

Improving Student Vocabulary Mastery By Using Window Shopping Method

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ABSTRACT

This research aims to find out whether the use of window shopping method is effective or not in learning vocabulary mastery in seventh grade students of SMP Negeri 1 Namorambe. The researcher applied the Classroom Action Research (PTK). Population in this study are students in class VII-7 of SMP Negeri 1 Namorambe, total 32 students. Based on research that researcher have conducted previously, it can be concluded that the researcher obtained qualitative data and quantitative data, the research results show there is an increase in students' vocabulary mastery using the window shopping method 87.5% passed the KKM. (75). The results come from data in the pre-cycle, cycle I and cycle II. In the pre-test cycle there was 1 student who was successful with a percentage of 3.15% and in the first cycle there were 18 students who were successful with a percentage of 56.25% then in the second cycle there were 28 students who were successful with a percentage 87.5%. Qualitative data was also obtained by conducting observations and interviews. Observation results showed improve in student learning activities during the two cycles. It can be concluded that the window shopping method is effective in improving vocabulary mastery of class VII-7 middle school students at SMP Negeri 1 Namorambe. The results show a significant improvement This is proven by the difference in students' average scores on pre-test and post-test activities in cycles I and II.

Keywords: Improve student's vocabulary, Vocabulary mastery, Window shopping method.

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1. INTRODUCTION

Education is the best progress of a country, so every country will provide the best education to everyone in the country. Education in Indonesia requires every students to get the learning of English language as second languages, in the elementary schools to senior high school. Learning English as a foreign language need a vocabulary enough to be able to control to four skills in English language. Vocabulary is the most important part in learning English. It is a basic to communicate and also important for the acquisition process. Krashend in Lamante (2020:1) stated that Learning a language deals with learning the vocabulary. With a vocabulary, students can give ideas and expression in learning and communicate. Vocabulary mastery is a very important thing in achieving a mastery of language, the more vocabulary obtained and controlled by someone especially students, so more idea that can be exprellied by the students.

In teaching vocabulary, Wilkin in Lamante (2020:2) stated that the teacher's task is how to make the students not to feel bored in learning vocabulary and when remembering the vocabulary, students feel happy and able to understand the lesson in the class. Vocabulary is the most important part in learning English. It is a basic to communicate and also important for the acquisition process. Krashend in Lamante (2020:1) stated that Learning a language deals with learning the vocabulary.

With a vocabulary, students can give ideas and expression in learning and communicate. According to Lee C. Deighton in Nasution (2019:9) Vocabulary is the most important component of language power.

In the teaching process for seventh grade students, researcher found several problems with students' vocabulary mastery. Many students do not know the meaning of English words in the text. Apart from that, students also write words with incorrect spelling. The students are not focused and they are busy telling stories with their friends when the teacher explain. Teacher also used local language to explain to students, because some students find it very difficult to understand. Based on these problems, researcher help teacher to overcome students' difficulties in learning vocabulary by providing new learning methods, which have never been used by teacher. Namely the window shopping method. The window shopping method is a type of cooperative learning that involves interaction between teacher and students. The window shopping method is about shopping for knowledge so that students are required to be able to think actively and independently in learning. In this activity students will exchange knowledge and gain new knowledge from friends and teacher.

Based on the identification and observation above, the researcher was interested in conducting the research entitled: "Improving Student Vocabulary Mastery by Using Window Shopping Method at the seventh grade students of SMP Negeri 1 Namorambe".

2. LITERATURE REVIEW

A. Vocabulary Mastery

Basically everyone is always communicating, vocabulary has a very important role, speaking as a thought process and as a means of communication in society. As in learning a language, we cannot be separated from vocabulary. Barnhart stated the vocabulary is a combination of various words used by people contains the operation and be able to communicate. Vocabulary is a core of language to sustain the participant's interaction in communication. John Read (2000) stated that vocabulary has two types; they are active and passive vocabulary. Passive vocabulary is vocabulary that we can understand when heard somebody talk or when we read articles English or both English books. Vocabulary active the vocabulary that can easily in conversation, we use real and could arise automatically as mother language when we are in a conversation. Active vocabulary more visible clear at the time of someone doing activities communication. Second, passive vocabulary is the vocabulary is owned by someone but is not be used actively, an incredibly it will appear when the person read or hear, consciously he knows the meaning of the words he hears and reads, but he cannot use them.

