CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the study, formulation of the research problem, the purpose of the study, significance of the study, scope and limitation of the study, definition of key terms and organization of the study.

A. Background of the Study

Language is a system of communication, and most students will use it as a practical skill (Bartram and Walton, 1991:5). In other words, language is so crucial because it is a device for someone to interaction with other people. By use a practical skill like reading, listening, speaking and writing someone can express their idea with a language. According to Scarino and Liddicoat (2009:16) Language is at the heart of language teaching and learning and teachers need to constantly reflect on what language is. This is because our understandings of language affect the ways we teach languages. It means that the teacher need to understanding that the language is a affect to teaching and learning of language.

English is very important language in the world, because it should be realized that English as an international language have important roles in some aspect of human life. In fact, the development of information, science and technology motivate human being to master English.

In recent year, English as a foreign language has been learned by Indonesian students since they were in Elementary School. At Elementary School, English is taught as local content subject (Choi and Bernand, 2009:1). It means that the students learn English if it is relevant to local needs and regional condition. It is different with Junior High School and Senior High School that English is taught as a compulsory subject. Every student at Junior High School and Senior High School must learn English; students are expected to have ability in listening, speaking, reading, and writing.

In Curriculum (KTSP) 2006, English becomes the first foreign language which must be taken by the students as a compulsory subject in Indonesian schools. In other words, English subject must be taken by the students and must be given in teaching learning process for the junior high school and senior high school.

There are three elements in teaching English. They are pronunciation, grammar, and vocabulary. Vocabulary is one of the elements in teaching English at the Senior High School. Vocabulary is the basic competence that must be reached by students in order to get language skills like listening, speaking, reading, and writing. It is difficult to master skill without mastering and understanding the vocabulary.

In learning English, mastering vocabulary is much needed. Getting information from all of the mass media or anything else is very important especially for the students. It can assist them to understand the knowledge and to

study discipline. The student are expected master vocabulary because of the most information that they need use English so that the students must have many vocabularies to know what the information talk about.

Based on the observation in preliminary study done by the researcher in the second grade at SMAN 1 NGUNUT, The researcher got some information about some problems of the students in learning English. That information was obtained by interviewing by English teacher in the school.

SMAN 1 NGUNUT is one of Senior High School on Tulungagung, East Java in which the students have problems with their vocabulary. They have very limited vocabulary. When teacher asked them to say something, actually they knew what they wanted to say. It was difficult for them to express in English language. The students' just keep silent. But, it was different when the teacher asked them to give their idea into Indonesian language. They said everything what they felt and what they wanted to say.

The researcher conducted an interview with the teacher of SMAN 1 Ngunut class XI IPA-1, He said that students usually memorized the words by using traditional method. The teacher wrote on the whiteboard and then asked them to memorize the words. But some days later the students usually forgot what they had memorized. To overcome this problem, the teacher needs to use an attractive media so that the student can master the vocabulary achievement well.

The Internet is nowadays one of the media which is commonly accessed and used worldwide. It is a global network in collect from computer networks in

the world (Rusman: 2012: 343) .The use of information technology has entered the dimension of everyday life. Internet in teaching English is very important because appropriate media determines the result of teaching vocabulary that is improving students' vocabulary achievement. There are many social networking that are appropriate in teaching English such as Facebook, Twitter, Google+, My Space, Friendster, Instagram, LnkedIn, Pinterest, etc.

In this case, one of the most popular Internet social networking today which is used to increase student vocabulary is Google+. Google+ or Google Plus is one of social networkings operated by Google Inc. Google+ lauched on June 28, 2011 by invitation system to experiment. It is popular among people at any ages.

Based on the problem, the researcher tries to use one of social networking in teaching and learning that is Google+. In this media the students is able to be more active to use in learning vocabulary. In other hand the teacher as a guide or give the way how to apply this media, so the students in Senior High School will be easy to follow the teacher' instruction.

Considering the importance of implementing a media in teaching English, the writer decides to carry out a research on **"The Use of Google+ to Improve Students' Vocabulary Achievement of Second Grade at SMAN 1 NGUNUT Academic Year 2013/2014".**

B. Formulation of the Research Problem

Based on the background of the study mentioned above, the main problem of this study is formulated as follow :

"How can Google+ improve the students' vocabulary achievement of Second Grade at SMAN 1 Ngunut Academic Year 2013/2014?"

C. **Purpose of the Study**

In this research, the writer wants to know how the Google+ can improve students' vocabulary achievement of second grade at SMAN 1 Ngunut Academic Year 2013/2014.

D. Significance of the Study

The results of the study are expected to give contributions for teacher, students and reader. For the teacher, the result of this research can give information as one of references about an alternative media to improve students' English Vocabulary.

The result of the study also on the other hand gives a direct contribution to the students at SMAN 1 Ngunut. The students will get benefit from the Google+ implementation as it helps them improve their vocabulary in learning English.

Finally, for the reader, the result of the study can be used as a means to improve the students' English Vocabulary.

E. Scope and Limitation of the Study

This study is aim at improving the students' vocabulary achievement by using Google+. The media is applying to the second grade of SMAN 1 Ngunut students taking English subject. In this course, they are expecting to be able to achieve their vocabulary. This study focuses on teaching vocabulary using Google+ media.

F. Definition of Key Terms

In order to avoid misunderstanding, the researcher needs to give explanation of key terms used in this study. The key terms of this study are as follows :

1. Vocabulary Achievement

   Vocabulary achievement is the collection of words that is successfully gained or achieved with effort of learning by the students.

2. Google+

   Google+ is a <u>social networking</u> and identity service that is owned and operated by <u>Google Inc</u>.

G. Organization of the Study

The writer divides this research into five chapters, they are:

Chapter I is Introduction. This chapter presents background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms and organization of the study

Chapter II is review of related literature. This chapter presents any reviews of related literature, including review of literatures related to Vocabulary in English language learning, and using Google+.

Chapter III is research methodology. This chapter presents methodology of the study including research design, subjects and setting of the study, preliminary observation, planning, implementing, observing and reflecting

Chapter IV is research finding and discussion. It presents data collected, data analysis and the interpretation of the findings from the study and the discussion

Chapter V is the last chapter. It presents conclusion of the study and also suggestion for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer would like to review some theories that are relevant to this thesis. Some points that will be disscussed by the writer are : Definition of Vocabulary, Types of Vocabulary, Teaching Vocabulary Testing Vocabulary; followed The Definition of Google+, How to Get Started on Google+, Procedure of Google+ Activities, Advantages and Disadvantages of Using Google+.

A. Vocabulary

1. Definition of Vocabulary

In this chapter the writer wants to explain definition of vocabulary. Vocabulary is the words which make up a language constitute (Citravelu, Sithamparam and Choon, 2005:241). It means that vocabulary is completely important part to be expert in learning certain language including English. This is because in using language to express idea and communicate with one another, someone uses words.

Word categorized into two main groups. They are content words and function words.

a. Content words

These are words with a specific meaning, e.g. girl, chair. They may refer to a person, e.g. teacher; a thing, e.g. pencil; an action, e.g. skipping; a quality, e.g. sweet; or a stat, e.g. unhappy. These words carry meaning even when they are not used with other words, i.e. they have lexical meaning. Content words include mainly nouns, verbs, adjectives, and adverbs.

b. Function words

These words have little meaning when they are used on their own. They, however, show grammatical relationship in and between sentences, i.e. they have grammatical meaning. Word such as the, but and over are function words. This group, therefore, includes categories such as articles, conjunctions and prepositions.

In Oxford English Dictionary (2008:495) vocabulary is defined as: all the words that a person knows or uses all the words in a language, list of words with their meaning especially at the back of a book used for teaching a foreign language. It means that vocabulary is total of number or list of words and then it can be arranged into broader forms, such as phrase, clause, or sentence. Those arrangements forming ideas that can be understood by others, ideas will not be able to be performed without vocabulary.

According to Hatch and Brown (1995:1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. In other words, vocabulary is the amount of words in certain language that is used by the individual.

Every person must have vocabulary for communicating with others, it is very significant element of language, and by using vocabulary he/she can express their idea. Even though, vocabulary does not always affect in the fluency of language. There are some language aspects that must be known and mastered by learners, such as grammar, pronunciation, diction, and so on. Vocabulary still becomes requirement for mastering a language.

In this case Richard and Renandya (2002:255) state that "vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". It means that vocabulary is important element which influence the four skill. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

2. Types of Vocabulary

ISP Nation (1990:29) mentions two types of vocabulary, those are:

a. Receptive Vocabulary

Knowing a words involve being able to recognize it when it is heard (what is the sound like?) or when it seen (what does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This

include being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

b. Productive Vocabulary

Knowing a words involve being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

According to Citravelu, Sithamparam and Choon (2005:243) speakers of a language may use words or vocabulary items actively or passively. Words may be used actively when a person produces his own speech or writing. Words are used passively in listening and reading. This refers to a person's ability to understand the words used in the speech and writing of other people.

In other words that receptive or passive vocabulary is the word that when someone knows it is hear or seen, she/he can mention the meaning and recognize it. Meanwhile productive or active vocabulary is the word that someone must pronounce the word well, be able to use grammar in sentence.

3. Teaching Vocabulary

Teaching vocabulary is the major part of the teacher's art. Students need to see words in context to see how they are used. Accordingly, the best way, perhaps

of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action (Harmer, 2007:229). In other words, when the teacher wants to introduce the new words to the students, they have considered the important of words that the students have to know.

Learning language is learning vocabulary; people will have good English skills if they have sufficient vocabulary supporting them. In the newest Indonesian curriculum, KTSP, it is mentioned English syllabus for secondary schools that the objective of teaching English language is for communicating, even though in the simple expression, such as asking permission, however it cannot be reached if the students do not have sufficient vocabulary.

Learning vocabulary is not only by memorizing, but the students need to practice the vocabulary, whether listening, speaking, reading, and writing. Practice will help the students getting long memorization and improving the vocabulary they have.

Citravelu, Sithamparam and Choon (2005:252-255) states that there are some technique for teaching vocabulary. They are visual technique, verbal technique, using a dictionary, and translation.

a. Visual Technique

Concentrate items of vocabulary such as objects in the classroom, types of plants and animals as well as areas of vocabulary based o topics such as festivals, occupations, or places of work can be effectively taught trough a

range of visual techniques. Below are some activity types of using visual for the teaching vocabulary

1) Word picture associations: Present a picture as a single object and ask the students to tell what words they associate. E.g. *clock time, punctual, hurry, late, panic*.

2) Using Diagram: Use a variety of diagrams to explain classification or procedures labeled diagrams. E.g. drawing line graphs bar charts to show the meaning of words list, *increase, decrease, gradual, and steep*.

b. Verbal Technique

There are variety verbal techniques to use:

1) Use a synonym and definition: Synonym is to explain the meaning of word; we use a word or phrase to convey a similar meaning, such as *huge-very big, sad-unhappy, etc*. Definition is attempted to explain meaning in a concise and accurate manner. E.g. *expanse-a vast area, desert- a large area of dry.*

2) Use of antonym and contrasts: Antonym is the explained by contrasting it with its opposites-short. Meanwhile contrast is the meaning of the word lazy may be taught by contrasting it with the opposites-hard working. E.g. *lazy-hard working, fat-thin.*

3) Use of context: Texts, anecdotes, songs and verse may form illustrative situations to explain the meaning of words.

4) Word part clues: the base word or root as well as its affixes could be examined to encourage students to guess the meaning. E.g. Prefixes such as *non-, un-, il-*, suffixes such as *–hood, ism or –ity*.

5) Vocabulary groups: vocabulary consists of a series of interrelated system. It can therefore be taught according groupings such as word families (such as fruit, flowers, vegetables, etc.)

6) The use of Dictionary

A student who is able to use the dictionary will be able to continue learning outside the classroom. It is also useful as a means of confirming contextual guesswork. More importantly, it can be used as a source to clarify uncertainty in areas of word meaning, pronunciation, grammar, and spelling.

7) Translation

In bilingual situations, translation can be used in the classroom to effectively convey meaning. It can save time by quickly dispensing with the explanation of the word e.g. *Ali's house.* The means is *Rumah Ali*

According Harmer (2007:64-66) states that there have been some technique in teaching English, one of them is PPP (Presentation, Practice, and Production).

a. Presentation

In classes, the teacher should be presented first about vocabulary items. There are many ways in presenting the words. It can be by translating them, thought

visual, verbal, and others. In this research the vocabularies were presented to the students by using Google+ media.

b. Practice

Practice is the second stages of both vocabularies teaching and learning. The students now practice the language using accurate reproduction technique such as choral repetition (where the students repeat the word, phase or sentence all together with teacher conducting), individual repetition (where individual student repeat the word, phase or sentence at the teacher's urging), and cue-response drill (where the teacher gives a cue such as cinema, nominates a students by name or by looking or pointing and the students make the desire response). In this research Google+ media was used to practice them new vocabularies.

c. Production

The end point of PPP is Production, in this case the students using the new language, make sentence of their own. The students can using words there have been got to make sentence. For example, the teacher may get students to think about what their friends or family are doing at this moment. They must now come up with sentences such as My Mother's working at the hospital.

