

**IMPROVING STUDENTS' VOCABULARY THROUGH QUOTES  
AT THE EIGHTH YEAR OF SMP NEGERI 5 PALOPO**



**A THESIS**

***Submitted to the English Study Program of S1 Tarbiyah  
and Teacher Training Faculty of State Institute for Islamic  
Studies of Palopo in Partian Fulfillment of Requirement  
for S.Pd Degree in English Education***

**By**

**SUHENI**

**REG. NUM. 13.16.3.0077**

**IAIN PALOPO**

**ENGLISH STUDY PROGRAM TARBİYAH AND TEACHER  
TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC  
STUDIES  
(IAIN) PALOPO  
2018**

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**Supervised By:**

- 1. Dr. Hilal Mahmud, M.M**
- 2. Wahibah, S.Ag., M.Hum**

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**2018**

**CONSULTANT APPROVAL**

Thesis Entitle : **“Improving Studens’vocabulary  
Through Quotes at the Eighth Year of Smp  
Negeri 5 Palopo”.**

Written By :

Name : Suheni

Reg. Number : 13.16.3.0077

Faculty : Tarbiyah and Teacher Training

Study Program :English Language Teaching

Has been corrected and approved to be examined.

**IAIN PALOPO**

**Palopo, Januari 16<sup>th</sup>  
2017**

**Consultant I**

**Consultant II**

**Dr. Hilal Mahmud, MM**  
**Ag.,M,Hum**  
**NIP. 19571005 198303 1 024**  
**19690504 200312 2002**

**Wahibah,**  
**NIP.**

### **NOTA DINAS PEMBIMBING**

Hal : Skripsi Palopo, October  
16<sup>th</sup> 2017

Lamp : -

Kepada Yth. Dekan Fakultas Tarbiyah IAIN Palopo

Di,-

Palopo

*Assalamu 'Alaikum Warohmatullahi Wabarakatu*

Setelah melakukan bimbingan skripsi mahasiswa tersebut  
di bawah ini:

Nama : Suheni

Nim :13.16.3.0077

Program Study : Tadris Bahasa Inggris

Judul : **“Improving Studens’vocabulary Through Quotes at the Eighth Year of Smp Negeri 5 Palopo”.**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan, demikian untuk di proses selanjutnya.

*Assalamu 'Alaikum Warohmatullahi Wabarakatu*

**Pembimbing I**

**Dr. Hilal Mahmud, MM**  
**NIP. 19571005**

**198303 1 024**

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*Assalamu 'Alaikum Warohmatullahi Wabarakatu*

**Pembimbing II**

**Wahibah, Ag., M.Hum**  
**NIP. 19690504 200312 2002**

**PRONOUNCEMENT**

I have been at signature below:

Name : Suheni  
Reg. Number :13.16.3.0077  
Faculty : Tarbiyah and Teacher Training  
Study program : English Study Program

**IAIN PALOPO**

With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is originally written by herself except the listed sources. If somebody proves that this is duplicated, copied or made by other people as whole or partially, so this thesis will be the responsibility of the writer for law.

Palopo, on

October 16<sup>th</sup> 2017

Writer,

**SUHENI**  
**Reg. Num**  
**13.16.3.0077**

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The writer also thanks the other who can not be mentioned one by one, who have helped and supported the writer to finish this thesis. The writer realized that this thesis would not be created without their participation.

The writer hopes this thesis can give some values to the students of English department and English teachers and the readers especially improving in teaching-learning of vocabulary.

the writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make better.

the writer hopes that this thesis would be useful and give positive contribution for the readers and others.

Palopo, October 16<sup>th</sup>

2017

Researcher

SUHENI  
13..16.3.0077



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## **ABSTRACT**

**Suheni, 2013 "Improving Students' Vocabulary Through Quotes at the Eighth Year of SMP Negeri 5 Palopo". A Thesis of English Study Program Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies (IAIN) of Palopo. Under supervisor (1) Dr. Hilal Mahmud, M.M., (2) Wahibah, S.Ag.,M.Hum.**

**Key Word : Improving, Vocabulary, Quotes**

This research focuses on improving students' vocabulary through quotes at the Eighth year of SMP Negeri 5 Palopo? The objective of the research is to find out the way in improving student' vocabulary skill through quotes as the eighth year students of SMP Negeri 5 Palopo.