In this study, students' vocabulary mastery refer to students' ability to recognize, understand, and use the total amount of words (vocabulary) presented in vocabulary mastery test. Vocabulary mastery is closely related to the ability of learners to understand and use the vocabularies orally and literally. Hornby in Lamante (2020) Stated that mastery is to have great skills and completed mastery. Mastering vocabulary is one of the tools which are used by someone to master a certain language. People cannot communicate their ideas or cannot grasp the ideas when they read textbooks or magazines if they do not have adequate vocabulary. Vocabulary mastery had an impact on improving the four skills to learn English. Brown (2018:237) states these three dimensions are the ability to understand a word's meaning, the ability to produce it in an elicitation task and the ability to use it in a free uncontrolled production.

B. Problems in Vocabulary Mastery

In learning vocabulary, students will find several problems that will hinder vocabulary mastery. This problem can come from the students themselves or from those who provide learning vocabulary. The problems of the students themselves include: 1.) Not confident, confident in learning

another language will affect students' vocabulary mastery. This self-confidence arises because of the fear or embarrassment of making mistakes when expressing sentences. 2.) Difficult to memorize vocabulary. The more vocabulary, the easier it is to compose sentences and conversations. But it's not easy to memorize foreign words that must be translated into the mother tongue. This is also very influential on students' vocabulary mastery if students can't remember the word. 3.) Low interest in learning, if students do not have interest in learning it will be difficult to improve vocabulary mastery. Problems that come from outside the students themselves, namely (1) Distraction from friends while learning, the learning atmosphere is very important to support students in learning vocabulary, especially in the classroom environment. (2) Selection of inappropriate learning methods. Choosing a method that is appropriate to the student's situation, can maximize mastery of the material that students get, the teacher can also present material that is more interesting and can build students' language skills in a fun learning atmosphere.

C. Window Shopping Method

Window Shopping is a form of kinesthetic style learning method. Kinesthetic learning is a learning process that relies on touch or taste to receive information and knowledge. Someone who has a kinesthetic learning style tends to like doing, touching, feeling, moving and experiencing directly. According to Rahma, W (2017) window shopping is cooperative learning based work groups with do shopping mobile see the work of the other groups in increase knowledge. Learning model cooperative type a window shopping having meaning shopping knowledge. According to Apriana (2020), window shopping method is very interesting as for the learning model, steps is as follows:

1. Students are divided into groups of the 4-5 people.
2. Teachers share different questions to each group.
3. About given done in a gregarious manner, and of the worth of work groups will be written in paper and made interesting and easily understandable. In this activity teachers will giving directions to students.
4. The work of generated in push it on the desk each group.
5. Two people will be in charge of keeping stands and group representative there will be looking at the result of the work of the other groups. To these activities, the group wrote down every information obtained from other groups.
6. After time finished, members of the group having the back.
7. Exchanged information based on the outcome of the visit carried out.
8. Next teacher walk around check work and it needs to be put a value on work in every group.
9. Teacher confirmed in the form of feedback and corrections towards their job classification of the group.

D. The Purpose of Learning Window Shopping Method

According to Mustopa (2020) as for the purpose of learning model window shopping include:

1. Interesting students into the topic that will be studied.
2. Giving chances to students to show knowledge and their confidence on a subject of will discuss (wisdom and erroneously).
3. Invites students find something deeper than the knowledge that they had obtained.
4. Allows students develop knowledge and skill (as reflect, research, communicate and cooperate in collecting) new information.
5. Provide opportunities for students to domestic, process and presenting information and a new understanding.
6. Giving chances to students decide how to demonstrate way things have learned (understanding, skills, attitudes and value).

According to Erliyanti (2019) school tuition not only function as around see the work of other groups but also wrote all information from any result that he learned of other groups to be dispensed

with members of his group. So that each representatives group who visit stand other groups get science and exchange the science.