Indonesian and English language are so different. The differences make the students hard to learn a language. Thornbury (2002:27-28) mentioned some factors causing second or foreign language students feel some words more difficult those are;

a. Pronunciation

Words that more difficult to pronounce are usually more difficult to learn. Potentially, difficult words will be typically those that contain sounds that are unfamiliar for some groups of learners.

b. Spelling

Spelling usually becomes the problem for second or foreign language learners. Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling. Some words containing silent letters may become the problem: foreign, listen, climbing, honest, muscle, and so on.

c. Length and complexity

The long words seem to be more difficult for learners, also variable stress, such as in the word families like: necessary, necessity, necessarily, can add their difficulties.

d. Meaning

When two words overlap in meaning, learners are likely to confuse them, such as in 'make' and 'do, like in sentence 'you make a breakfast' and 'you make an appointment', but 'you do the homework' and do a questionnaire'. Words with multiple meaning, such as 'since' and 'still', can also troublesome for learners.

e. Idiomatic

English contains so many idiomatic expression, they are generally more difficult than the words whose meaning is transparent.

f. Grammar

Problematic in grammar associated with word, especially if this differs from L1 equivalent". Indonesian speakers know that adjective is following verb, such as in the phrase 'buku baru' that influences when the speakers are translating the English phrase, such as 'red balloon' most of them translate it becomes 'merah balon'.

Another problem in grammar is using verb + ing, to + infinitive, or bare infinitive, after some verbs, they usually confuse to decide, which one followed by verb + ing, to + infinitive or bare infinitive.

4. Testing Vocabulary

There are many kind of test and they are used based on some purpose. However, in this research, the writer desire to use test to know the students' vocabulary achievement. According thus, to know the students' achievement especially in vocabulary, the researcher will create the test in the form of multiple choices.

Pavlu (2009:31-32) states there are one techniques to test vocabulary. It is multiple choices; this technique is easy to mark but quite difficult to design. People can use it either for testing single words, words in sentences or in texts.

The instrumental practicalities of test design that follow will then be derived from principled choices, and will in turn determine how far these choices are realizable in operational terms. Again, many kind of activities carry

assumptions and limitations that a teat designer would need to consider carefully according to the purpose. (Allison, 1999:119).

B. Google+

1. The Definition of Google+

The researcher chooses this media as a technique to improve the students' vocabulary achievement and solve the problem in learning English because this media is interested to apply. In addition, this media is attarctive so that students in Senior High School will be motivated to learn English.

This chapter discusses how Google+ is used to enhance students' vocabulary achievement. English is a compulsory subject at SMAN 1 Ngunut Tulungagung.

Google+ is a social network and recommendation engine that borrows some of its core elements from both Facebook and Twitter. Like Facebook, users are able post rich content and detailed status updates to their profile and have this content show up in other user's newsfeeds. Unlike Facebook however (and similar to Twitter), Google+ users are able to follow anybody that they want to without requiring their target to accept a 'friend request' (Goldston, 2012:3). In other words Google+ is a social network that allows users and brands to share status updates, links, images, and videos. Users can comment, share, and support (+1) these interactions. This application is core elements between Facebook and Twitter.

Google+ is Google's latest foray into the social networking world. Since its invitation-only launch on June 28, 2011 and public launch on September 20, 2011. Now with more than 62 million users, and growing at an average rate of 625,000 new users per day, Google+ has the potential to grow to over 400 million users in 2012. (Hines, 2012:5).

Magid and Collier (2012:3) define the Google+ is literally Google with a plus. The "+" is the social networking piece it adds to all of Google's other services, including Web search, Gmail, and YouTube. Google+ brings popular social-media features like comments, photo- and musicsharing, videochat to your social circles.

Kawasaki (2012:16-19) states that the key to social media is to use the right tool for the job. Not "everyone" should use Facebook, Twitter or Google+, because everyone's needs are different. Moreover, these services are not mutually exclusive; people can use each for different purposes. The question remains:

a. Facebook = People. Facebook is the way to learn what's going on in the lives of people someone already knows (friends, relatives, and colleagues). It's great for learning that their cats rolled over, that they went to a great party, kittens, or children. In short, Facebook is for people.

b. Twitter = Perceptions. Twitter is great for getting or sending immediate perceptions such as witnessing news and events. In other words, if someone wants to learn that there was an earthquake in Chile before CNN and they like

getting updates from Chileans at ground zero, then Twitter is for them. In short, Twitter is for real-time perceptions.

c. Google+ = Passions. Google+ enables people to pursue them passions with people who don't know. There are 200 friends and family on Facebook may not share your passion for photography, but on Google+ they can have a blast with a community of photographers. In short, Google+ is for passions.

It means that people free for chosee and use any social media. If they want to share their passion they can use Google+, if they don't use Google+, they can use Facebook, Twitter.

Prosites (4-5) states that one of the most difficult aspects for Google+ newcomers is grasping the language. With Circles and Hangouts, Ripples and Sparks, it can easily get confusing. To better navigate the social network, it have included an informative glossary to help people understand what these terms mean;

a. Circles; groupings of clients, patients, colleagues, family, friends, etc. It wish to associate together.

b. Communities; networks of Google+ users with similar hobbies, concerns, or interests.

c. Creative Kit; a photo editor within Google+ that allows people to make detailed edits of the images who add to their profile.

d. Google+ Badges; the large navigational icons to the left of people profile. Use badges to quickly access areas throughout Google+.

e. Google+ Events; allows users to invite an unlimited number of Google+ users to attend an event and share images with all users attending the event. Google+ also adds the event to people Google Calendar.

f. Google+ Local; allows users to find nearby businesses and services, view images and reviews from others, or share their own.

g. Google+ Pages; the Google+ of businesses, organizations, and corporations.

h. Hangouts ; a place where people can participate in video chat with up to 10 people at any given time. Hangouts are joined by visiting an exclusive web address and are by invite only.

i. Hashtags*; Affixing the pound sign (#) to the beginning of any keyword or phrase (without spaces) that people want their post to be categorized by (e.g. #Dentist or #LosAngelesDentist).

j. Instant Upload; automatically detects when new images or videos are recorded on people mobile device, and enables people to instantly upload them to their Google+ profile.

k. Messenger; a way to communicate with the other people in people circles through text or video chat on their Google+ accessible mobile device.

l. People; groupings of clients, patients, colleagues, family, friends, etc., it wish to associate together.

m. Post; anything shared by a Google+ user.

n. Share; posting an item or reposting an item that someone else has previously posted. When people share an item, the people are given the opportunity to write their own comment to communicate to others.

o. Sparks; the Google search within people profile that creates a custom drop-down menu of suggestions they may be interested in based on their search history.

p. Stream; the portion of people profile homepage that displays recent activity, photos, and shares of those in their circles. The stream can be filtered to only display updates from select circles.

q. What's Hot; a stream that appears after log in and displays the current popular Shares. This stream can also be accessed by clicking "Explore" within the Badges.

2. How to Get Started on Google+

To participate in Google+, people need a Google account. If they already have a Google account, use existing account credentials to sign into google. com or mail.google.com. A Gmail account is a necessary first step in the creation of a Google+ page. Once the Gmail account was established the course Google+ page was created (Antonio, 2013:7). Then click on the +You button on the left side of the Google toolbar to sign up for Google+. If they don't have a Google account, now is the time to get one. Creating a Google account will grant people access to many different services and applications from Google (Gmail, Google Docs, Google Calendar, YouTube and much more. People have two options here: sign up for a Gmail email account or sign up for Google Apps for Business (Marystone:6)

Kawasaki (2012:22-24) give some steps to sign in on Google+:

a. Sign Up

People sign on google account that enables people to use all the google product. Using first name and last name to make google account.

b. Start Circling People

The next screen will prompt users to add people their know to their circles. Google will likely already have a few suggestions for them. Alternatively, if they have a Yahoo or Hotmail account, they can import their contacts from those accounts or simply search Google+ for people by name. Click "Continue," and they will see a list of "interesting and famous people." Add anyone their like to their circles. People can click on categories of people such as "Entertainment," "Fashion," "Food & Drink," and "Fun & Interesting." Google compiled a list of "Picks" based on the fame and level of activity of the people. Users can add these entire preselected circles or individual people. Don't worry about adding everyone people know right now. Someone can add and remove people from their Circles at any time.

The main features of the social networks are followed:

a. Creating an Account

After entering the homepage for Google+ the user can see a button at the top corner of the page with the text 'Sign In'. When clicking this option the user is then faced with a login box but above this box is a link for new users to create an account. On the registration screen Google+ requires the user to enter the main details to set-up an account: email address, password, location (this offers a dropdown box for the user to select which country they live in),

birthday and then word verification. It should be noted that at the top of the page it informs the user that if they already have an account with Google. i.e. Google mail or YouTube they can use the details of these to create an account. After entering the information required the user must then verify their email address by logging into their account and clicking on a link. Once this is done the user then has to enter their mobile number for another verification process. Once the user enters the required verification details they are then taken to the Google+ main page where the user is allowed to enter their name and choose to add a picture if they require.

b. Finding and Adding People

After creating account the first page that appears allows the user to enter an email address and Google+ will do the rest as it sends and email to people contacts whether they have Google+ or not and sending them a request. If the user does not want to use this approach they can skip it and enter their profile page, on the right hand side of their profile page the user has a search bar where it can enter the names of their friends to view their profile and follow them. When people find a friend it gives their option to add the friend to a circle, the circles act as a group there a group people friend's e.g. university friends, sports team friends. Google + has a default list set which include: Friends, Family, Acquaintances and following but gives the option for the user to create a circle. Once the user has added enough friends Google+ then gives suggestions of people who you might know based on one or more of people friends having this person in one of their circles.

c. Maintaining Profile

To edit profile in Google+ it provides a button in profile page that takes your straight to the webpage to edit your profile. From here it allows to update all the information that it displays in your profile, such as occupation, education, gender and relationship status. Also from here its lets edit pictures and videos and edit previous posts. Although Google+ does not give option to change the layout of profile, it leaves the user having to keep the Google+ default interface.

d. Posting Status Updates

Google+ only allows people to enter a status in the home page and not in profile page, this can become annoying as when people editing their profile page but have to leave it only to come back, although Google+ does allow to add pictures and videos to their status and also to add their location, when adding your location Google+ does all the work for users and saves them having to add the location their self. One positive from Google+ is that once users have signed into their account people can update their account when browsing through Google search pages if you come across anything that users want to comment on and even further when using the Google chrome browser there is a toolbar that allows people to update status while surfing through any website.

e. Adding Photos and Videos

When uploading photos in Google+ it allows people to create the album and add the photos want to upload, the same dialog box making it easier to put the

photos in the one album. In this dialog box it allows people to edit the name of the album and either allows the user to drag the photos in or search through computer files. After selecting the files the user is allowed to add a caption for each file or rotate them but restricted from doing anything else to the picture or writing a description for the album. Google+ uses the same format when users want to upload videos to their profile. (Curran, Morrison, Mc Cauley, 2012:383-385)

3. Procedure of Google+ activities

a. The procedures of Google+-based activities are conducted as follows:

1) Students need to create a Google+ account, especially for those who have not had the account.

2) Teacher gives warming up to the students.

3) Teachers deliver the material to be presented

4) Teacher divides the students into groups.

5) Students get task from teacher

6) Teacher asked to the students to started open Google+.

7) Teacher asked to the students to find a status update from other people on Google+ and choose the topic about words of wisdom.

8) After that, teacher asked to the students to find difficult words, synonym, antonym, part of speech (Adjective, Adverb, Verb, and Noun) and meaning of its.

9) Teacher will achieve their task.

10) Last, one of students from every group must be presented their result task in front of class.

4. Advantages and Disadvantages of Using Google+

a. Advantages of using Google+:

1) Google plus provides users to follow and comment without any moderation and make their personality viral in between big profile people.

2) Google plus provides users to follow stream as people defined in their circles and it is easy to follow the people at the right time.

3) Google plus provides users latest Google news in the mean of Google sparks, now people are just add their personal spark to their profile and make theirself up to date.

4) Google plus provides users to make business deals easily with face to face and gaining more trust with their clients rather than Skype calling. Because Google plus now gives users opportunity to get maximum trust from their clients with video conferencing calling, it is now easy with Google hangouts.

5) Google plus provides users connect with people same niche professional peoples and make their more viral between those people and get more work as well.

b. Disadvantages of using Google+:

1) Google plus not helping in Organic results as peoples were think

2) Google plus right now is only seems like for professional work rather than entertainment social network site as Facebook.

3) Google plus make users visible to everyone, lack of privacy right know

4) Google plus is still not available for everyone.

5) Google plus not provide you to synchronize different services like twitter and Facebook as well.

C. Previous Study

The research about contextualization has done by Nofiana (2013) that was "*The Effectiveness of Using Contextualization in teaching Vocabulary toward the Students Vocabulary Achievement of the First Grade Students at SMP Muhammadiyah 1 Tulungagung in Academic Year 2012/2013*". This research explain about using about contextualization in teaching Vocabulary. She used the contextualization to teach vocabulary in order to find the effectiveness the students' understanding the words. Because by using this technique is more effective to teach vocabulary than just teaching was monotone. In fact the result of analysis of interpretation of the data shows that the teaching vocabulary is probably more effective by using contextualization.

Using contextualization the similar with the instrument of test in Google+ media, in Google+ the test was about context or short text to improve students' vocabulary achievement. This is suitable such as what the researcher does to her research.

CHAPTER III

RESEARCH METHOD

This chapter discussed methodology used in conducting this research. It was divided into eight parts namely research design, subject and setting of the study, procedures of the study, preliminary observation, planning, implementing, observing and reflecting.

A. Research Design

The design in this research was classroom action research (CAR). It focused on the use of Google+ to improve students' vocabulary achievement. According to Arikunto (2010:3), Classroom Action Research is accuration in the form action learning activity, which is appeared and happen in classroom equally. It other words, action research was kind of research design conducted in classroom to improve the quality of teaching and learning process.

Based the explanation above, the researcher used the classroom action research (CAR) Kemmis and Taggart (in Latief, 2011:146) model which it contains of two cycles, each cycle consisted two meetings which consist of four steps: planning, implementing, observing, and reflecting. Improvement of the problem in this research is brought about by a series of cycles.