This research employed Classroom Action Research (CAR) with two cycles namely the first cycle and the second cycle. Each cycle consists of four step, namely planning, action, observation, and reflection. There were four meetings during the research cycle. The sample of this study was class VIII 3 consists of 21 students. And collecting the data, the research used the observation, interview, and vocabulary test in evaluation (reflecting).

The result of the study shows that the appropriate way in improving students' vocabulary through quotes at the eighth year of SMP Negeri 5 Palopo could be described as follows: (1) Give motivation to the students in order to be active in learnig process. (2) Explain materials about motivation quotes. (3) The studetns make into five group. (4) Each group give one quotes for: (a) Students translate the quotes. (b) Students identify noun in quotes. (c) Students make a sentence by using the noun in quotes. Every students discussed with friends in group to make sentence or quotes. (5) Every groups presented the results of discussion and the another groups asked to other group about their sentence or quotes. (6) The teacher give explanation and affirmatin to the students. (7) closing.



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## CHAPTER I

### INTRODUCTION

#### A. Background

Vocabulary is very important in learning a language, because we need word in thinking, learning, writing and reading. Without an extensive vocabulary we will be unable to use the structures and function we may have learned from comprehensible communication. In teaching English vocabulary as an element of language is considered as the most important factor in increasing the mastery if the students are still lacking of vocabulary. Vocabulary is a part of language learning that need continuing growth and development by both native and non native speakers long after grammar and pronunciation elementary school until Senior High School. In language teaching preparation program in our country, more and attention being given to improve some technique for teaching vocabulary.

Learning vocabulary as a foreign language seems easy but some students feel fear. The teacher of English should find out solution by creating efficient and effective technique of teaching in teaching English vocabulary, besides that, the teachers should establish condition which makes teaching vocabulary possible. The learning will occur within reasonable period of time.

Realizing how important the vocabulary and how difficult students are to build up the vocabulary of English have provided students with rich exciting exercise which are expected to help vocabulary must be very helpful to improve the students' ability in English communication. While according to the Allen, says that vocabulary is very important in a language, when we learn a language like English; we learn the words of language. Students must continue to learn words as they learn structure as they practice the target language. The vocabulary is needed very to master the four skills in English.

Corder in Amiruddin, states that in order to master English, the elements of language skills such as grammatical structure, vocabulary, and sound system, must be taught to the second as the prerequisite knowledge toward the English use and skills because language is characterized by reviews these elements. As for the observation do which by researchers at school as in explain on problems identification?

### **B. Problems Identification**

Based on the result observations and interviews with teachers and students of SMP Negeri 5 Palopo, researcher concluded that students' are lack of vocabulary because they have difficuling about the spelling, pronounc, action, so they problem to memorize vocabulary. The teachers feel constrained

in teaching because the students' vocabulary knowledge is too little. Based on the existing problems in the students, the researcher offer quotes to use in the process because the use of quotes in learning can improve students' vocabulary.

Based on the students' problem, one of the media types that are taught are quotes to improve students' vocabulary. So, Quotes of the English language which, when translated into Indonesian language is in quotation or citations. So quotes are words or phrases quote taken from books, movies, words of a public figure who is considered to have a positive impact themselves and others and ideas / thoughts expressed in his / her own mind in everyday conversation.

Quote a sentence that contains an idea, or opinion of someone who is used as a reference taken from various sources (print, online, or audio). Said quotes by KBBI mean charges or passage. According KBBI, citing interpreted as taking the words or sentences of both fiction and nonfiction books.

Teaching vocabulary by using quotes, in this case the researcher explains about vocabulary used quotes. And than researcher starts explain what purpose in the learning vocabulary. And then the researchers explain about quotes and steps to do in learning.

Based on the above explanation, the researcher are interested in conducting research on vocabulary entitled:

**"Improving Students Vocabulary through Quotes at the Eighth Year of SMP Negeri 5 Palopo**

**C. Problem Statement**

Based on the background above, the researcher formulated the problem statement of this research as follows.

How to improve Students' vocabulary through quotes at the Eighth year of SMP Negeri 5 palopo?

**D. Objective of the Study**

Based on the problem statement above, the researcher focuses on the objective of the study. To find out the way in improving students' vocabulary through quotes at the Eighth year students of SMP Negeri 5 Palopo.