From the explanation above, it can be concluded that the application of window shopping in learning activities can make students trained to work together in achieving maximum learning outcomes and familiarize students to dare to use English language. This is in line increasing vocabulary mastery with activities that support this ability.

Each learning method has advantages and disadvantages. The advantages of this window shopping method are: (1) window shopping method is interesting learning, (2) can increase student creativity, (3) is easy to understand, (4) can train teamwork, (5) form a culture of thinking and socializing. The disadvantages of the window shopping method are (1) Using window shopping activities requires strict control from the teacher as a facilitator because it tends to make students enthusiastic about walking around which in the end is used to joke around, bully each other's work and do things outside of learning activities. (2) Not all groups have the opportunity to communicate the results of their group discussions due to time constraints. Traveling is the activity that takes up the most time. (3) Each group usually consists of 5-7 people. As a result, too many group members visited, causing a crowd which made the class noisy.

3. METHOD

A. Research Design

This type of research is Classroom Action Research. Researcher was used quantitative and qualitative methods in classroom action research. The researcher will use a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. Whereas real teachers act as observer and researcher act as teachers will be apply of window shopping to improve students' vocabulary mastery when the teaching and learning process is carried out. Because it relates to classroom settings, this study aims to develop teaching strategies to find solutions to classroom problems in teaching vocabulary. To solve class problems in teaching vocabulary, the actual teacher will use the window shopping method. Suharsimi Arikunto (2010) in Lestari (2022:34), said briefly that Classroom Action Research is a learning activity that consists of actions that are raised and carried out simultaneously in the classroom.

B. Research Subjects

This study was conducted at SMP Negeri 1 Namorambe. This school was located in Deli Serdang. The subject of this study is the seventh grade students of SMP Negeri 1 Namorambe. This participant of the class consists of 32 students.

C. Research Instruments

In this study, the data was collected by using quantitative data and qualitative data. In collecting quantitative data, the research instrument used the objective test. The objective test was conducted by the researcher in order to measure students' vocabulary mastery. The qualitative data was used to describe the situation during teaching process. The qualitative data, the research instruments used observation sheet, interview and field noted. The data was collected from observation sheet, interview and field noted from the researcher.

D. Procedures of Research

The first procedure to be cared out by the researcher is observation. The researcher will come to the school to ask permission to make observations. The second procedure in data collection later is the researcher was carry out four meetings and for two cycles. Each cycle is two meetings. The material

used by researcher will be adjusted to the achievements that must be achieved by students in the first semester. Each cycle contains four steps which are planning, action, observation, and reflection. There was a test before cycle 1 to find out the situation and student vocabulary achievement. At the end of teaching learning proses in each cycle, the researcher will conduct a test to see the improve students' vocabulary mastery.

E. Data Collecting Techniques

Technique of collecting data in this research used qualitative data (experience-based) and quantitative data (number-based). The qualitative data consisted of observation, interview, field noted within the physical activity in the classroom. On the other side, quantitative data used pre-test and post-test.

The complete explanations were as follows:

A. Observation

Observation is used to retrieve research data that will be carried out during ongoing teaching and learning process. The aspects that was observed in this observation consists of student responses and actions. Observations was carried out from the beginning to the end of learning, or together with action implementation. The researcher was provided an assessment on the checklist observation guidelines that have been provided.

B. Interview

The purpose of the interviews was to collect data about students' difficulties in vocabulary mastery. The researcher was interviewed English teacher and students by asking several questions related to research. The researcher structured or guided interviews so that the interview activities run more smoothly and no information was missed by the researcher.

C. Field noted

Field noted is needed in the research process. From field noted, researcher can make observations of certain phenomena being studied. Field noted will later be used to show the condition of students in the learning process.

D. Test

The test in this research is pre-test and post-test. The pre-test was given before applied the window shopping method. It aims to measure current situation of students' vocabulary mastery. Meanwhile, the post-test was given after applied the window shopping method. In this research, the test are in the form of fill the blanks. The test is held on the end of every cycle. The test consisted of 25 questions.