The classroom action research design used in this research was collaborative classroom action research. It means that the researcher collaborates

with the English teacher of SMAN 1 Ngunut as observer and collaborator. In conducting this research, the researcher's as an English teacher who teaches English vocabulary through Google+, while the real English teacher as an observer who observes the action of the research while teaching learning activities happens in the classroom.

B. Subject and Setting of The Study

This research was conducted at SMAN 1 Ngunut. The researcher was chosed this school as the setting of study because in her preliminary study, in term of the teaching learning activities she found that it needed some improvements to enhance students' achievement. So, it urged the researcher to do her research at this school based on the problems found in the preliminary observation.

This research was conducted for 1 month in the second semester of the academic year of 2013/2014. It was two times of teaching using Google+ in each cycle. While the preliminary study was conducted before the implemention of the technique. This research started on April 3th until 25th 2014.

The subject of this study were 28 students of XI IPA-1 class. As it was stated in the previous parts, based on the result of preliminary study the students of the XI IPA-1 class got some problems in learning English vocabulary. It consisted of 8 male and 20 female. The second graders were chosen since, based on the curriculum, vocabulary is taught to second graders. That is why in this research the focus was on the use of Google+ to improve the students' vocabulary

achievement. Considering the students' problems in vocabulary and its conformity with the research, then the researcher chose the students of XI IPA-1 as her research subject.

C. Procedures of the Study

After meeting with the headmaster of SMAN 1 NGUNUT Tulungagung, the researcher met with English teacher and share about the highlights of research program, research activity and timetable to conduct the study. The first phase was conducting preliminary observation to know the information about real condition of the class, the student's problem and their performance in learning and also the teacher's problem in doing activities in classroom.

Based on the result observation, the researcher conducted Google+ media, because the students had problem in vocabulary. This study consisted of four steps: planning, implementation, observation and reflection. In the procedure and implementation process, the stages were done repeatedly starting from planning up to reflection.

Preliminary Study

1. Observing the class   2. Interviewing the English teacher
3. Giving questionnaire to the students 4. Carry out preliminary test

Findings

1. The students have very limited Vocabulary
2. The students are difficult to remember the words of English

Planning

1. Designing lesson plan   3. Preparing an instructional material
2. Preparing Google+ media 4. Setting of criteria of success

Implementing:

- Implementing the lesson plan (teaching vocabulary using Google+ media to enrich student English vocabulary ability)
- Post-test 1

Observing:

- Collecting the data(the effect of the used of the technique) using the following instruments: *Observation sheet, field note, post test*

Reflecting:

- Analyzing the collecting data
- Determining the criteria of success

Success

Report

Fail

Continue to the next cycle

Figure 3.1: the phases of CAR modified by the researcher

1. **Planning**

Planning was a phase done for the purpose of preparing the instructional media to be developed to solve the instructional problem found during the preliminary study. The instructional media was selected based on her belief that the media could solve the problems. Google+ was a media selected to improve the vocabulary achievement of XI IPA-1at SMAN 1 Ngunut.

In the planning stage of Cycle 1, the researcher socialized the research procedure, prepared the Google+ procedures, designed a lesson plan, prepared the research instrument, the instructional material, and set the criteria of success. While in the Cycle 2, the researcher made a revision and designed new lesson plan.

Those were planning in the Cycle 1:

a. Socializing the Research Program

Before conducting the research in the class, the researcher asked permission to the headmaster of SMAN 1 NGUNUT Tulungagung for conducting the research in the school. After getting permission, the researcher met one English teacher of SMAN 1 NGUNUT Tulungagung. Then the researcher interviewed the English teacher about the condition of the students especially in vocabulary class. The English teacher and the researcher entered the class for observing and interviewing the students related with the problem that they found when they were studying English vocabulary.

Afterwards the researcher and the English teacher arranged the schedule for administering questionnaire and time for applying the technique in the

process of teaching and learning. Then the researcher administered questionnaire for the students of class XI IPA-1.

Based on the result of interview, observation and questionnaire, the researcher conclude that the students had problem in vocabulary and their participation in class is low.

b. Providing the Strategy

Based on the result of preliminary observation, the researcher found that there were some problems in vocabulary. So the researcher tried to use Google+ to solve the problem.

In this research, the researcher used Google+ media in teaching vocabulary. The role of this strategy can be stated as follow: in conducting Google+, the researcher introduced Google+, how to make Google+ account, and to know new vocabularies from Google+. It is to make them motivated learn new vocabularies.

c. Designing the Lesson Plan

After providing the strategy in teaching vocabulary through Google+, the following activity is developing lesson plan. The lesson plan is developed by considering course identity, indicators, instructional objectives, procedure of teaching and learning employing the developed strategy and instructional materials. The detail description of lesson plan can be seen in Appendix 17a.

Because the researcher took this research trough two cycles, so the researcher also made a planning for cycle 2. The whole planning in this cycle was almost same with cycle 1. But there were one points that made them

different. Those were the material. In this planning the researcher made a new lesson plan with the 2 points revision. This was a design of new lesson plan for cycle 2. (See Appendix 18a)

d. Preparing the Criteria of Success

The criteria of success are set to see whether the implementations of Google+ are successful or not. The criteria of success in this study are emphasized on the teaching and learning process while the research running and the score of the students' paper work given by the teacher.

In this study, the researcher used one of criteria; it is criteria of students' achievement.

1) The criteria of students' achievement

According to the information of the English teacher in Senior High School, the criteria of success is 75 % of the students. Then the standard value is 75. Thus, the students who got score at 75 or more are classified into passing the test, and the students who get score under standard are classified into fail the test.

e. Training the Collaborator Teacher

In this stage, the researcher need some help from another teacher to make the research run well. The purpose of collaborative between teacher and researcher are to create a good condition of the class, designing lesson plan and handling the class.

2. Implementing

In this phase the researcher introduced herself and informed about the research she was conducting. The researcher also told to the students that she would teach the class for meeting ahead, and their English teacher will be an observer who observes the activities during the teaching and learning process. In addition, the researcher informed that she would guide them to improve their English vocabulary.

In this section, the researcher used Google+ media to teach the second grade students at SMAN 1 Ngunut. In the first meeting, the researcher stimulated the students in learning English by asking the student to mention the vocabularies that they know. In this meeting the researcher explained the material applied Google+ social media by dividing the student into groups. Then the teacher gives a list of difficult words to the student that covers the vocabularies related to the topic, the researcher asked to students to find the meaning from list of difficult word.

In the second meeting, the researcher also applied Google+. The researcher explained about part of speech. And the researcher asked to the students to find words of wisdom from Google+. And then the teacher asked to the students to find difficult words, meaning, part of speech, synonym, and antonym by grouping. Every group must be presented their task result in front of class.

The last the researcher also gave a test to the student in order to know the vocabulary achievement. The test was for individual student.

3. Observing

Observation plays an important part in any kind of data; gathering and most action research projects are used as an instrument. Koshy (2005:98) states that observation is a natural process, we observe people and incidents all the time and based on the observation, we make judgment.

Observing was the process of collecting data about the effect of the applied Google+ during and after the implementation of the media. At this observation stage, the researcher and the collaborator had determined the instrument to collect data. The instrument consisted of interview guide, questionnaire, observation sheets, field note, and test.

In this classroom action research, the researcher used qualitative and quantitative data. The qualitative data were taken from doing observation within activities in the class, conducting interview to English teacher, and giving questionnaire. Meanwhile, the quantitative data were taken from result of post test administered at the end of each cycle.

The researcher took unstructured *interview* to the teacher. The interview would be accomplished after the implementation of CAR to know the teacher's response toward the idea of Google+ media. (See Appendix 1a)

Questionnaire was a record of students' feeling, responses, and reactions to the Google+ media. The students' responses were used to identify the students' response and attitude.

The *observation sheet* was used to collect data during the instruction process. The observation focus for the students and the researcher activities during the implementation of semantic mapping in the classroom. The observation was checked by the collaborator teacher while the teaching and learning process happening. The collaborator is Subagas. He was an English teacher of XI IPA-1.

Field notes was a written record of events of the Google+ media implementation kept by the researcher. Field notes were used to know the progress and record activities, or events in the teaching and learning process.

The *test* was used to get students' scores or to measure the students' achievement in comprehending the material at the end of each cycle. The test was administered in the two meeting of each cycle to measure quantitatively whether or not the criteria of success had been achieved. In this study, the test is done in form of multiple choice. There were 20 questions of multiple choice related to vocabulary.

4. Reflecting

Reflection is the activity after observation phase. Koshy (2005:98) states that reflection is the activity of analysis-synthetic, interpretation, explanation to all of information that is gets from action research.

After doing the observation, the researcher did next step that is reflecting the strategy. The aim of this phase is to reflect the result of the observing phase. Through this phase the researcher could find out whether the research problem is solved or not and also whether there are new problems appear during the acting

phase. Beside that the researcher could make a decision whether continue to the next cycle or stopped it.

Because of the result of cycle I, the researcher taught it was still needed the improvement to achieve the criteria of success and there were some new problems in acting phase, the researcher decided to continue to the cycle II consisted on re-planning, re-implementation, re-observation and re-reflection.

The researcher analyzed data using qualitative and quantitative method. The qualitative data were obtained from the result of interview, observation of the students' response during teaching activities by using Google+, field note, and questionnaire. Meanwhile the result of the test was classified as quantitative data.

The data from the test were analyzed by calculating the mean score. To obtain the mean score the following formula was used:

(Sudjana, 2002:67):

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

X   = mean

$\sum X$ = individual score

n   = number of students

Second, the researcher tries to get the class percentage, it uses the formula:

$$P = \frac{F}{N} \text{ X } 100\%$$

P = the class percentage

F = total passing score

N = number of students

Third, after getting mean of students' score each implementing, the researcher identified whether there might have any improvement of students' vocabulary master from pre-test up to students' vocabulary master from pre-test up to students' average score in cycle 1 and cycle 2. In analyzing it, the researcher uses the formula:

$$P = \frac{y1-y}{Y} \text{ X } 100\%$$

P = percentage of students' improvement

y = pre-test result

y1 = post-test 1

$$P = \frac{y2 - y}{Y} \; X \; 100\%$$

P = percentage of students' improvement

y = pre-test result

y2 = post-test 2

D. The Trustworthiness of Test

To analyze the examined test items the writer uses the trustworthiness of test. There were some ways including:

1. Test Validity

Validity is one of the essential requirements of good educational testing which can represent an acceptable action research. In other words validity is the most reuirements for instrument of evaluation.

A test is regarded as a valid test, when it measures what must be measured, it could be about the representation of test toward the material that is being given for the students or toward to entire of cognitive aspects. One thing which has relationship with validity is accurate, besides measuring what should be measured; a test can be said have high validity, if it has high accurate.

2. Item Discrimination Analysis

It is indicate the degree to which an item separates the students who performed well from those who performed poorly. These two groups are sometimes referred to as the high and the low scores or upper- and lower proficiency students. The computing of discrimination index uses the formula below (Wilmar, 1998:139):

$$ID = \frac{IF\ U - IF\ L}{N}$$

Where,   ID   = item discrimination for an individual item

           IF U   = item facility for the upper group on the whole test

           IF L   = item facility for the lower group on the whole test

           N   = number of students

Then, the discrimination scale uses (Heaton, 1990:174):

ID	Remark
0.6-1.0	Very Good
0.4-0.6	Good
0.1-0.3	Ok
-1-0.0	Bad

3. Difficulty Items

The difficulty item analysis concerns with the proportion of comparing students who answer correctly with all of students who follow the test. Item difficulty is how easy or difficult an item is form the viewpoint of the group of

students' examinees taking the test of which that item is a part. The formula is following (Norman, 1982:102);

$$P = \frac{R}{T}$$

Where,

P: Index of difficulty

R: the total number of students who selected the correct answer

T: the total number of students including upper and lower

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the study and discussion toward the result of the study.

A. FINDINGS

There was one cycle of this research having four steps. They were planning, implementing, observing and reflecting. But before presenting the findings of each cycle, this chapter is initiated by presenting the preliminary study and its findings. It is important from the result of the preliminary study, the planning of the cycle one can be arranged. It was done by observing learning vocabulary activities in the classroom, interviewing the English teacher, giving questionnaire to the students, and administering preliminary test. Those were the finding in the preliminary study:

1. Result of Observing Learning Vovabulary Activities in the Classroom

It was carried out the process of teaching and learning vocabulary activities in the classroom before the implementation of technique. It was held at XI IPA-1 class of SMAN 1 Ngunut academic year 2013/2014. Class consisted of

28 students in the class. The pre observation was conducted on April 3th and 25th 2014.

Based on the observation, she found that the students had difficulties in remembered the words of English. It happened because the students just knew a little vocabulary in English. So, they did not participate actively in the teaching and learning process. Then she gave the meaning of difficult word. After that, the students translated the meaning of text.

2. The Result of Interview with the Teacher

Interview with the English teacher was held on Thursday, March 27th 2014. The researcher proposed the teacher some question related to categories. Those were about general condition in English class primarily when the teacher taught vocabulary, students' activities and kind of techniques implemented. At the last, the researcher asked about semantic mapping technique.

Based on the result of interview from the teacher which were conducted in the preliminary study, the researcher concluded that the students had some difficulties in master English vocabulary. They have very limited vocabulary. When teacher asked them to say something, actually they knew what they wanted to say. But it was difficult to express in English language. (See Appendix 1b,2b).

3. The Result of Pre Questionnaire

The pre-questionnaire was conducted to obtain the data indicating students' motivation in learning English vocabulary. The question had 10 questions. Related to the result of pre question it can be concluded that there were needed to improve the students' positive response after the implementation of the action. (See Appendix 3b).