**E. Significance of the Study**

The results of this study are expected to be useful information and help English Teachers in general to improve students' vocabulary through quotes.

**F. Scope of the Study**

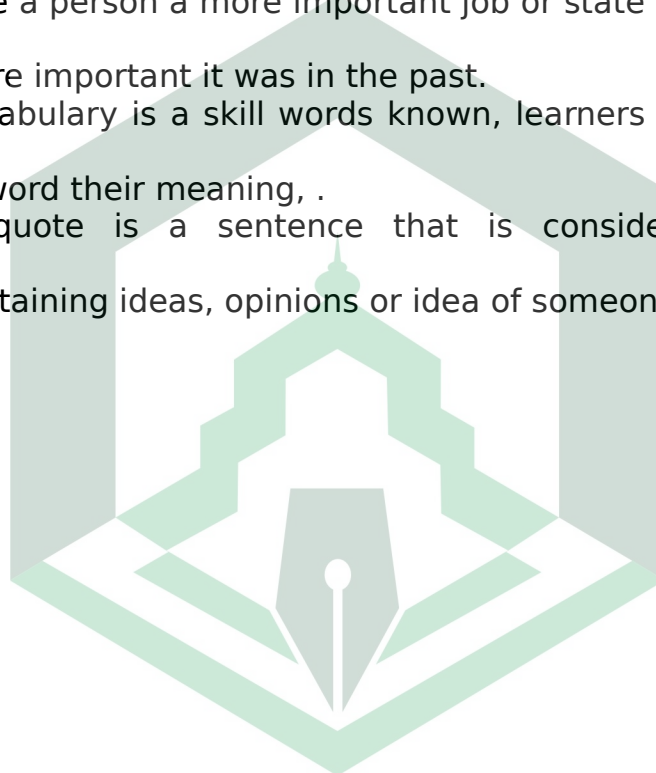
This research focussed in improving students' vocabulary through quotes at the eighth year of SMPN 5 Palopo. The researcher limited on motivation quotes and vocabulary was focused on noun.

**G. Operational Definition**



Based on the title is improving students' vocabulary through quotes at the eighth year of SMPN 5 Palopo. The researcher gives definition as follow:

1. Improving is to improve the quality or usefulness of something, such as a machine or a computer program, or give a person a more important job or state that their job is more important it was in the past.
2. Vocabulary is a skill words known, learners used, short list of word their meaning, .
3. A quote is a sentence that is considered attractive containing ideas, opinions or idea of someone.



## IAIN PALOPO CHAPTER II REVIEW OF RELATED LITERATURE

### **A. Previous Studies**

Pertaining to the topic of this research, the researcher compiles some previous studies as follow:

1. Nodding in her thesis under the title of application quotes in learning vocabulary for the second year students of SMK Persada Makassar. He concluded that teaching English by

using quotes in learning is a good way to increasing the students vocabulary. He found that 95.5% of the teaching English vocabulary to increase the students' vocabulary through quotes. He said that 95% were effectively way in learning vocabulary by using quotes approach to increasing the students' vocabulary.<sup>1</sup>

2. Nurmin Ali, Thesis *improving the vocabulary through English magazines as one of way to learn vocabulary for the second year students of MAN 1 Bulukumba*. She concluded that it is an effective way to increasing the students' vocabulary because the students have bore and scare to study English because they are not interesting with their lesson, and, their grammatical knowledge is still low, and their ability arrange sentence is poor it is because of they have insufficient vocabulary. She found that 90.2% of the students were increasing in vocabulary through English magazines. She said that 97% used English magazines offer a good challenge for the students to learn or the subject were positively affected their interest.<sup>2</sup>

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<sup>1</sup>Nodding, Thesis *application qoutes in learning vocabulary for the second year students of SMK persada Makassar*. (Makassar 2001). P. 34.

<sup>2</sup> Nurmin Ali, Thesis *improving the vocabulary through English magazines as one of way to learn vocabulary*. (bulukumba,2002).p.33.

Based on the previous findings above the researcher wants to conduct a research dealing with how to develop students' vocabulary through finding words in the text, especially to develop noun. Finding words stimulates them to be active and get motivation to study vocabulary. Where the researcher want increase the students' vocabulary through quotes.

