arfa	L
7.	Haikal Azwan A	L
8.	Ira Atmayani	P
9.	Iza Walpira	P
10.	Rizki Danu Wirda	L
11.	M. Syahrial Sodiq	L
12.	M.Zam Rizki Ependi	L
13.	Maulinda Ristiana	P
14.	Nurmala Hikmayani	P
15.	Ramdan Husnul S	L
16.	Reza Eka Pratama	L
17.	Rizka Eliyana	P
18.	Rizki Aditia	L
19.	Sevti Nurazila	P
20.	Siti Aminah	P
21.	Sultan Panji Kusuma	L
22.	Uswatun Hasanah	P
23.	Nova Weni	P
24.	Ziad Abdurrahman	L
25.	Zira Zulfiana	P
26.	Alfina Zahratussyfa	P
27.	Nia Agustina	P
28.	Nisa Listiana	P

L : 14

P : 14

Appendix.4

Documentation

Picture 1



Students' activity when taking a vocabulary test

Picture 2



Students' activity in learning vocabulary through learning together strategy

CURRICULUM VITAE

A. Identity

Name : Rina Astuti Hidayati
Born : 18, January 2000
Home Address : Pringgarata, Central Lombok
Father : H. M. Rashid
Mother : Zohratun Ro'yah

B. Educational History

1. Formal Education
 - a. Elementary School: SDN Pusalaya, 2007-2012
 - b. Junior High School: Nurul Haramain Islamic Boarding School, 2013-2015
 - c. Senior High School: Nurul Haramain Islamic Boarding School, 2016-2018

C. Employment History

-

D. Achievements/ Awards

-

E. Organizational Experience

1. English Study Club Member, 2020

F. Scientific Work

-



KARTU KONSULTASI

Nama Mahasiswa : Rima Astri Hidayati
NIM : 190107113
Pembimbing 1 : Dr. Ribuan, M.Pd
Pembimbing 2 : Jaclani, M.App.Ling
Judul Skripsi : THE EFFECTIVENESS OF THE LEARNING TOGETHER STRATEGY IN TEACHING VOCABULARY AT MTS ARRAJMAH NW PRINGGARATA

No	Tanggal	Materi Konsultasi	Paraf
1	28/8/23	Chapter IV & V	R
2	4/9/23	Chapter IV & V	R
3	7/9/23	Chapter IV & Discussion	R
4	11/9/23	Conclusion / Refrase	R
5	13/9/23	ACE	R
6	20/9/23	Chapter IV & Discussion MATARAM	
7	21/9/23	Chapter IV, Result	

Mataram, 19-9-2023
Perpustakaan UIN Mataram

Dr. Ribuan, M.Pd
NIP. 197907212005121002



UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN AGAMA ISLAM

Jl. Gajah Mada Jempang Bant., Telp. 0373 621298, 621337, 614491 Fax. 621317 - Mataram NTB

KARTU KONSULTASI

Nama Mahasiswa : Rina Anni Hidayati
NIM : 190107113
Pembimbing 1 : Dr. Ribahtan, M.Pd
Pembimbing 2 : Jaclani, M.AppLing
Judul Skripsi : THE EFFECTIVENESS OF THE LEARNING TOGETHER
STRATEGY IN TEACHING VOCABULARY AT MTS
ARRAHMAH NW PRINGGARATA

No	Tanggal	Materi Konsultasi	Saran	Paraf
1.	3-08-2023	Discussion and finding	Fix some issues	J
2.	03-09-2023	Discussion and finding	Content, Tester	J
3.	06-09-2023	conclusion and suggestion	Keep it short	J
4.	11-09-2023	Abstract, ACC	ACC	J
5.	12-09-2023	Data Description		J
6.	13-09-2023	Result of the study		J
7.	14-09-2023	Tester		J

Perpustakaan UIN Mataram
Mataram, 14-09-2023
Pembimbing II

Jaclani, M.AppLing
NIP. 198905252020121020



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
Jln. Gajah Mada No.100, Jempong Baru, Mataram, 83116
Website: uihmataram.ac.id email: ftk@uihmataram.ac.id

Nomor : 748/Un.12/FTK/SRIP/PP.00.9/07/2023 Mataram, 21 Juli 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : Permohonan Rekomendasi Penelitian

Kepada:

Yth.