4. The Result of Pre-Test

Before implementing the CAR, the researcher gave the students pre-test. It was done to know the students' vocabulary mastery. In pre-test, the students assigned to answer some question related to their competence in English vocabulary and students understanding part of speech (noun, verb, adjective, adverb) there were 20 question in multiple choice. This pre-test was conducted on Wednesday, 3th April 2014. (See Appendix 5a)

After giving the pre-test, the researcher calculated the score, below is the students' score for the pre-test.

No.	Students' Name	Pre-Test Score
1.	ASA	55
2.	ANA	70
3.	AZ	60
4.	AYS	70
5.	ALNZ	75
6.	CHY	70
7.	CLM	75
8.	DM	60
9.	DZA	75
10.	EA	75
11.	IN	55

12.	JA	60
13.	MN	85
14.	MDR	70
15.	MEI	75
16.	NBW	70
17.	NI	65
18.	NDH	70
19.	RMS	60
20.	RDN	60
21.	RDC	65
22.	RH	65
23.	SKF	70
24.	SUC	70
25.	UHS	70
26.	VAHS	80
27.	YU	85
28.	ZPMN	60
Mean		68.57

Note: The passing grade minimum is 75

Table 4.1: The Students' Score of Pre Test

From the data above, it can be seen that there is only eight students passing

KKM, while the tests are lower than 75.

To get the result of pre-test, firstly, the researcher calculated the mean

score:

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

$$X = \frac{1920}{28}$$

X= 68.57

The criteria of success that had been determined was 75%. Therefore, from the students' score in vocabulary test above, it can be said that the criteria of success had not been achieved yet.

5. Findings of Cycle 1

In the Cycle 1, the researcher presented the words of wisdom by using Google+ media in teaching learning process.

a. Planning

In the planning, some activities were done as follows:

1) The researcher and the collaborator decided the topic (standard competency and basic competence) that would be delivered to the students by using Google+.

2) The researcher made lesson plan with the collaborator. (See Appendix 17a)

3) The researcher and the collaborator prepared Google+ media.

4) The researcher prepared material and media.

5) The researcher prepared the instrument. (Observation sheet, field note). (See Appendix 12a, 13a & 14a)

6) The researcher determined the criteria of success.

b. Implementing

Based on the planning, the implementation of the action in the Cycle 1 was done in the two meetings.

1. **First Meeting (Friday, April 4th 2014 at 08.30 am - 10.00 am)**

    1) The researcher implemented the teaching learning process based on the lesson plan.

    2) The researcher taught vocabulary by using Google+ firstly and gave example of Google+

2. **Second Meeting (Wednesday, April 10th 2014 at 09.15 am–11.00 am)**

    1) The researcher asked the students to find vocabularies of words of wisdom in Google+

    2) The teacher asked the students to find synonym, antonym, and part of speech (Noun, Verb, Adverb, and Adjective).

    3) The students presented their result.

c. **Observing**

    In this procedure, the researcher and the collaborator teacher collected the data by conducting the following activities:

1. Observing the teaching learning process by using observation sheet.

    Based on the result of observation sheet, the researcher done all of point in observation sheet. But the students' activity was less active.

2. Collecting the data by using field note.

    Based on the field note, in spite of the class done follow the main activity as said in the lesson plan but the class still had some problems such as: there were some students who made a joke with their friends, they made the class noisy so the other students hard to get concentration.

3. Collected the data from Posttest 1

Based on the data from post test 1, the data showed that the mean score of the class increased 70.17 in which there were 12 students passed the Minimum Mastery Criterion (KKM).

The detail result of instruments used in the first Cycle can be seen below:

1. The result of observation sheet

The result of observation sheet of teacher's activity and students' activities in meeting 1 and 2 can be Seen in Appendix 12a and 13 a).

2. The result of field notes

The field notes showed that the Google+ activity ran less successful. At first meeting, the students looked confuse using Google+ because they usually used a traditional technique. This condition made some students did not focus in teaching learning process and they became trouble makers. In these meetings, they also did not do presentation activity because the students were shy. At second meeting, the researcher walked around each group in order to avoid the students who became trouble makers. This way stimulated the students participate in their group. But they did not relax in the teaching learning process

3. The result of students' score Posttest1

The students' score of Posttest 1 was presented on the table below:

No.	Students' Name	Post-Test 1 Score
1.	ASA	65
2.	ANA	60
3.	AZ	65
4.	AYS	60
5.	ALNZ	70
6.	CHY	60
7.	CLM	75
8.	DM	65
9.	DZA	75
10.	EA	65
11.	IN	75
12.	JA	70
13.	MN	85
14.	MDR	70
15.	MEI	55
16.	NBW	75
17.	NI	75
18.	NDH	75
19.	RMS	70
20.	RDN	65
21.	RDC	65
22.	RH	70
23.	SKF	85
24.	SUC	75
25.	UHS	75
26.	VAHS	80
27.	YU	75
28.	ZPMN	65
Mean		70.17

Note: The passing grade minimum is 75

Table 4.2: The Students' Score of Post Test 1

To get the result of post-test 1, firstly, the researcher calculated the mean score:

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

$$X = \frac{1965}{28}$$

X= 70.17

In the first cycle, there were only 12 had passed in criteria of success, however, it significantly improved, from mean 68.57 to 70.17.

The writer and the teacher decided to carry out the second cycle; they formulated the new lesson plans. In the second cycle, they still used Google+ media; however, they made the class more interesting than in the previous cycle.

d. Reflecting

The reflecting of cycle 1 showed that the teacher followed the steps completely, and the students learner enthusiastically in the class. Whereas, the researcher expected to all the students would be active in doing the task with their group. The researcher needed to motivate and give the clear instruction in teaching and learning using Google+.

After doing all of the phases, the writer gave the post test, then compared the scores between the post and the pre test whether there were any improvements or not.

6. Findings of Cycle 2

In the Cycle 2, the researcher presented the words of wisdom by using Google+ media in teaching learning process.

a. **Planning**

In the planning, some activities were done as follows:

1) The researcher and the collaborator decided the topic (standard competency and basic competence) that would be delivered to the students by using Google+.

2) The researcher made lesson plan with the collaborator. (See Appendix 18a)

3) The researcher and the collaborator prepared Google+ media.

4) The researcher prepared material and media.

5) The researcher prepared the instrument. (Observation sheet, field note,). (See Appendix 12a, 13a & 14a)

6) The researcher determined the criteria of success.

b. **Implementing**

Based on the planning, the implementation of the action in the Cycle 2 was done in the two meetings.

1. **First Meeting (Friday, April 4th 2014 at 08.30 am - 10.00 am)**

   1) The researcher implemented the teaching learning process based on the lesson plan.

   2) The researcher taught vocabulary by using Google+ firstly and gave example of Google+

2. **Second Meeting (Wednesday, April 10th 2014 at 09.15 am–11.00 am)**

   1) The researcher asked the students to find vocabularies of words of wisdom in Google+

2) The teacher asked the students to find synonym, antonym, and part of speech (Noun, Verb, Adverb, and Adjective).

3) The students presented their result.

c. **Observing**

In this procedure, the researcher and the collaborator teacher collected the data by conducting the following activities:

1. Observing the teaching learning process by using observation sheet.

Based on the result of observation sheet, the researcher done all of point in observation sheet. But the students' activity was less active.

2. Collecting the data by using field note.

Based on the field note, in spite of the class done follow the main activity as said in the lesson plan but the class still had some problems such as: there were some students who made a joke with their friends, they made the class noisy so the other students hard to get concentration.

3. Collected the data from Posttest 2

Based on the data from post test 1, the data showed that the mean score of the class increased 83.92 in which there were 24 students passed the Minimum Mastery Criterion (KKM).

The detail result of instruments used in the second Cycle can be seen below:

1. The result of observation sheet

The result of observation sheet of teacher's activity and students' activities in meeting 1 and 2 can be Seen in Appendix 12a and 13 a).

2. The result of field notes

The field notes showed that the Google+ activity ran successful. At first meeting, the students enthusiastic in applying media.. This condition made some students more enjoyable. At second meeting, the students work actively in group. And the students use English well. But some students ask their friend in answering the question in questionnaire.

3. The result of students' score Posttest 2

The students' score of Posttest 2 was presented on the table below:

Below is the students' post test 2 scores:

No.	Students' Name	Post-Test 1 Score
1.	ASA	70
2.	ANA	65
3.	AZ	80
4.	AYS	85
5.	ALNZ	90
6.	CHY	65
7.	CLM	90
8.	DM	80
9.	DZA	90
10.	EA	85
11.	IN	75
12.	JA	65
13.	MN	95
14.	MDR	95
15.	MEI	80
16.	NBW	85
17.	NI	95
18.	NDH	85

19.	RMS	80
20.	RDN	85
21.	RDC	85
22.	RH	85
23.	SKF	90
24.	SUC	90
25.	UHS	90
26.	VAHS	95
27.	YU	95
28.	ZPMN	80
Mean		83.92

Note: The passing grade minimum is 75

Table 4.3: The Students' Score of Post Test 2

To get the result of pre-test, firstly, the researcher calculated the mean score:

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

$$X = \frac{2350}{28}$$

$$X = 83.92$$

In this cycle, the students get better score, there were 28 students had reached criteria of success. The mean also improved from 70.17 to 83.92. The students were braver in showing up in the class. They actively asked and answered in English language even grammatically it was an error sentence.

d. Reflecting

Based on the finding in cycle 2, the result of observations sheet showed that the teacher's performance in the instructional process was good. The students also were more active in learning vocabulary using Google+ and enjoyed the media. The most students were able to pass the vocabulary test after learning using Google+.

7. Findings after the Implementation

To support the needed data related to students' participation in using Semantic Mapping technique to comprehend recount text the researcher, carried out an interview to the English teacher as the collaborator and she gave questionnaire to the students.

8. The Result of Post Interview

The writer conducted a post interview to the students, it was unstructured interview, she gave some questions related to the vocabulary mastery, they said that getting new vocabulary by using Google+ media was a enjoy activity. It also helped them in enriching their vocabulary. in addition, the media that the writer gave to the students were very nice and did not make students get bored. They could actively participate in the class.

The teacher also said that, students could know about words of wisdom because they have amount vocabularies that support that ability. (See Appendice 12a)

9. The Result of Post Questionnaire

The result of post questionnaire was conducted on 25th April 2014. The questionnaire used to know about the students' response after learning vocabulary through Google+ media. The questionnaire had ten questions.

To sum up, table indicated that 7.14%% students agreed that Google+ media motivated them to retain their English vocabulary learning and memorizing. (See Appendix 4b)

10. The Result of Post Test

The objective of this study was to know how the Google+ media can improve the students' vocabulary achievement in second grade students at SMAN 1 NGUNUT Tulungagung in academic year 2013/2014.

The Google+ media will be successful to improve the students' vocabulary achievement in the second grade students, if the score of the students have achieved the criteria of success which is 75% among the whole member of the students in the class. Then the standard value is 75. Thus, the students who get score at 75 or more are classified into passing the test, and the students who get score less than 75 fail in the test. (See Appendix 6a and 7a)

In the preliminary study, the students' mean score of the first test was 68.57. To know percentage of students passing criteria of success in preliminary study is by using formula below:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{8}{28} \text{ X } 100\%$$

$$P = 28.57\%$$

From the calculation, it is known the percentage of students passing criteria of success is only 28.57%. There is eight students passing criteria of success from 28 students, it can be said that students' vocabulary mastery is very low.

Below is chart of students' score in pre test
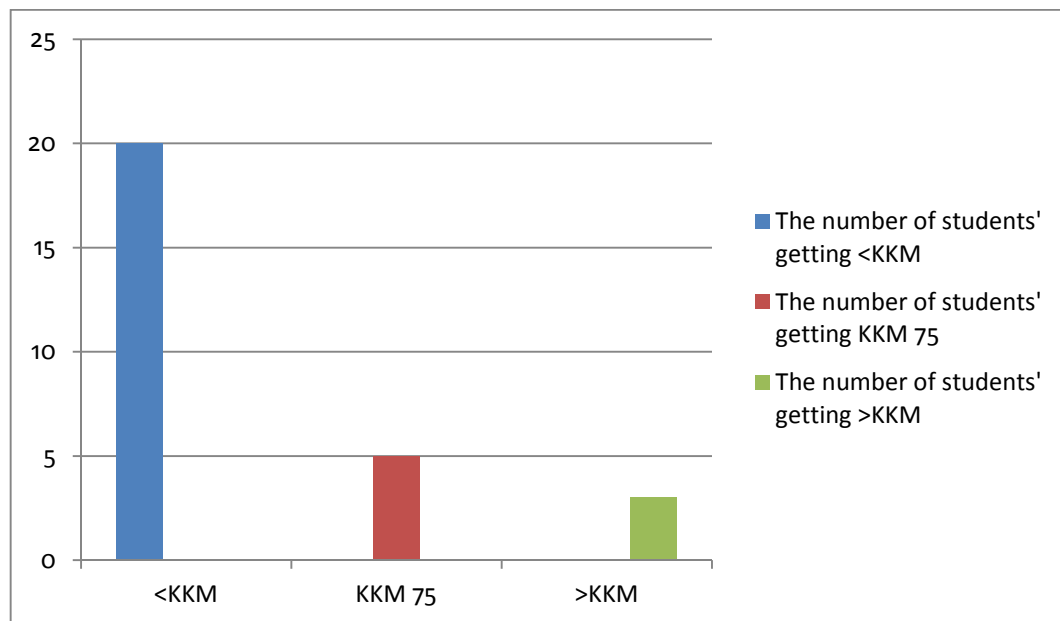
After scoring pre test, the writer gave the students' post test, and then calculated the score. It was to know whether there is any improvement or not between pre test and post test 1. The writer still uses the same formula as in pre test.