## **B. Some Pertinent Ideas**

### **1. Definition of Vocabulary**

The definition of vocabulary taken from same sources: Vocabulary is all the word that a person knows or uses all the words in a language, list of words with their meanings, especially in a book for learning in foreign language.<sup>3</sup>

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that no languages exist without words. Words are sings for ideas. They are means by which people exchange their tongue. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.<sup>4</sup>

Hamer states that vocabulary is knowledge of words and word meanings. However, vocabulary is more complex that this

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<sup>3</sup> Ocford Learner's Pocked Dictionary, New Edition, (New York: Oxford University press,2005).

<sup>4</sup> Pater A. Napa, *Vocabulary Depelopmant Skill*, (Yogyakarta: Kanisius,1991),p.6.

definition suggests. First, word comes in two from: oral and print. Oral vocabulary includes two those words that we recognize and use in listening and speaking print vocabulary includes those words that we recognize and use in writing and reading. Second, word knowledge also comes in two from, receptive and productive. Receptive vocabulary includes words that we use when we speak or write.<sup>5</sup>

In English dictionary, Jhon M. Echols and Hasan Shadily say that it means that all of the words which are registered.<sup>6</sup> According to Martin Mansher in his dictionary *Oxford Learner's Pocket Dictionary* says that "vocabulary is total number of words in a language, words known to a person, list of words with their meanings, especially in a book for learning a foreign language."<sup>7</sup>

Based on some opinions above, an opinion can be concluded that the vocabulary is all the words listed in a language because without their vocabulary could not form a language. Besides, vocabulary are the words of a person who contains all the

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<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1992), p.154.

<sup>6</sup> Jhon.M.Echols & Hasan Shdily, *Kamus Inggris Indonesia* (Jakarta:PT.Gramedia pustaka Utama,1997),p.631.

<sup>7</sup> Martin Mansher, *Oxford Dictionary* (New Edition; New York:Oxford University Press,1995),p.1331.

information about the meaning and use of the word in the language

## 2. The Types of Vocabulary

There are many types of vocabulary divided by the experts. Scott Thornbury, divides vocabulary into two groups, they are:<sup>8</sup>

- a. Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.
- b. Expressive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Gairns and Stuart have different classification. They

divide the vocabulary in two groups also. They are:

- a. Receptive vocabulary means that language items which can only be recognized and comprehended in the context of reading and listening.

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<sup>8</sup> Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), P.15.

b. Productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing.<sup>9</sup>

In learning vocabulary there are some types that always used by the learners as follows:

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simple because it includes the other.

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or can employ in writing. Contrary or the previous two vocabulary types, writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused.

In detail the vocabulary is divided into four types of vocabulary, those are:

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<sup>9</sup> Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 1986),p.64.

1. Active speaking vocabulary is words that the speakers are able to use in speaking.
2. Passive listening the vocabulary, words that the listeners recognize but cannot necessary produce hen speaking.
3. Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce:
4. Active writing vocabulary, words that a writer is able to use in writing.<sup>10</sup>

From the explanation above, the researcher can summarize that vocabulary is not only to be known but it have to be understand and be applied because without vocabulary, we cannot say something to express our ideas.

In the other view, there are various criteria to select vocabulary. There are:

a. Frequency

The high frequency of an item is no guarantee of usefulness but there is a significant correlation between two items so it worth examining some of the work on frequency word- counts that has been carried out over recent decades.

b. Cultural Factor

One the drawback of word count has not mentioned is based on the utterances of native speakers that will obviously reflect the cultural interest of the speaker.

c. Need and Level

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<sup>10</sup>Kenji Kitao and S. kathlen

Kita. *Testing Vocabulary*. Online: <Http://Www.Mifi.Gof/Partnrship Forreading.Html>. 2000.

Vocabularies that will be taught have to appropriate with needs and level of the student. In this case, before teaching, the teacher should select the vocabulary students need for example vocabulary for beginner middle and intermediate.

d. Expediency

Expediency vocabulary teaching occurs when the classroom demand it, engages the student interest, the students demands to know the meaning of a word and the course book dictates.<sup>11</sup>

### 3. Concept of Vocabulary

Vocabulary is important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that no language exists without words. More words we know, more ideas we can explore. So, we can communicate the effectively.

There are so many general concept of vocabulary; the writer would like to explain about some definition or concept of vocabulary. The lists below are the appearance some definition of vocabulary. Manser on his book he wrote that vocabulary is:

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<sup>11</sup> Jeremy Harmer, *The Practice of English Language Teaching*. 99 London: Longman Group, 1991).p.159.