E. Data Analysis Technique

Qualitative data is used to describe the situation during the teaching and learning process, and quantitative data is used to analyze the scores obtained by students. In quantitative data, there was a vocabulary test that was given to the students which consisted of 25 questions for each cycle.

Table 3.1 Assessing Vocabulary (Brown 2007 in Lestari 2022)

Vocabulary (v)	4	effective choice of words and word forms
	3	Few misuse of vocabularies, word forms, but not change the meaning

	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word forms, and not understandable.

In scoring vocabulary test, it was determined from the ranging 0-100 by accounting the students' correct answers. To know the mean of the students' scores in vocabulary test for each cycle, the researcher used formula from Anas Sudijono (In Fadila: 2020), the following formula is:

$$X = \frac{\sum x}{n}$$

In which: X = Mean

$\sum x$ = Total score

N = Number of students

4. RESULT AND DISCUSSION

A. Result of Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

Tabel 4.1 The Students Score in Pre-tes of Cycle 1, Post-tes in Cycle 1 and 2

No.	Initial of Students' Names	Pre-test	Post-test 1	Post-test 2
1.	AD.T	49	45	76
2.	AE.S	49	50	79
3.	AN.T	40	88	92
4.	AN.S	55	57	87
5.	AL.P	29	91	93
6.	BA.T	30	45	50
7.	BE.S	55	94	98
8.	CI.D	63	81	92
9.	DE.S	50	65	94
10.	DI.G	46	50	76

11.	ED.S	23	70	78
12.	EG.G	32	49	56
13.	EM.K	48	82	89
14.	EI.G	22	48	68
15.	ES.B	46	91	95
16.	FE.S	50	94	98
17.	GE.M	38	70	87
18.	HE.T	46	70	91
19.	JE.B	56	93	97
20.	KE.G	43	78	84
21.	ME.G	33	77	80
22.	NA.S	55	93	92
23.	NI.T	46	79	83
24.	PR.D	48	19	45
25.	RA.M	63	89	90
26.	RI.M	31	56	81
27.	RI.D	29	59	75
28.	RI.S	43	82	91
29.	SA.S	84	91	97
30.	SO.A	55	94	98
31.	SR.S	41	82	92
32.	ST.W	54	81	90
$\sum x$		1.452	2.313	2.694
$\bar{X}$		45,3	72,2	84,1

From the data above, the researcher found an increase on student vocabulary mastery. Based on the pre-test results, it could be seen that the average students value was 45.3 from the 32 students only 1 or 3.12% of the student who got the score above the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal* (KKM). From the analysis, it could be seen that almost all of Seventh grade students of SMP Negeri 1 Namorambe still have very low vocabulary mastery. In Post-test I, after the application of the Window Shopping Method, the students were more enthusiastic about finding out the meaning of new vocabulary, and always wanted to ask the teacher. The result of post-test I showed the mean score of the students increased in to 72.2 which meant there were 18 students who passed the Minimum Mastery Criterion or KKM 75. In the post-test II the student score was increasing. In the post-test II, class conditions were very good after applying window shopping method. All students become active to the activities given by the teacher. So that the classroom atmosphere made students were interested in following the lesson. The students could compare and recognize the types of nouns and adjectives. The result of post-test II showed the mean score of the students increased in to 84.1 which meant there were students who passed the Minimum Mastery Criterion or KKM 75.

B. Result of Qualitative Data

1. Observation

The researcher observed the students and the problems or the obstacles found during the teaching and learning process. Observation sheets were used to measure the level of student activity during teaching and learning process by applying the window shopping method. On the observation sheet, the researcher evaluated participation, communication, cooperation and student responsibility.