$$P = \frac{12}{28} \times 100\%$$

P = 42.85%

Below the chart of students' score in post test 1
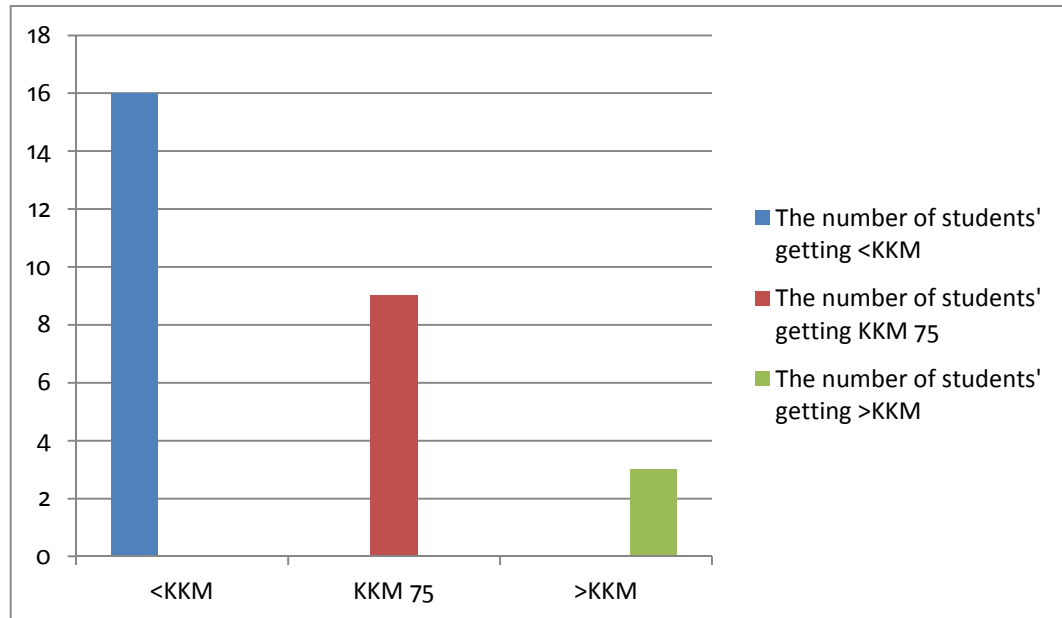
And then, the writer calculated the percentage of students' improvement between pre test and post test 1.

$$P = \frac{y1-y}{Y} \times 100\%$$

$$P = \frac{70.17-68.5}{68.5} \times 100\%$$

P = 2.43%

The next step was calculating the percentage of students passing criteria of success in post test 2.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{24}{28} \times 100\%$$

$$P = 85.71\%$$

Below is the chart of students' scores in post test 2.
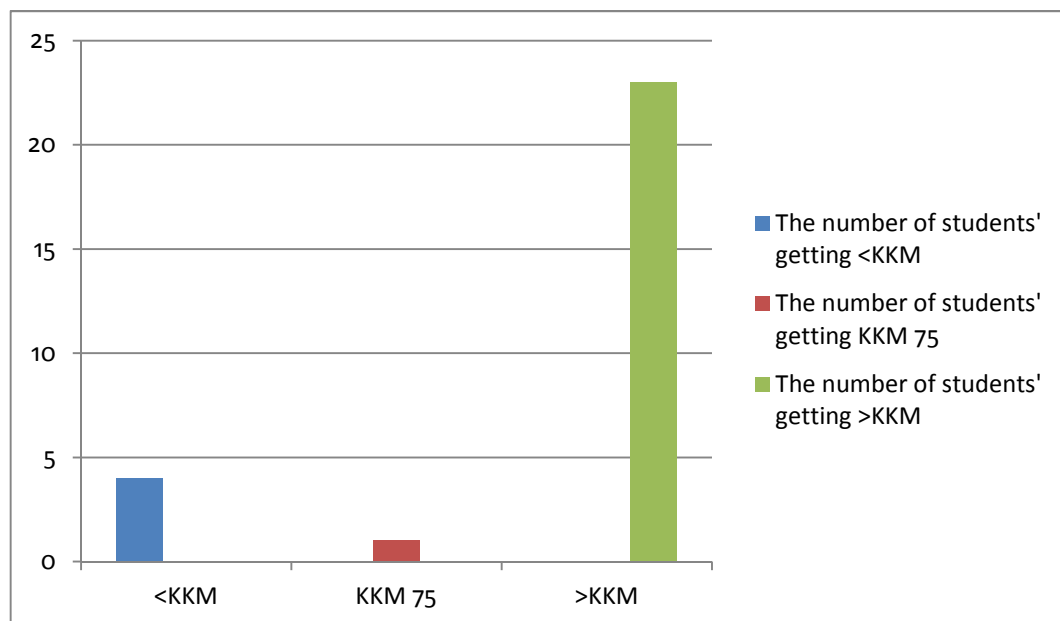
After that, the writer calculated the percentage of students' improvement between pre test and post test 2.

$$P = \frac{y_2 - y}{Y} \times 100\%$$

$$P = \frac{83.92 - 68.57}{68.57} \times 100\%$$

$$P = 22.38\%$$

B. DISCUSSION

The objective of this study was to improve the second graders' students' English vocabulary. Following the instruments of collecting data during the Google+ implementation;

The data were gained from unstructured observation i.e. observation before CAR and observation after CAR. Based on the observation before CAR, showed that it was hard for students to learning vocabulary with traditional method. It happened because it made them depended on their teacher. However, the observation after CAR showed that they were motivated in learning vocabulary and they participated actively in teaching learning process. It could be seen from the observation sheet of the students' activeness in the class. Moreover,

from the result of field notes showed the learning vocabulary usied Google+ activity ran successfully.

The data were taken from questionnaire i.e. pre questionnaire and post questionnaire. The data taken from pre questionnaire revealed that was hard to learning vcabulary without using any technique. Meanwhile, the data from post questionnaire revealed that Google+ helped the students to learning vocabulary

The data were gained from interview i.e. pre interview and post interview. The pre interview with English teacher indicated that the students had some difficulties in memorize the words, they are have a little vocabulary and students' did not participate actively. To solve those problems, the researcher implemented Google+ to improve the students' vocabulary achievement. After the implementation of the media, it showed that the English teacher gave some positive response.

Meanwhile, based on the students' test, it was found that the students' score in preliminary study, the mean score of students was 68.57, it was before writer used Google+ media in presenting new vocabularies, while the percentage of students' passing criteria of success was 28.57%, there was only eight students getting 75 or above, 20 students were failed. In the cycle 1, the students' mean score of vocabulary test was 70.17. The percentage of students getting 75 or above was 42.85%. There was good improvement from pre test to post test 1, however students still needed to improve their score, they still needed better result. Therefore, the researcher conducts the cycle 2. In the cycle 2, the students'

mean score was 83.92. In addition, the criteria of success which was 75% could be achieved by the students in cycle 2 because there were 85.71% of 24 students who passed the test. It means that the action research was successfull so that the researcher stopped the research in this cycle.

The success of this research was influenced by the used of the implemented Google+ because it had some advantages to teach vocabulary. According to Magid and Collier (2012:3) Google+ is literally Google with a plus. The plus is the social networking piece it adds to all of Google's other services, including Web search, Gmail, and Youtube. It means that Google+ can be as source of knowledge in internet. The students who use Google+ manifest considerable improvement vocabulary mastery, enrich their vocabulary. Those explanations showed that the Google+ media had good effect to improve the students' vocabulary.

Fortunately, the researcher found some advantages of Google+ in teaching learning process. When the researcher applied Google+ in teaching vocabulary she saw that teacher's strategy was important to help students in enriching their words. In this study, the researcher used teaching vocabulary to encourage the students in vocabulary mastery formulated in three techniques. According to Harmer (2007:64-66), the three techniques comprise presentation, practice, and production.

From the discussion above, it could be stated that the practical problems in the class could be solved by using the developed Google+. Google+ improved the

students' vocabulary achievement. It was verified that the ability of the students

vocabualary increased well. Next, the students reading score improved each cycle.

Last, the students' motivation to learn vocabulary increased. In conclusion, the

implementation of media by using Google+ was good to solve the students'

problem in learning vocabulary. Consequently the students could understand

vocabulary satisfactory.

Below is the chart of students' score improvement from pre test up to post

test 1 and post test 2
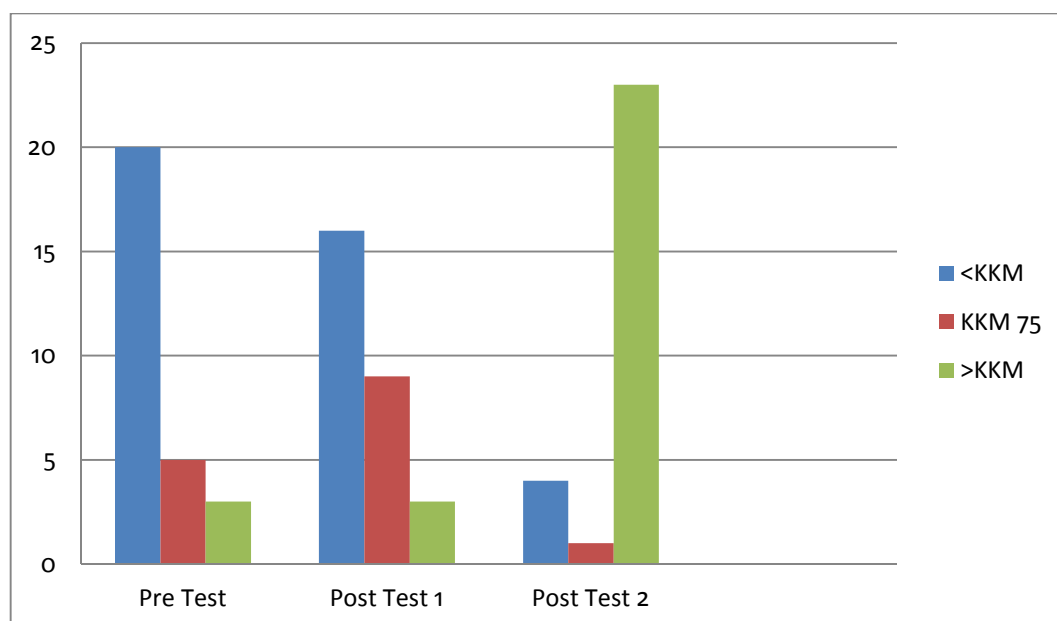
Charts 4.1: The Students' Pre Test and Post Test Comparation

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions from the findings and discussions on the basic of those findings, the suggestion could be mode.

A. Conclusion

The study was used the Classroom Action Research (CAR) method to solve students' problem. In this study, the researcher used the Kemmis and Mc.Taggart design consisted of four phases. Those were planning, implementing, observing, and reflecting. Based on the phase that had did by the researcher, it could be summarized that, in general, this study was successfully in improving students' vocabulary achievement by using the implemented Google+ in the second grade of SMAN 1 Ngunut. In addition the students were more active in the teaching learning process.

The implemented technique gave positive result on the students scores. The criteria of success are achieved when 75% of individual students' score in reading is equal to or above 75. In fact, the result of the test showed that after the implementation of the Google+ 24 students (85.71%) get the score above 75 (KKM) and the average score is 83.92, the Google+ could be used as an alternative media for teacher in helping the students comprehend recount text by following procedures:

1) Students need to create a Google+ account, especially for those who have not had the account.

2) Teacher gives warming up to the students.

3) Teachers deliver the material to be presented

4) Teacher divides the students into groups.

5) Students get task from teacher

6) Teacher asked to the students to started open Google+.

7) Teacher asked to the students to find a status update from other people on Google+ and choose the topic about words of wisdom.

8) After that, teacher asked to the students to find difficult words, synonym, antonym, part of speech (Adjective, Adverb, Verb, and Noun) and meaning of its.

9) Teacher will achieve their task.

10) Last, one of students from every group must be presented their result task in front of class.

B. Suggestions

Using Google+ media is successful to implement in SMAN 1 NGUNUT Tulungagung class XI-IPA1. The writer suggest teacher as well as readers to use Google+ media for enriching students' vocabulary achievement, it is enjoyable. Google+ can be used by students to improve their vocabulary independently, however in improving vocabulary. The teachers should always motivate the

student to always using social networking such as Google+ to find new vocabulary.

The writer also gives the suggestion as follows:

1. For the teacher

    a. The teacher should pay attention to all of the students equally. Some students who sit in the back are not given enough attention as much as others who sit in front of the class. So, they do not join the class activity enthusiastically.

    b. The teacher is suggested to create a creative method and technique to improve the students' vocabulary. The students should be involved more active, because they are learning and the teacher just giving motivations.

    c. The teacher should give the different and challenging material to each group in order the do not get boredom.

    d. It was better for the teacher to give the limitation of time for their practice using Google+ to do the task. So, the time could be manageable well.

2. For the students

    a. The students should practice using English everyday and everywhere as well as possible.

    b. The students should be more active in producing new English vocabulary.

    c. The students should study more and enrich the vocabulary to increase their knowledge by making a list of vocabulary and then they can memorize those vocabularies.

d. The next researcher

It is very expected to the next researcher that she/he can find another possible effective teaching media that can be applied to improve the students' skill in teaching and learning activity. Moreover, they can conduct experimental study related to the Google+ to know its effective in vocabulary mastery.

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APPENDIX

Appendix 1a.

The Interview Guide between the Researcher and the English Teacher in Preliminary Study

Interview Questions	Data Source
1. How does the teaching and learning process in the class? 2. Do the students have problems in learning English? 3. What do you do to solve the problem? 4. What technique or method do you use in teaching and learning English materials? 5. Are you using media in teaching English vocabulary? 6. Have you ever used internet as a media to teach English for your students?	**Subagas, S.Pd** who is as the English teacher of SMAN 1 NGUNUT Tulungagung

Appendix 1b.