- a. Total number of words in a language
- b. Word known to a person
- c. List of word with their meaning, especially at the back of a book used for teaching foreign language.

From the explanation above, the writer concludes what vocabulary is words or total of word, which use in learning language with meaning of word itself in order to know the meaning of words or sentence and next definition vocabulary is a group of the words which are arranged in alphabetical order and briefly explained and should be studied in context. Words or sentence become meaningful when these are studied and considered in context. That is, with all the other words which surround them and which help give them their meaning?<sup>12</sup>

#### **4. Vocabulary Selection**

Teaching vocabulary is an important part of language and it must be done carefully. English teacher should know which words will not be useful to the students. Useful words are the word that occurs frequently in everyday English.

To select the important vocabulary, means that the teacher or instructor should choose the actual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle, and intermediate the

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<sup>12</sup> *Anonym Concept of Vocabulary*, <http://www.shvoong.com/writing-and-speaking/self-publishing/2105539-general-concept-vocabulary/>, The internet available Online, Accessed on 1<sup>st</sup> May 2012.

teacher or instructor should choose what vocabulary the students' need.

The vocabulary needed by the students is the vocabulary that can be used for the language performance.

For example: vocabulary for thinking, for communication, or for human relation in the class particularly and generally.

Jeremi harmer in his book, the practice of English language state that: A generally principle of vocabulary selection has been that of frequently. We can decide which words we should teach based on how frequently they are used by the speakers of language. The words which are most commonly used are the ones we should teach first.<sup>13</sup>

Incorrect use of search vocabulary is the single largest cause of a failed search.

Here are three tips to help you use better search vocabulary.

- a. Be deliberate in your choice of a keyword versus a subject heading search.
- b. Use the appropriate search terms used by each database.
- c. Keep a research log<sup>14</sup>

## **5. The Class of Words**

### **A. Noun**

A noun is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which

small children learn. There are types of Nouns:

- a). Proper nouns

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<sup>13</sup> *Ibid.*,P.161.

<sup>14</sup>*Anonym Vocabulary*

*Selection*,<http://www.libraries.psu.edu/psul/ebsl/how/searchstrategy/vocab.html>, The internet available Online, Accessed on 6<sup>th</sup> May 2012.

You always write a proper noun with a capital letter, since the noun represents the name of a specific person, place, or thing. The name of days of the week, months, historical documents, institutions, organizations, religions, their holy texts and their adherents are proper noun. A proper noun is the opposite of a common noun. Example: Many people dread **Monday** mornings.

b). Common Nouns

A common noun is a noun referring to a person, place, or thing in a general sense- usually; you should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun. Example: According to the **Ana**, the nearest **town** is 60 **miles** away.

c). Concrete Nouns

A concrete noun is a noun which names anything (or anyone) than you can perceive through your physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of abstract noun. Example: Budi buys new **bicycle**.

d). Abstract Nouns

An abstract noun is a noun which names anything which you can *not* perceive through your five physical senses, and is the opposite of a concrete noun. Example: **Happiness** becomes main goal.

e). Countable Nouns

A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns. Example: We painted the **table** red and the **chairs** blue.

f). Non-Countable Nouns

A non-countable noun (or mass noun) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns. Example: **Oxygen** is essential to human life.

g). Collective Nouns

A collective noun is a noun naming a group of things, animals, or persons. You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit. You need to be able to recognize collective nouns. In order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun. Example: The flock of geese spends most of its time in the pasture.

B. Verbs

A verb is a word that shows action or being. Whatever you are doing can be expressed by verb. A sentence can have only one word as long as that word is a verb. Play! Stop! Run!. Verbs can be classified according to whether they are action

verbs or linking verbs:

a. Action verbs

There are two types of action verbs: transitive and intransitive.

1). Transitive verbs. A transitive verbs expresses an action and as followed by an object that receives the action of the verb. Example: I washed (what?) the car yesterday.

2). Intransitive verbs. Intransitive verbs an intransitive verb expresses an action but is not followed by an object. Applying (What?) or (whom?) that to an intransitive verb shown immediately that an object cannot. Example: Tom's grades improve (what?) Whom? ). With the help of a tutor

b. Linking verbs

Linking verbs do not show action. A linking verb (also called copulative verb) links or establishes a relationship between the subject and its complement. It describes or renames the subject. Example: My sister is happy

The verb to be is the most common/ used verb in the English language. Here are eight words to the verb to be: am, are, is, was, were, be, being, been. Here are tenses of the verb to be.