The following is a table of student progress from cycle I and cycle II. Each cycle was carried out in two meetings. Data were obtained by using this formula:

$$P = \sum t / N \times 100\%$$

In which:

P = Persen

$\sum t$ = Total

N = Jumlah Siswa

The observation sheet was completed by the researcher during student activities in the classroom. The researcher and the teacher made a check (✓) to the column based on the condition of the teaching and learning process. The score of the observation sheet are as follows:

Yes: 50%-100%

No: 0%-49%

In meeting I of cycle I, the students' participation was 43.75%, communication was 43.74%, cooperation was 43.74%, and responsibility was 43.74%. In meeting II in cycle I, The students' participation was 71.875%, Communication was 68.75%, Cooperation was 71.875%, and Responsibility was 75%. In meeting I of cycle II, The students' participation was 93%, communication was 84.375%, cooperation was 87.5%, and responsibility was 84.375%. In meeting II of cycle II, The students' participation was 90.625%, communication was 90.625%, cooperation was 90,625%, and responsibility was 90,625%.

Based on these data, it could be seen that students were not yet active, it caused by the students were still in the introduction stage of window shopping method. At the second meeting from the results of the data, it was seen that students were active in applying the methods applied by the researcher, that can be seen from students' participation in group activities was 71.875%, students' communication in groups was 68.75%, students' cooperation in groups was 71.875%, students' responsibility to groups was 75%.

2. Interview

Before carrying out the first cycle, the researcher conducted interview with teacher and students. Interview for the English teacher in the Preliminary Study (Before Classroom Action Research in Cycle 1)

A. Interview Guideliness

1. What are the English teaching and learning activities that often occur in your class?
2. What skill do you consider the most difficult in teaching English to your students?
3. What techniques or methods have you used in learning English?
4. Is there any learning media or not, sir, which is given to teachers, especially for learning English, sir?
5. What obstacles do your students often face, Sir, in learning do you often encounter them?
6. What do you use in teaching vocabulary?
7. Have you ever heard of the window shopping method?
8. How many KKM do schools set specifically for learning English?

Response the teacher: Classroom learning activities usually consist of 4 skills, reading, writing, listening and speaking. I include question and answer activities, vocabulary memorization activities, short stories, and practice questions. The first obstacle that is often faced is a lack of reading material because there are not many English books in the library and even if there are there are not enough for all students to use, secondly they don't all have dictionaries. I start teaching them from the basics, so for vocabulary it's mostly memorizing activities. Starting from numbers, letters, colors and others. Usually every friday I give them to memorize and on wednesday they recite it in front of the class. Never heard of the window shopping method.

Interview for the students in the preliminary study (before classroom action research)

A. Interview Guideliness

1. How do you feel when studying English?
2. Do you often ask the teacher if there is something you don't understand?
3. Are there any difficulties you encounter when learning vocabulary?
4. Do you often practice your vocabulary, either at school or at home?
5. When working on English questions, what difficulties do you most often experience?
6. Do you like learning English?

Response the students: sometimes I like it, sometimes I'm lazy about learning English. English is difficult to pronounce and difficult to memorize, sometimes I want to ask questions, I don't often practice English at home.

After carrying out the first and second cycles the researcher also conducted interviews to see the response of teachers and students after the application of the window shopping method.

Interview for the English teacher in the preliminary study (after classroom action research in Cycle II)

A. Interview Guideliness

1. What is the ability of class VII-7 students in learning vocabulary after using the window shopping method?
2. How is the student's vocabulary mastery after applying the window shopping method?
3. How is student participation when learning vocabulary using the window shopping method?
4. What problems are seen when learning vocabulary using the window shopping method?
5. In your opinion, how do you solve this problem?
6. What do you think after seeing vocabulary learning using the window shopping method?
7. Do you feel motivated after seeing the use of the window shopping method in classroom learning?
8. In your opinion, what activities are carried out in the vocabulary learning process using the window shopping method?
9. After seeing vocabulary learning using the window shopping method, is this strategy effectively applied to vocabulary learning?
10. In your opinion, can the window shopping method enrich students' vocabulary in English?

Responses the teacher: after watching and monitoring the previous 4 meetings, I see that the students are happier and don't get bored easily. I also saw that they matched the questions. Their enthusiasm for learning is also better than before. I see that they are getting younger to remember vocabulary, and their vocabulary is getting bigger. They also often ask questions every time they encounter a word that they don't know the meaning of. Their participation was very good, they looked active and willing to follow the rules and directions of the lesson given. After using the window shopping method, students are more enthusiastic and active in looking for new vocabulary every day. Their boredom levels are reduced and their vocabulary skills become better.