<div align="center">

The Result of Interview from the English Teacher

</div>

1. Teaching and learning process in the class there is no problems, altough usually the students sleepy and make a joke

2. Yes, of course. They do not give enough attention to the teachers explanation. And they are difficult to master the English vocabularies

3. I ask the students to give more attention in the class and remember the vocabularies that the learn well

4. I do not use a certain method. I just teach them by using those activities

5. The media is just from the LKS book

6. No, I have never use it

7. I think it will make the students active to learn English vocabularies, but the teacher needs more time to prepare the material at home

Appendix 2a.

The Interview Guide between the Researcher and the Students in Preliminary Study

Interview Questions	Data Source (Female)
7. What do you fell about new vocabulary? 8. What are your problem in enrich vocabulary? 9. Is English subject difficult for you? 10. What is your opinion about learning English using Internet? 11. Do you agree that learning vocabulary using Internet is interesting?	

Interview Questions	Data Source (Male)
1. What do you fell about new vocabulary? 2. What are your problem in enrich vocabulary? 3. Is English subject difficult for you? 4. What is your opinion about learning English using Internet? 5. Do you agree that learning vocabulary using Internet is interesting?	

Appendix 2b.

The Result of Interview from the Students

Female (MYN):

1. It is difficult for me.

2. I can not understandthe meaning of some word well and I am difficult to remember English vocabularies

3. Yes, but I try to learn it

4. I like learning English using it. Because it help me to get a lot of vocabulaies

5. Yes, I agree

Male (ZHP):

1. Vocabulary is difficult, because I can not speak English well without learn vocabulary

2. I have not dictionary, lazy to learn many vocabularies

3. Difficult, because I not yet know about new vocabularies.

4. I like it, because using internet I can access data more faster and easy

5. Yes. I am interesting learning English using it

Appendix 3a. Questionnaire for the students in preliminary study

Nomor	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mengikuti pelajaran Bahasa Inggris materi vocabulary?		
2.	Apakah kamu dengan mudah memahami materi kosakata dalam Bahasa Inggris?		
3.	Apakah nilai Bahasa Inggris kamu dalam materi vocabulary baik?		
4.	Apakah kamu dapat menjawab pertanyaan yang diberikan guru mengnai materi yang diajar?		
5.	Apakah kamu sering bertanya pada guru jika ada kesulitan dalam materi kosakata?		
6.	Apakah kamu merasa tekhnik yang digunakan guru dapat mengatasi kesulitanmu dalam menguasai vocabulary?		
7.	Apakah tekhnik yang digunakan guru dapat membantumu memperkaya kosakatamu?		
8.	Apakah guru sering memberikn latihan untuk mengembangkan kemampuan kosakata?		
9.	Apakah kamu dapat mengerjakan tugas vocabulary dengan mudah?		
10.	Apakah kamu merasa vocabulary bahasa Inggris kamu sudah banyak?		

Appendix 3b. The result of questionnaire in the preliminary study

No. Soal	Yes		No	
1.	24	85.71%	4	14.28%
2.	15	53.57%	13	46.42%
3.	10	35.71%	18	64.28%
4.	13	46.42%	15	53.57%
5.	23	82.14%	5	17.85%
6.	10	35.71%	18	64.28%
7.	16	57.14%	12	42.85%
8	6	21.42%	22	78.57%
9.	10	35.71%	18	64.28%
10.	8	28.57%	20	71.42%
Mean	4.82%		5.17%	

Appendix 4a. Questionnaire for the students in post test

Nomor	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosakata Bahasa Inggris menggunakan Google+?		
2.	Apakah kamu merasa belajar vocabulary dengan lebih baik menggunakan Google+?		
3.	Apakah kamu merasa termotivasi beajar ksakata dengan KBM dengan menerapkan Google+?		
4.	Apakah kamu merasa kalau Google+ cocok diterapkan dalam belajar vocabulary Bahasa Inggris?		
5.	Apakah kamu lebih mudah memahami kosakata Bahasa Inggris dengan menggunakan Google+?		
6.	Apakah kamu menyukai pelajaran vocabulary Bahasa Inggris dengan Google+?		
7.	Apakah kamu merasa Google+ dapat membantumu untuk mengembangkan kosakata kamu?		
8.	Apakah kamu merasa Google+ dapat memecahakan masalah kamu dalam belajar kosakata Bahasa Inggris?		
9.	Apakah pembelajaran dengan menggunakan Google+ memepermudah cara beajar kamu?		
10.	Apakah kamu merasa lebih mudah mengingat kosakata baru dan kosakata yang telah kamu miliki ketika belajar?		

Appendix 4b. The result of questionnaire in the post test

No. Soal	Yes		No	
1.	25	85.71%	3	14.28%
2.	20	53.57%	8	46.42%
3.	19	35.71%	9	64.28%
4.	15	46.42%	13	53.57%
5.	20	82.14%	8	17.85%
6.	26	64.28%	2	35.71%
7.	23	57.14%	5	42.85%
8	16	78.57%	12	21.42%
9.	20	35.71%	8	64.28%
10.	16	28.57%	12	71.42%
Mean	7.14 %		2.85 %	

Appendix 5a.   Vocabulary Test in Preliminary Study

Class   :   Semester   : II

Time   : 30 menit   Name   :

Please Choose the correct answer of the question below by crossing a, b, c, d!

1. A friends is someone who <u>understands</u> your past, believes in your future and accepts you today, the way you are (Post By: Adithi Naik, 18 March 2014, 14:43). The possible sentence that has same meaning of the underline word is.....
    a. Go for someone who is not only <u>proud</u> to have you, but will also take every risk just to be with you
    b. There is a difference between <u>giving up</u> and knowing when you have had enough
    c. Everythings happens for a reason. May be you don't see the reason right now, but when it is finally <u>revealed</u>, it will blow you away
    d. Sometimes you have to move on without certain people. If they're meant to be in your life, they'll <u>catch</u> up
2. In order to succeed, our desire for success could be greather than your <u>fear</u> or failure (Post By: IC Markets,18 March 2014,13:55). The underline words means……
    a. Something is scream
    b. It is a characteristic
    c. It is a attitude
    d. It is a soul
3. Everything happens for a reason, but sometimes the reason is that you're <u>stupid</u> and you make bad decision (Post By: Rich Miller, 18 March 2014, 13:19). The synonym of the underline word is……….
    a. Foolish
    b. Smart
    c. Bad
    d. False
4. Being someone's first love may be great, but to be their last is beyond <u>perfect</u> (Post By: Mahmoud Al-Drini, 17 March 2014, 11:20). The possible antonym of underline word is……….
    a. Complete
    b. Totality
    c. Less
    d. Better
5. The most <u>common</u> way people give up their power is by thinking they don't have any (Post By: Naem Noor, 18 March 2014, 14:20). The synonym of the underline word is……….
    a. Generally
    b. Obviously
    c. Naturally

    d. Measure

6. Remind yourself, nobody built like you, you <u>design</u> yourself (Post By: Words of Wisdom, 10 April 2014, 13:15). A sentence with has the same meaning is…………..

    a. When you stop chasing, the wrong things, you give the right things, a <u>chance</u> to cath you

    b. I love those random memories that <u>make</u> me smile no matter what's going on in my life right now

    c. When you will <u>pattern</u> a things, make it more interesting

    d. Stop <u>holding</u> on to what hurts you, make room for what makes you feel happy and strong

7. Never trust a person that has let you down more than 2 times. Once was warning, twice was a lesson and anything more than that is simply taking <u>advantage</u> (Post By: Joy M, 19 March 2014, 07:05). A sentence which has the same meaning is……

    a. You don't always need a <u>plan</u>. Sometimes you just need to breathe, trust. Let's go and see what happens

    b. I guess the moment when everything changed was when I realized I <u>deserved</u> so much better

    c. We learn something from everyone who passes through our lives. Some lessons are painful, some are painless but all are <u>priceless</u>

    d. If you're <u>lucky</u> enough to find someone that can make you feel like the best thing in the world, don't be dumb enough to take it for granted.

8. The antonym of the underline word for number 5 is…….

    a. General

    b. Same

    c. Particulate

    d. Especially

9. If a child can't learn the way we teach, maybe we should teach the way they learn (Post By: Brielle Perez, 19 March 2014, 06:32). The synonym of the underline word is ….

    a. Advice

    b. Train

    c. Give

    d. Instruction

10. When someone truly <u>cares</u> about you they make an effort not an excuse (Post By: Words of Wisdom, 10 April 2014, 15:52). The sentence which has the same meaning is ………

    a. Keep people in your life that truly love you, motivate you, <u>encourage</u> you, inspire you, enhance you and make you happy

    b. Stop being <u>afraid</u> of could go wrong and focus on what could go right

    c. One of the hardest things to do in life, is <u>letting</u> go of what you thought was real.

    d. Family is not about blood. It's about who is willing o <u>hold</u> your hand when you need it the most

11. There are some things you can only learn in a storm (Post By: Shelly Elredge, 19 March 2014, 02:50). The synonym of the underline word is ……
    a. Wind
    b. Breaker
    c. Rain
    d. Hurricane
12. Mother hold their children's hands for a short while but their hearts forever (Post By: Benny Van Den Broeck, 18 March 2014, 20:18). The underline word means…
    a. Part of human soul
    b. Part of human organ
    c. Part of human Body
    d. It is sweet heart
13. The antonym of the underline word for number 10 is….
    a. Indifferent
    b. Arrogant
    c. Fear
    d. Friendly
14. You're never too old to be young (Post By: Words of Wisdom, 10 April 2014, 20:00). The synonym of the underline word is……
    a. Spirit
    b. Adolescent
    c. Childish
    d. Ripe
15. The antonym of the underline word for number 14 is…..
    a. Old
    b. Adolescent
    c. Childish
    d. Parents
16. There are no shortcuts to any place worth going (Post By: IC Markets, 17 March 2014, 14:20). Shortcuts means….
    a. Cross off
    b. Cut a thing
    c. Cut off
    d. Cut a short thing
17. A strong friendship doesn't need daily conversation, doesn't always need togetherness, as long as the relationship lives in the heart, true friends will never part (Post By: Corina Zapata, 19 March 2014, 12:37). The underline means…..
    a. Playing with compactness
    b. Together with friends
    c. Friendship solidarity
    d. Meaning of friendship
18. There is nothing like a dream to create the future (Post By: Abrahm Chacko, 20 March 2014, 00:10). The synonym of underline word is…..
    a. Imaginary

    b. Dreamer
    c. Fiction
    d. Image

19. The correct sentence which uses the word <u>dream</u> is…..
    a. Billy have a beautiful dream last night
    b. We are make a dream to submitted in class
    c. A dream are very big in my mind
    d. Dream a things for create proposal

20. The antonym for the question number 17 is….
    a. The students playing together in the garden
    b. Amira always need togetherness when holiday
    c. He loneliness in home at the night
    d. Loneliness is without other people

Appendix 6a.   Vocabulary Test in Cycle 1

Class :   Semester : II

Time : 30 menit   Name   :

Please Choose the correct answer of the question below by crossing a, b, c, d!

21. Forgive others, not because they <u>deserve</u> forgiveness, but because you deserve peace (Post By: Words of Wisdom, 2 April 2014, 10:52). The possible sentence that has same meaning of the underline word is.....
    e. It is <u>suitable</u> with her clothes.
    f. They have <u>expensive</u> clothes.
    g. It is done <u>conciously</u>
    h. She <u>can</u> do homework
22. I don't want a <u>perfect</u> life. I want a happy life (Post By: Words of Wisdom, 2 April 2014, 12:26). The underline words means……
    e. Something popular
    f. Something bad
    g. Something is perdition
    h. Something is complete
23. I don't need your <u>attitude</u>, I have my own (Post By: Words of Wisdom, 1 April 2014, 02:30). The synonym of the underline word is……….
    e. Posture
    f. Trait
    g. Quality
    h. Enjoy
24. When someone truly cares about you, they make an <u>effort</u>, not an excuse (Post By: Words of Wisdom, 4 April 2014, 09:54). The possible antonym of underline word is……….
    e. Try
    f. Wonder
    g. Desperate
    h. Forgive
25. Your first <u>instinct</u> is usually right (Post By: Words of Wisdom, 4 April 2014, 12:28). The synonym of the underline word is……….
    e. Optimist
    f. Think
    g. Pessimist
    h. Opinion
26. Don't get <u>discouraged</u> things will work out (Post By: Words of Wisdom, 13 March 2014, 17:00). A sentence with has the same meaning is………….
    e. Anita is <u>pessimist</u> to follow the contest competition
    f. We always <u>optimist</u> that we will pass in final examine
    g. We always <u>spirit</u> to study English language
    h. I <u>sad</u> if I can't help my mother

27. You don't have a <u>soul</u>. You are a soul. You have a body (Post By: Words of Wisdom, 12 March 2014, 20:15). A sentence which has the same meaning is……
    e. The man <u>extremely</u> climb the highest mountain
    f. She <u>enthusiastic</u> to learn in abroad
    g. The boy is <u>hardly</u> naughty
    h. We have sweet <u>heart</u>
28. The antonym of the underline word for number 6 is…….
    e. Optimist
    f. Spirit
    g. Desperate
    h. Sad
29. The huge <u>billow</u> on the sea can die many people. The synonym of the underline word is ….
    e. Beach
    f. Ocean
    g. Wave
    h. Banana boat
30. A bad attitude is a like <u>flat</u> tire (Post By: Words of Wisdom, 12 March 2014, 14:05). The sentence which has the same meaning is ………
    e. You change it is <u>oval</u>
    f. His purse is <u>empty</u>
    g. The people have <u>perfect</u> characteristic
    h. It is a <u>jealous</u> characteristic
31. Always wear a smile. Because your smile is a <u>reason</u> for many others to smile (Post By: Words of Wisdom, 21 April 2014, 15:52). The synonym of the underline word is ……
    e. Motive
    f. Opinion
    g. Conclusion
    h. Matter
32. My father likes <u>boiled</u> cassava because it is low cholesterol. The underline word means…
    e. Cooking with oil
    f. Cooking without oil
    g. Cooking without water
    h. Cooking in the kitchen
33. The antonym of the underline word for number 12 is….
    e. Swallowed
    f. Roasted
    g. Steamed
    h. Hardly
34. Easy to <u>judge</u> the mistake of others, difficult to recognize our own mistakes (Post By: Words of Wisdom, 21 April 2014, 15:20). The synonym of the underline word is……
    e. Create

  f. Support
  g. Evaluate
  h. Applause

35. The antonym of the underline word for number 14 is…..
  e. Evaluate
  f. Support
  g. Praise
  h. Recognize

36. Simply means….
  e. Just
  f. Suitable
  g. Match
  h. Simple

37. Don't waste your time looking back, for what you've lost <u>Move On</u> for life wasn't meant to be traveled backwards (Post By: Corina Zapata, 19 March 2014, 12:34). The underline means…..
  e. We walk step by step
  f. It is move on in future life
  g. It is called active
  h. Having challenge

38. The correct sentence which uses the word <u>create</u> is….
  e. My younger sister create the artificial of a place
  f. Mrs. Elida creates in the class patiently
  g. Mr. Jokowi creates to the office carefully
  h. I create in the beach on holiday

39. The correct sentence which uses the word <u>connect</u> is…..
  e. I try to connect my juice
  f. My director connect my proposal
  g. I connect my computer to the internet
  h. I contact my father everyday

40. The antonym for the question number 19 is….
  e. The teacher connect the laptop
  f. The rivers separates the both country
  g. The police arrest the thief in front of a bank
  h. The prisoner escapes from the jail

GOOD LUCK

Appendix 7a.   Vocabulary Test in Cycle 2

Class   :   Semester   : II

Time   : 30 menit   Name   :
_____
Please Choose the correct answer of the question below by crossing a, b, c, d!