1. Present tense: I am, you/ we/ they (are), he/ she/ it (is)
2. Past tense: I/ he/she/ it (was), you/ we/ they (were)

3. Future tense: I/you/ they/we/he/ she/it (will be)
4. Present perfect tense: I/ you/ they/ we (have been), he/ she/ it (has been)
5. Past perfect tense: I/ you/ they/ we/ he/ she/ it (had been)
6. Future perfect tense: I/ you/ they/ we/ he/she/ it (will have been)

### English regular and irregular verbs

Most English verbs are regular. Regular verb just add d and end when they change principal parts from the present to the past participle.

I learn English now, (present)

I learned English last year, (past)

I a short time she has learned English well. (Past participle)

Irregular verbs from their past tense and past participle in unpredictable ways There are some patterns among them (blow-blew, know-knew...), (spring-sprang, drink-drank...) but it is not always easy to apply these patterns. The only way to learn irregular verbs is to memorize them.

### C. Adjectives

Adjectives are word that described a noun.

E.g. green in the garden grass.

A word used to describe or qualify noun is known as an adjective.

Example:

Telugu is a regional language.

Pedmaja is a beautiful girl

I read a historical novel

There are two types' uses of every adjective namely.

a. Attributive uses, an adjective used with a noun is known

as attributive use.

Example:

Beautiful girl

Clever student

Fair face

b. Predictive use, an adjective use with a verb is known as

adjective use.

Example:

They are dead

My father is a live

Taherucha is afraid

#### D. Adverb

Adverb is a word modifies a verb, an adjective or another adverb or used to explain how, where, when, and why an action is performed is known as an adverb. Examples are they lived happily, she speaks English quite well.<sup>15</sup>

Adverb is marked by their ability to appear in utterance final position following a nouns functioning as complement. A few adverbs, mostly those which are identical with adjectives (flat adverbs), use inflectional suffixes -as and -est. to form comparative and superlative degrees. According to mouthy adverb are divided into eight kinds on the basis of their use:

a. Adverb of Manner

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<sup>15</sup> Masruddin, *Error Analisis*, (Stain Palopo: Penerbit Lps Press, 2009), p.60.

An adverb use to show how an action done is known as an adverb of manner. e.g. quickly, bravely, happily, probably, possibly, sadly, clearly, evidently, soundly.

Example: She dance **beautifully**

b. Adverb of Place

An adverb used to show where an action done is known as an adverb of place. e.g. here, up, down, away, every, by, in, out above, below, near.

Example: **Here**, I and she study English.

c. Adverb of Time

An adverb used to show when an action done is known as an adverb of time. E.g. now, the, today, tomorrow, early, soon, still, yet, before, ago, often, never, always, again, seldom, sometime. Example: We will **soon** be there

d. Adverb of Frequency

An adverb used to show how often an action is done is known as an adverb of frequency, such as: twice, often, never, always, again, seldom, and sometimes.

Example: He can **never** understand.

e. Adverb of Certainly

An adverb used to show definition of the action is known as an adverb of certainly.

E.g. certainly, serenely, definitely, obviously. Example: I

shall **certainly** help me

f. Adverb of Degree

An adverb used to show how mach or in what degree or to what extent an action is done is known as an adverb of degree, such as: very, rather, fairly, quite, too, almost, hardly, fully, enough, so, altogether, no, pretty, any, party.

Example: **Very** good.



g. Interrogative Adverb

An adverb use to ask question is known as an interrogative adverb.

E.g. where, when, why, how. Example:

**Where** have you been?

**When** will you go?

**What** are you doing?

h. Relative Adverb

An adverb used to relate two clauses or statement is known as a relative adverb. E.g. where, when, why.

Example: I did not see you **where** she had gone.

## 6. Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. One of the problems of vocabulary teaching is how to select what words to teach. To select the important vocabulary, means that can be used by the student. In this case before teaching it the teacher should select the vocabulary student need.