Interview for the students in the preliminary study (after classroom action research in Cycle II)

A. Interview Guideliness

1. Does applying the window shopping method have an influence on you?
2. Do you think the window shopping method can help improve your vocabulary?

3. What difficulties do you face when interacting with friends using the window shopping method?
4. What part do you like most when learning using the window shopping method?
5. How much vocabulary did you get when shopping for knowledge?
6. Do you read and re-memorize the vocabulary you learn?

Reapond the students: Yes, because I often write and sometimes get asked. So there are several vocabulary words that I remember. I don't like being a stand, because they like to make emotions. I like being a shopper, because I can walk here and there asking all the stands. From one group I usually ask at least 5 questions, after that we exchange the knowledge we have gained. So sometimes my book is full of one page. Sometimes I reread it at home.

From the interview results it can be seen that the teacher feel very helped by window shopping method, so they planned to do this method, because it could make students enthusiastic in learning vocabulary, and increase their concern for their friends. From interview activities with students, it appeared that the students felt happy in learning by using window shopping method, learning atmosphere became more fun and they learn a lot of new vocabularies.

3. Field noted

Field noted were written by the researcher starting from the researcher coming to school, and carrying out each cycle including carrying out each test. The researcher also wrote down the improvements that the researcher needed to make when implementing the second cycle, after seeing the students' responses at the first meeting, the researcher also considered the suggestions and responses from the teacher when the researcher gave the pre-test.

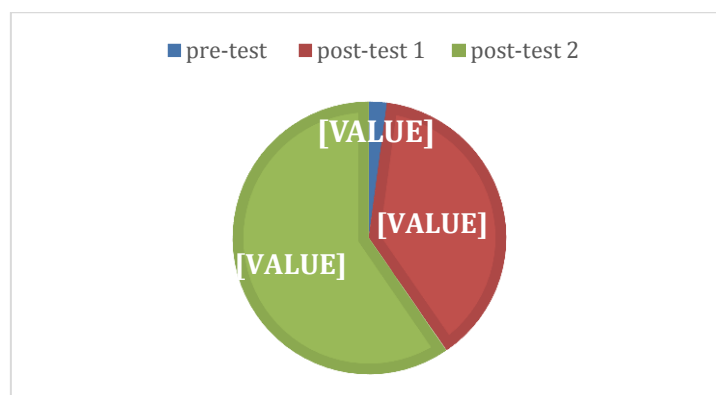
4. Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment. It was taken when the students did the vocabulary test and during the teaching-learning process in the classroom. From the photo will be found the response of students that the students were active and enthusiastic during the teaching-learning process.

C. Research Findings

This research was carried out in class seventh of SMP NEGERI 1 NAMORAMBE, with a total of 32 students. The results of the research data were shown in the diagram below.

Diagram 4.1 Result of Tests



In the diagram above, it can be seen that the research results show that in the pre-test, only 3.12% of the total students passed the KKM. After implementing the window shopping method, the

results in post-test I increased to 56.25% of the total students who obtained a score of 75. In the second post-test it also increased to 87.5% of the total students who completed the KKM. From the data above, it can be seen that using the window shopping method, students' vocabulary scores continue to increase from pre-test to post-test in each cycle. With window shopping method applied, from the initial low students' vocabulary mastery to the better. It was supported by the test results given and the observation sheet. The following is a diagram of the results of observations for two cycles.