41. Ever <u>tried</u>, ever failed, no matter, try again, fail again, and fail better (Post By: Jason Levy, 2 April 2014, 14:04). The possible sentence that has same meaning of the underline word is.....
    a. I effort to really doing homework
    b. I desperate to study
    c. We are spirit follow research competition
    d. My sister success to follow a contest
42. The best <u>kind</u> people are the ones that come into your life (Post By: Lee Amy, 1 April 2014, 14:00). The underline words means……
    a. Something is good
    b. Something is bad
    c. The name of someone
    d. It is called type
43. Sometimes the <u>best</u> thing that you can do is not think (Post By: Stacy Hawkins Adams, 2 April 2014, 20:15). The synonym of the underline word is……….
    a. Top
    b. Worst
    c. Good
    d. Faith
44. When people say bad things about you, just <u>prove</u> them wrong (Post By: Lora Furlong, 22 March 2014, 15:39). The possible antonym of underline word is……….
    a. Verify
    b. Deny
    c. Wrong
    d. Give
45. <u>Share</u> this heart if you love family and they mean the world to you (Post By: Words of Wisdom, 1 April 2014, 02:29). Synonym of the underline word is……….
    a. Gift
    b. Update
    c. Give
    d. Say
46. Life only <u>comes</u> around once, so do whatever makes you happy and be with whoever makes you smile (Post By: Words of Wisdom, , 2 April 2014, 11:41). A sentence with has the same meaning is………….
    a. They <u>arrive</u> in the school at 07.00 am
    b. It is <u>proves</u> that they wrong
    c. It is <u>makes</u> we all happy

d. She is <u>fun</u>

47. If you want to know someone's mind, <u>listen</u> to their words. If you want to know their heart, watch their actions (Post By: Words of Wisdom, 2 April 2014, 10:24). A sentence which has the same meaning is……
    a. The buyer buys a lot of things in the market
    b. The traveler goes to Bali
    c. The woman hear the music
    d. The man Read the book

48. The antonym of the underline word for number 27 is….
    a. Read
    b. Write
    c. Notice
    d. Attention

49. The driver drives the car <u>carefully</u>. The synonym of the underline word is
    a. Gently
    b. Carelessly
    c. Carefully
    d. Obviously

50. Indonesia has the <u>sufficient</u> solar energy. The sentence which has the same meaning is…
    a. Anita has <u>collection</u> of shoes
    b. The man goes taste the <u>sour</u>
    c. The headphone looks so <u>expensive</u>
    d. We have <u>enough</u> teacher in the school

51. Many <u>visitors</u> visit to Bali, especially Kuta Beach. The underline words means…
    a. The name of tourism
    b. The tourist in Bali
    c. The person who came to certain place
    d. A teacher who is angry to the students

52. I'm nobody second choice you either choose me, or you <u>lose</u> me (Post By: Words of Wisdom, 1 April 2014, 02:15). The possible antonym of underline word is….
    a. Win
    b. Find
    c. Happy
    d. Offer

53. In the <u>blink</u> of an eye. Everything can change. So forgive often and love with all your heart. The synonym of the underline word is……….
    a. Silent
    b. Look
    c. Wink
    d. See

54. The <u>pure</u> water is good for our health. The antonym of the underline word is…….
    a. Dirt

    b. Clean

    c. Soft

    d. worse

55. The wedding dress is <u>suitable</u> to the woman. The synonym of the underline word is….

    a. Fit

    b. Incorrect

    c. Incredible

    d. correct

56. The wind is <u>breeze</u> near the sea. The same meaning of the underline word is….

    a. The wind blows <u>slowly</u>

    b. My mother <u>closes</u> the window

    c. It is <u>windy</u> under tree

    d. It is <u>rainy</u> when I in the beach

57. I don't brave to drive at <u>the dusk</u> means…..

    a. In the morning

    b. At soon

    c. In the corner

    d. In the evening

58. The antonym of the underline word for number 35 is….

    a. Fit

    b. Incorrect

    c. Incredible

    d. Correct

59. There is <u>difference</u> between giving up and knowing when you have had enough. The possible antonym of the underline word is…..

    a. Differ

    b. Same

    c. Looked

    d. Desperate

60. Never make the one you love feel alone, especially when you are there (Post By: Words of Wisdom, 2 April 2014, 01:57). The meaning is….

    a. Jangan pernah membuat seseorang yang kamu cintai sendirian, terutama ketika kamu ada disampingnya

    b. Jangan pernah membuat orang yang kamu benci sendirian.

    c. Jangan pernah memberikan barang mewah pada orang yang kamu cintai, terutama ketika kamu ada disana

    d. Jangan pernah membuat kesalahan yang membuatnya membencimu

GOOD LUCK

Appendix 8a.

Key Answer

A. **Pre Test**
   1. D
   2. B
   3. A
   4. C
   5. A
   6. C
   7. D
   8. C
   9. D
   10. A
   11. D
   12. A
   13. A
   14. B
   15. A
   16. C
   17. C
   18. A
   19. A
   20. C

B. **Post Test 1**
   1. A
   2. D
   3. B
   4. C
   5. B
   6. A
   7. D
   8. A
   9. C
   10. B
   11. A
   12. C

13. B
14. C
15. C
16. A
17. B
18. A
19. C
20. B

C. Post Test 2
1. A
2. A
3. C
4. B
5. B
6. A
7. C
8. C
9. C
10. D
11. C
12. B
13. C
14. B
15. A
16. A
17. A
18. B
19. B
20. A

Appendix 9a. Blue Print of Pre test

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Score
1	1	1	0	0	0	1	0	1	0	1	0	0	1	1	1	1	1	0	1	0	55
2	1	0	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	70
3	1	0	1	0	0	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	60
4	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	1	70
5	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	75
6	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	0	70
7	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	75
8	1	0	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	1	0	0	60
9	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	0	1	75
10	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	75
11	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	0	0	0	55
12	0	1	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	0	60
13	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	85
14	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	0	1	0	70
15	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	75
16	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	70
17	1	0	1	1	1	1	1	0	1	1	0	1	1	0	0	0	1	1	1	0	65
18	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	0	1	1	0	1	70
19	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	0	1	1	0	1	60
20	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	0	60
21	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	0	0	1	1	0	65
22	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	0	65
23	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0	70
24	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	70
25	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	0	70
26	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	80
27	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	85
28	0	1	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	1	1	60

Appendix 10a. Blue Print of Post test 1

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Score
1	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	0	1	65
2	1	0	1	1	0	1	0	1	0	0	1	0	1	0	1	1	0	1	1	1	60
3	1	0	1	0	0	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	65
4	1	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	1	1	1	1	60
5	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	70
6	1	1	1	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	0	1	60
7	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	75
8	0	1	1	0	1	1	0	0	1	1	1	1	0	1	0	1	1	1	0	1	65
9	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	75
10	1	1	0	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	0	65
11	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	75
12	1	1	1	1	1	1	0	0	1	0	0	0	1	1	0	1	1	1	1	1	70
13	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	85
14	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	70
15	0	1	1	0	1	0	1	1	1	0	0	0	0	0	1	1	1	0	1	1	55
16	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	75
17	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	75
18	1	0	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	75
19	1	1	1	1	1	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	70
20	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	65
21	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	0	1	1	65
22	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	1	1	1	1	0	70
23	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	85
24	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	75
25	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	0	1	1	75
26	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	80
27	1	1	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	75
28	0	0	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	65

Appendix 11a. Blue Print of Post test 2

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Score
1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	1	70
2	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	0	0	1	65
3	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	80
4	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	85
5	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	90
6	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	0	0	0	1	65
7	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	90
8	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	80
9	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	90
10	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	85
11	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	75
12	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	0	0	1	65
13	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	95
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1		95
15	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	80
16	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	85
17	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	95
18	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	85
19	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	80
20	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	85
21	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	85
22	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	85
23	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	90
24	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	90
25	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	90
26	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	95
27	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	95
28	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	80

Appendix 12a.

The Result of Observation on Students' Performance

Subject   : The students of XI IPA-1 class

Cycle   : I and II

Day/Date   : Cycle I   - Meeting I (Friday, 4th April 2013)

                                   - Meeting II (Wednesday, 10th April 2013)

                   Cycle II   - Meeting I (Wednesday, 17th April 2013)

                                   - Meeting II (Wednesday, 24th April 2013)

Time   : Meeting I (08.30-10.00)

                   Meeting II (09.15-11.00)

Teaching stage	Description	Cycle			
		I		II	
		Meeting			
		I	II	I	II
Pre-activity	1. Students give response to the teacher's greeting	D	D	D	D
	2. Students were actively involved in warming up activity	D	D	D	D
Whilst-activity	1. Student attention of teacher explanation	D	X	X	D
	2. Students find their group	D	D	D	D
	3. Students actively work with their group	X	X	D	D
	4. Students ask help from the teacher	X	X	D	D
	5. Students ask help from their friends	D	D	X	X
	6. Students look up dictionary often	X	D	X	D
	7. Students use social media very well	X	D	D	D
Post-activity	1. Students do the task	D	D	D	D

Note: X   = Not done

             D   = done

Tulungagung, 25th April 2014

Observer

Subagas, S.Pd

Appendix 13a.   The Result of Observation on Teacher's Performance

Teaching stage	Description	Cycle			
		I		II	
		Meeting			
		I	II	I	II
Pre-activity	3. Teacher greets the students	D	D	D	D
	4. Teacher checks students' attendance list	D	D	D	D
	5. Teacher give warming up activity to the students	D	D	X	X
Whilst-activity	8. Teacher gives clear explanation	D	D	D	D
	9. Teacher instructs the students to find their group	D	D	D	D
	10. Teacher gives help to the students	X	D	D	X
	11. Teacher monitors the students	X	X	D	D
	12. Teacher controls the application of media	D	D	D	D
Post-activity	2. Teacher gives score	D	D	D	D
	3. Teacher closes the class and gives motivation	D	D	D	D

Note:

D   : Done

X   : Not done

Tulungagung, 25th April 2014

Observer

Subagas, S.Pd

Appendix 14a.

FIELD NOTE

No	Cycle	Meeting		Description
		I	II	
1	I			Some of the students make a joke with their friend
				Some students ask their friend in answering the questions in questionnaire
2	I			Some boys students were unwilling to work with their partner
				Some students use Indonesian language
				Some students not fair in application media
				The teacher need improvement in managing and controlling the class
3	II			Every students work actively in group
				The students use English well
				No students cheating
				The students enthusiastic in applying media
				The teacher can manage and control the class
4	II			Some students ask their friend in answering the questions in questionnaire

Tulungagung, 25th April 2014

Observer

Subagas, S.Pd

Appendix 15a.

The Interview Guide Between the Researcher and Students After Applying Google+ in Cycle I

C : What do you feel after studying in vocabulary class with me?

EPR : It is very interesting and now I know about many vocabularies

C : What are the difficulties?

EPR : I difficult to apply the media in learn new vocabulary

C : And how about you?

CHA : I still have a little vocabularies miss, so i try to learn seriously again

C : OK my students, if you want to be better in enrich vocabulary, don't worrry find new vocabulary. The Important one that you can learn many new vocabularies from new media and memorize some words that have you get. So when you get difficulties in tranlating some word, just ask me. I will give help you.

EPR, CHA : OK Miss...thank you.

Note :

C : Researcher

EPR : Code of student's name (female)

CHA : Code of student's name (male)

Appendix 15b. The Interview Guide Between the Researcher and Students After Applying Google+ in Cycle II

C : Hi Epril, congratulation! Your group have the best score.

EPR : Thank you Miss. I very happy and enjoy to study English. Because I and my group effort to learn and do the task.

C : That's good...I'm sure that you will be able to learn English if you study seriously. Don't be afraid to explore new vocabulary.

EPR : Yes Miss.

C : And how about you Ndra?