Kepala Bakesbangpol Lombok Tengah

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Rina Astuti Hidayati
NIM : 190107113
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Tujuan : Penelitian
Lokasi Penelitian : MTs. ARRAHMAH NW PRINGGARATA
Judul Skripsi : THE EFFECTIVENESS OF LEARNING TOGETHER (LT) STRATEGY IN TEACHING VOCABULARY AT MTs. ARRAHMAH NW PRINGGARATA

Waktu Penelitian : 25 Juli 2023 - 14 Agustus 2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan

Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022



PEMERINTAH KABUPATEN LOMBOK TENGAH
BADAN KESATUAN BANGSA DAN POLITIK
Jalan. Raden Puger, Komplek Kantor Bupati Gedung A Lantai 1

SURAT REKOMENDASI

Nomor : 070/519/WR/BKBP/2023

1. Dasar :

- Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan (FTK) Universitas Islam Negeri Mataram Nomor 748/Un.12/FTK/SR/PP/PP.00/9/07/2023 Tanggal 21 Juli 2023
Perihal : Mohon Rekomendasi Penelitian

2. Menimbang :

Setelah mempelajari Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesbangpol Kabupaten Lombok Tengah dapat memberikan Rekomendasi/ijin kepada :

Nama : **RINA ASTUTI HIDAYATI**
NIM/NPM : 190107113
Alamat : Dusun Puspalya Desa Arjajka Kecamatan Pringgarata
No. Telpnon : 081775110932
Pekerjaan : Mahasiswa ST Tadrus Bahasa Inggris
Bidang/Judul : **THE EFFECTIVENESS OF LEARNING TOGETHER (L.T) STRATEGY IN TEACHING VOCABULARY AT MTs. ARRAHMAH NW PRINGGARATA**
Lokasi Penelitian : **MTs. ARRAHMAH NW PRINGGARATA**
Jumlah Peserta : 1 (satu) orang
Lamanya : 21 (dua puluh satu) hari periode 25 Juli s.d 14 Agustus 2023
Status Penelitian : **Baru**

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut:

- Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/ijin Penelitian dan menghentikan segala kegiatan.
- Mentaati ketentuan Perundang-undangan yang berlaku serta mengingatkan adat istiadat setempat.
- Apabila masa berlaku Rekomendasi/ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/ijin agar diajukan kembali sebagaimana proses pengajuan awal.
- Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Bakesbangpol Kabupaten Lombok Tengah.

Demikian Surat Rekomendasi/ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya

Praya, 24 Juli 2023

An. Kepala Badan Kesatuan Bangsa dan Politik



Perpustakaan UIN Mataram

Tembusan disampaikan kepada Yth.:

- Bupati Lombok Tengah di Tempat.
- Camat Pringgarata di Pringgarata.
- Kepala MTs. ARRAHMAH NW PRINGGARATA di Pringgarata.
- Yang Bersangkutan.
- A r s i p.



YAYASAN ARRAHMAH NW PRINGGARATA
MADRASAH TSANAWIYAH NW PRINGGARATA
KECAMATAN PRINGGARATA LOMBOK TENGAH NTB
NPBN:60222870 NPM:12125020101 Terakreditasi :B
Keputusan Menkumham RI Nomor : AHU-0030425.AH.01.04.Tahun 2016
Daftar Yayasan Nomor : AHU-0032577.AH.01.12.Tahun 2016 Tanggal 02-08-2016
Alamat : Jalan Hamzanwadi No. 11 Pringgarata,oteng RP. 83562HP. 087753234114

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
NO. 92/MTs. NW/Pr.Rata/IX/2023

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah NW Pringgarata Kecamatan Pringgarata Kabupaten Lombok Tengah Provinsi Nusa Tenggara Barat, Dengan ini menerangkan bahwa :

Nama : Rina Astuti Hidayati
NIM : 190107113
Jenis Kelamin : Perempuan
Fakultas/Jurusan : Tarbiyah dan Keguruan UIN MATARAM/Tadris Bahasa Inggris
Alamat : Dusun Puspalaya Desa Arjangka Kecamatan Pringgarata
Nomor HP : 081775110932

Memangbenar yang tercantum namanya di atas telah mengadakan penelitian di Madrasah Tsanawiyah NW Pringgarata dengan judul Skripsi:

"THE EFFECTIVENESS OF THE LEARNING TOGETHER STRATEGY IN TEACHING VOCABULARY AT SEVENTH GRADE OF MTS ARRAHMAH NW PRINGGARATA"

UNIVERSITAS ISLAM NEGERI
Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Pringgarata, 8 September 2023

Kepala Madrasah



Idham Kholiq, S.Pd

Perpustakaan



Perpustakaan UIN Mataram



UPT PERPUSTAKAAN UIN MATARAM Sertifikat Bebas Pinjam

No 2032/Un.12/Perpus/sertifikat/SP/06/2023

Sertifikat ini Diberikan Kepada :

RINA ASTUTI HIDAYATI
190107113

FTK/TB1

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram. Sertifikat ini diberikan sebagai syarat **UJIAN SKRIPSI**.



UPT Perpustakaan
M. Hum
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