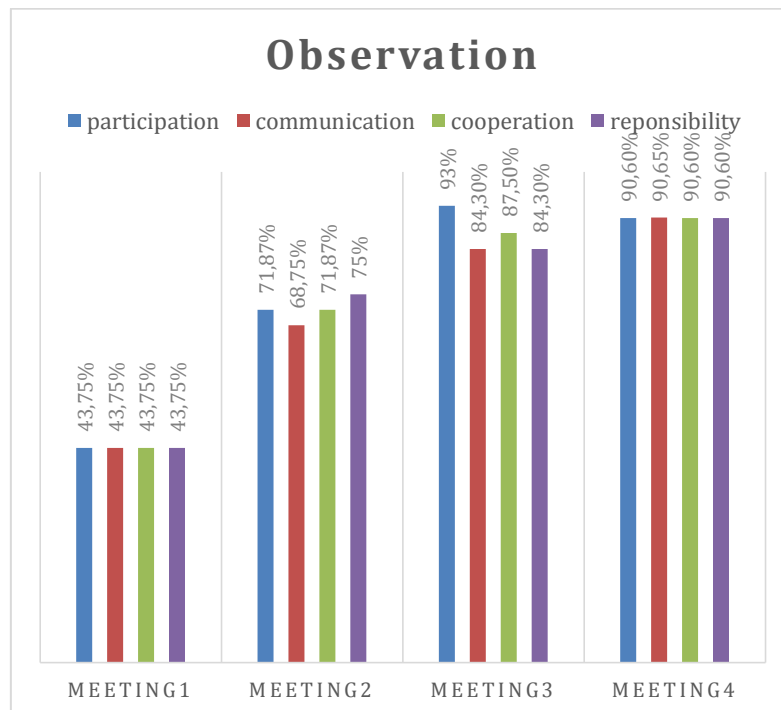


Diagram 4.2 The Result of Obsevation Sheet

From the diagram above, it displayed four aspects of assessment in four meetings. It could be seen that at the first meeting, students' activities were still low, still below 50%. At the second meeting until the fourth meeting, students' activities were above 50%. Observation results showed an increase in the four aspects assessed in this research. It indicated that the application of window shopping method made the students more active in learning, in other words, the more active students in class, the more knowledge they gained

D. Discussion

This section included a discussion of teaching vocabulary using the window shopping method. The discussion was based on how window shopping method can improve students' vocabulary mastery, especially in nouns and adjectives. The research findings proved that window shopping method can improve students' vocabulary mastery. This can be seen from the increase on the students scores.

According to Purwanto in Apriana, 2020. The quality of learning can be seen in terms of process and results of the learning process. In terms of process, learning is said to be quality if all or at least the majority (75%) of students were involved actively both physically, mentally and socially in the process of learning. In addition to showing enthusiasm high learning. Meanwhile, in terms of results and processes Learning, it is said to be successful if it occurs positive behavioral changes in participants educate in whole or at least in part large (75%). In this case the application of window shopping method had been improve both in terms of the process and the results of the learning process. Because the results of the data obtained were above 75%.

The results of this study were also relevant to previous research by Sri Ratna Nengsih (2022) entitled " improving student learning activities in the material of Constructing Curved Side Spaces for class IX A SMPN 1 Mempawah Hilir" after learning mathematics by applying window shopping learning model. Based on the results of data analysis, there was an increase in student interest in learning, it indicated that by applying the window shopping learning model teaching and learning activities were carried out in accordance with the expected goals. The similarities of this study and previous studies could improve student abilities, but this research focuses on students' vocabulary mastery, while previous studies focuses on learning mathematics.

5. CONCLUSION

Based on research that researcher have conducted previously, it can be concluded that the researcher obtained qualitative data and quantitative data. Quantitative and qualitative data were obtained from the results of applying window shopping method for 2 cycles. Previously the researcher gave a pre-test as a comparison, from the pre-test results only 1 student out of 32 students got a score of 75 or above (3.12%). In the post-test I after applying window shopping method, there were 18 students (56.25%) who scored 75 and above. In the second post-test the total number of students who passed was 28 students (87.5%). Based on these quantitative data, previously students' vocabulary was very low and after implementing window shopping method became good. This data is also supported by qualitative data obtained from observation results, in the first cycle students were still not active in group activities because some students did not really understand this method. Cycle II all students were happy and interested in learning with shopping activities which indicated that the students already understood window shopping method. Students become active in learning activities and most students stated that shopping activities could increase students' vocabulary mastery and window shopping method made them easily in remembering the vocabularies they had acquired. This is also supported by the results of interview with English teacher which showed that the teacher gave positive responses after implementing window shopping method in teaching vocabulary because it can be an alternative technique to use in teaching vocabulary.

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