CHA : I also Similar with Epril Miss, I feel very enjoy and happy to study English with you. I hope you can accompany us to study English every day...hihihi.

C : Hemmmh...actually I also very happy to study with you. But I must finish my study first.

EPR, CHA : Yes Miss.

Note :

C : Researcher

EPR : Code of student's name (female)

CHA : Code of student's name (male)

Appendix 16a. Teaching and Learning Vocabulary by Using Google+

> **Lora Furlong**
> Dibagikan kepada publik - 15.39
>
> Some great words of wisdom from @RichardBranson
> http://bit.ly/1etHnwE
> Terjemahkan
>
> When people say bad things about you, just prove them wrong
>
> 1 | | Tambahkan komentar...

- When people say(verb) bad(adj) things about you, just prove(verb) membuktikan them wrong(adj) (GROUP A)
- Synonym: bad:ugly, wrong: false, matter:problem, better:best
- Antonym: bad: beautiful/nice, wrong:righ/correct/true, better:bad
- Meaning: - ketika orang mengatakan sesuatu yang buruk terhadapmu, buktikan bahwa itu salah

Jason Levy

Dibagikan kepada publik - Kemarin 14.0   #halo

Starkey Halo Made For iPhone Hearing Aids

Words of Wisdom: "Ever tried. Ever failed. No matter. Try again. Fail again. Fail better" - Samuel

Baca selengkapnya (27 baris) · Terjemahkan

"Ever tried. Ever failed. No matter. Try again. Fail again. Fail better."

- Samuel Beckett

149	13

13 komentar

Paul van Zeijl
04.40
True words. Have a wonderful day my friend
Terjemahkan

Tambahkan komentar...

- Ever tried(verb). Ever failed(adj). No matter(noun)maslah. Try(verb) again. Fail again. Fail better(adj). (GROUP B)
- Synonym: Try:effort, ever: since, matter: problem, better:; good
- Antonym: fail: success, better: worse
- Meaning: Setiap mencoba, setiap kegagalan, itu tidak masalah. Mencoba lagi. Gagal lagi. Gagal akan lebih baik

Lee Amy
Dibagikan kepada publik - 1 Apr 2014 #Quotes

True words of wisdom ...
Terjemahkan

The best kind of people are the ones that come into your life, and make you saw clouds. The people that believe in you so much, you start to believe in you too. The people that love you, simply for being you. The once in a lifetime kind of people.

38   4

23 komentar

Lee Amy
Kemarin 22.17 +1
+Viv Petal Thank you so much my wonderful friend for your appreciation! Wishing you quiet evening!
Terjemahkan

Tambahkan komentar...

- The best kind of people(noun) are the ones that come into your life(adj), and make(verb) you see(verb) the sun(noun) where you once saw(verb)

clouds(noun). The people that believe(adj) in you too. The people that love(verb) you, simply for being you. The once in a life time kind of people. (GROUP C)

- Synonym: life: alive, believe:faith
- Antonym: life:dead/die, believe:lie
- Meaning: jenis orang yang baik adalah salah satu yang datang dikehidupanmu, dan membuatmu melihat matahari dimana kamu dapat melihat awan. Orang yang mempercayaimu, orang yang menyayangimu, dan semata-mata hanya untukmu. Di sebuah waktu kehidupan jenis orang.

- Sometimes that best(adj) things(noun) that you can do(verb) is not think(verb). Not wonder(verb),keajaiban,ingin tahu, berpikir. Not imagine(verb). Not obsess(verb),kepikiran,terobsesi, Just breathe(verb/noun). And have faith(adj), kepercayaan, keyakinan that every thing will work out(verb) for the best. (GROUP D)
- Synonym: best:good, faith:belief
- Antonym: best:bad, faith:lie
- Meaning: kadang-kadang suatu kebaikan yang kamu lakukan itu tidak terfikir, tidak diketahui, tidak terbayangkan, tidak kepikiran. Hanya bernafas dan percaya bahwa setiap sesuatu yang akan kita kerjakan adalah untuk yang terbaik.

Appendix 17a.   **LESSON PLAN**

CYCLE 1 (MEETING I)

School   : SMAN 1 NGUNUT

Subject   : English

Class/Semester   : XI/2

Time Allocation   : 2 x 45 menit

A.   Standard Competence
   1. Understanding the meaning of English vocabularies of the surrounding short texts

B. Basic Competence
   1. Mastering the English vocabularies by understanding the meaning of the vocabularies from the surrounding short texts

C. Indicator
   1. Expressing the meaning English vocabularies include words of wisdom
   2. Mastering the English vocabularies include words of wisdom

D. Learning Objectives
   1. The students of class XI are able to express the meaning of English vocabularies include words of wisdom well after accepting the explanation from the teacher
   2. The students of class XI are able to master the English vocabularies include words of wisdom well after accepting the explanation from the teacher

E. Learning Material

- Words of Wisdom

F. Method of Learning   :

- PPP (Presentation, Practice, Production)

G. Teaching and Learning Process

Pre Activity (10')

- Greeting
- Checking the attendance list
- Give learning goal to the students
- Give Warming Up to the students about preposition (to + V1) change to (to + V2)

Whilst Activity (70')

- Introducing Google+ media
- Introducing vocabulary using Google+
- Asking to the students to make a group and giving short texts about words of wisdom
- Explaining the instruction of Google+
- Asking to the students to find the meaning of short texts about words of wisdom in Google+

Post Activity (10')

- Reviewing the material which have been taught
- Giving feedback to the students
- Closing the class

H. Source of Media

- Look Ahead An English Course for Senior High School Students Year XI KTSP Standar Isi 2006, Kreatif, Viva Pakarindo, Th. M. Sudarwati Eudia Grace, Erlangga
- Buku LKS Bahasa Inggris SMA/MA Kelas XI Semester Genap KTSP Standar Isi 2006, Kreatif, Viva Pakarindo.

I. Media

- Laptop
- Paper
- LKS
- Look Ahead 2

J. Evaluation

    a. Process Evaluation   : Observation Sheet
    b. Result Evaluation   : Performance Assessment

Tulungagung, 1 April 2014

Menyetujui,

English Teacher   Researcher

SUBAGAS, S.Pd   **CAHAYA NUARISTYA FANY**

NIP. 19620515 198512 2 002   **NIM. 3213103044**

LESSON PLAN

CYCLE 1 (MEETING II)

School   : SMAN 1 NGUNUT

Subject   : English

Class/Semester   : XI/2

Time Allocation   : 2 x 45 menit

A. Standard Competence

1. Understanding the meaning of English vocabularies of the surrounding short texts

B. Basic Competence

1. Mastering the English vocabularies by understanding the meaning of the vocabularies from the surrounding short texts

C. Indicator

1. Expressing the meaning English vocabularies include words of wisdom
2. Mastering the English vocabularies include words of wisdom

D. Learning Objectives

1. The students of class XI are able to express the meaning of English vocabularies include words of wisdom well after accepting the explanation from the teacher
2. The students of class XI are able to master the English vocabularies include words of wisdom well after accepting the explanation from the teacher

E. Learning Material

- Words of Wisdom

F. Method of Learning   :

- PPP (Presentation, Practice, Production)

G. Teaching and Learning Process

Pre Activity (10')

- Greeting
- Checking the attendance list
- Give learning goal to the students
- Give Warming Up to the students about preposition (to + V1) change to (to + V2)

Whilst Activity (70')

- Asking to the students to make a group
- Asking to the students to find vocabularies in words of wisdom using Google+ media
- Asking to the students to find synonym, antonym, part of speech (Noun, Verb, Adverb, Adjective)
- Presentation their result in front of class based on group.

Post Activity (10')

- Reviewing the material which have been taught
- Giving feedback to the students
- Closing the class

H. Source of Media

- Look Ahead An English Course for Senior High School Students Year XI KTSP Standar Isi 2006, Kreatif, Viva Pakarindo, Th. M. Sudarwati Eudia Grace, Erlangga
- Buku LKS Bahasa Inggris SMA/MA Kelas XI Semester Genap KTSP Standar Isi 2006, Kreatif, Viva Pakarindo.

I. Media

- Laptop
- Paper
- LKS
- Buku Look Ahead 2

J. Evaluation

c. Proses Evaluation : Observation Sheet

d. Result Evaluation : Performance Assessment

Tulungagung, 8 April 2014

Menyetujui,

English Teacher

Researcher

SUBAGAS, S.Pd

NIP. 19620515 198512 2 002

CAHAYA NUARISTYA FANY

NIM. 3213103044

Appendix 18a.   **LESSON PLAN**

CYCLE 2 (MEETING I)

School   : SMAN 1 NGUNUT

Subject   : English

Class/Semester   : XI/2

Time Allocation   : 2 x 45 menit

A. Standard Competence

1. Understanding the meaning of English vocabularies of the surrounding short texts

B. Basic Competence

2. Mastering the English vocabularies by understanding the meaning of the vocabularies from the surrounding short texts

C. Indicator

3. Expressing the meaning English vocabularies include words of wisdom
4. Mastering the English vocabularies include words of wisdom

D. Learning Objectives

3. The students of class XI are able to express the meaning of English vocabularies include words of wisdom well after accepting the explanation from the teacher
4. The students of class XI are able to master the English vocabularies include words of wisdom well after accepting the explanation from the teacher

E. Learning Material

- Words of Wisdom

F. Method of Learning   :

- PPP (Presentation, Practice, Production)

G. Teaching and Learning Process

Pre Activity (10')

- Greeting
- Checking the attendance list
- Give learning goal to the students
- Give Warming Up to the students about preposition (to + V1) change to (to + V2)

Whilst Activity (70')

- Introducing Google+ media
- Introducing vocabulary using Google+
- Asking to the students to make a group and giving short texts about words of wisdom
- Explaining the instruction of Google+
- Asking to the students to find the meaning of short texts about words of wisdom in Google+

Post Activity (10')

- Reviewing the material which have been taught
- Giving feedback to the students
- Closing the class

H. Source of Media

- Look Ahead An English Course for Senior High School Students Year XI KTSP Standar Isi 2006, Kreatif, Viva Pakarindo, Th. M. Sudarwati Eudia Grace, Erlangga
- Buku LKS Bahasa Inggris SMA/MA Kelas XI Semester Genap KTSP Standar Isi 2006, Kreatif, Viva Pakarindo.

I. Media

- Laptop
- Paper
- LKS
- Look Ahead 2

J. Evaluation

    e. Process Evaluation   : Observation Sheet

    f. Result Evaluation   : Performance Assessment

Tulungagung, 15 April 2014

Menyetujui,

English Teacher   Researcher

SUBAGAS, S.Pd   **CAHAYA NUARISTYA FANY**

NIP. 19620515 198512 2 002   **NIM. 3213103044**

LESSON PLAN

CYCLE 2 (MEETING II)

School   : SMAN 1 NGUNUT

Subject   : English

Class/Semester   : XI/2

Time Allocation   : 2 x 45 menit

A. Standard Competence

1. Understanding the meaning of English vocabularies of the surrounding short texts

B. Basic Competence

1. Mastering the English vocabularies by understanding the meaning of the vocabularies from the surrounding short texts

C. Indicator

1. Expressing the meaning English vocabularies include words of wisdom
2. Mastering the English vocabularies include words of wisdom

D. Learning Objectives

1. The students of class XI are able to express the meaning of English vocabularies include words of wisdom well after accepting the explanation from the teacher
2. The students of class XI are able to master the English vocabularies include words of wisdom well after accepting the explanation from the teacher

E. Learning Material

- Words of Wisdom

F. Method of Learning   :

- PPP (Presentation, Practice, Production)

G. Teaching and Learning Process

Pre Activity (10')

- Greeting
- Checking the attendance list
- Give learning goal to the students
- Give Warming Up to the students about preposition (to + V1) change to (to + V2)

Whilst Activity (70')

- Asking to the students to make a group
- Asking to the students to find vocabularies in words of wisdom using Google+ media
- Asking to the students to find synonym, antonym, part of speech (Noun, Verb, Adverb, Adjective)
- Presentation their result in front of class based on group.

Post Activity (10')

- Reviewing the material which have been taught
- Giving feedback to the students
- Closing the class

H. Source of Media

- Look Ahead An English Course for Senior High School Students Year XI KTSP Standar Isi 2006, Kreatif, Viva Pakarindo, Th. M. Sudarwati Eudia Grace, Erlangga
- Buku LKS Bahasa Inggris SMA/MA Kelas XI Semester Genap KTSP Standar Isi 2006, Kreatif, Viva Pakarindo.

I. Media

- Laptop
- Paper
- LKS
- Buku Look Ahead 2

J. Evaluation

    g. Proses Evaluation : Observation Sheet

    h. Result Evaluation : Performance Assessment

Tulungagung, 22 April 2014

Menyetujui,

English Teacher   Researcher

SUBAGAS, S.Pd   **CAHAYA NUARISTYA FANY**

NIP. 19620515 198512 2 002   **NIM. 3213103044**

Appendix 19a. Photographs in teaching learning process

The Students' Pre Test

Implementing Google+ Media

The students' Post Test 1

Group Working

Implementing Google+ Media

The Students' Post Test 2

CURRICULUM VITAE

Name   : Cahaya Nuaristya Fany

Sex   : Female

Place, Date of Birth   : Tulungagung, January 5th1992

Registered Number   : 3213103044

Address   : Jarakan – Gondang – Tulungagung

Department   : Department of English Education

Program   : English Education Faculty of Tarbiya and Teacher

                                Training

Background of study   :

1. TK Dharma Wanita   (1997 – 1998)

2. SDN 1 Jarakan   (1998 – 2004)

3. MTs. Assyafi'iyah Gondang   (2004 – 2007)

4. MAN Tulungagung 1   (2007 – 2010)

5. IAIN Tulungagung   (2010 – 2014)