According to Paul Meara at the minimum level estimated that if student learn words around of 50 words a week, He thinks that is not unreasonable, especially if the learning just focus on grammar teaching and of course this target just will be reach in 40 weeks or one academic year, more or less.<sup>16</sup> Most researchers now days recommend for basic vocabulary must know at least 3,000 word families, while for more special needs at least 5,000 words.

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<sup>16</sup> Scoot Thorn bury, *how to Teach Vocabulary*, (Malaysia: Longman Group, 2008), P.21.

When teaching vocabulary, you normally start by doing one of two things, you either give the students the word or ask the meaning, or you can explain the meaning or concept, and ask the word and finally your students can understand.<sup>17</sup>

Harmer states that there are three activities which are designed to teach and practice word, they are:<sup>18</sup>

a) Presentation

There are many accessions when some form of presentation and explanation is the best way to bring new words into the classroom. Such as:

1. Realia

One way of presenting words is to bring the things. They present into the classroom- by bringing "realia" in the room. Words like 'pen', 'ruler', 'bad', 'book', etc. Can obviously be presented in this way. The teacher holds up the object (or point to it) sets the word and then gets students to repeat it.

2. Picture

Bringing a book into classroom is not problem and bringing a car however. One solution is the use of pictures.

Picture can be board drawings, will pictures and charts, flashcards, magazine picture and any other non-technical visual representation. Pictures can be used to explain the meaning of

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<sup>17</sup> Jane Willis, *Teaching English through English*, (England: Longman Group, 1981), P.118.

<sup>18</sup> *Ibid.*, P.161.

vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concept such as above and apposite just as easily as hats, coats, walking sticks, cars, smiles, frowns, etc.

### 3. Mime, Action, and Gesture.

It is often impossible to explain the meaning of words and grammar either through the use of Realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like running or smoking are easy to present in this way; so are ways of walking, expressions, prepositions, ('to', 'towards', etc) and time ( a hand jerked back over the shoulder to represent the past).

### 4. Contrast

We see words exist because of their scene relations and his can be used to teach meaning. We can present the meaning of 'empty' by contrasting it with 'full', 'could', by contrasting 'hot', 'big', by contrasting it with 'small'. We may present these concepts with picture or mine, and drawing attention to the contrasts in meaning us unsure our students' understanding.

### 5. Enumeration

Another sense relation we looked was that of general and specific words. We can use this to present meaning. We can say

'clothes' and explain this by enumerating or listing various item. The same is true of 'vegetable' or 'furniture', for example.

#### 6. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembered that explaining the meaning of a word must include explaining any facts word use which are relevant. If we are explaining the meaning of 'mate', (= friend) we have to point out that it is a colloquial word used in informal context and that is more often used for females.

#### 7. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words. And in the second place. Event where translation is possible. It may make it a bit too easy for the students by discouraging them from interacting with the words. Where translation can quickly solve a presentation problem it may be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful for both teachers and students.

All of the presentation techniques either singly or in combination are useful ways of introducing new words. That must

be remembered with vocabulary material. We should not introduce words without making sure that students know how they are said. Not only will this mean that they can use the words in speech, it will also help them to remember the words.

#### b) Discovery

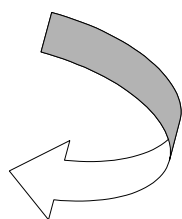
Discovery techniques from simple match task to more complexes understanding of connotation and context, such as: adjective, part of the body (work network), around the house (work network), ways of moving, fear.

#### c) Practice

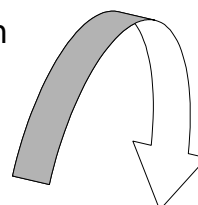
Using new vocabulary, this is known in real communication, so it would not be forgotten easily.

Based on the explanation above there are three kinds of some technique of teaching vocabulary, so in this case, I will try combining a lot of the technique. When teaching vocabulary, the researcher gives the students the word or asks them the meaning of the word. After that, the researcher checks the students whether they have understood or not toward the word or question.

Similarly, Kasihani K.E. Suyanto points out learning vocabulary can also be done through four stages; Introduction, Modeling, Practicing, Applying

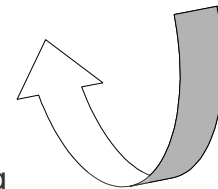
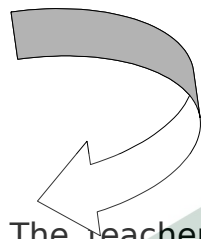


#### 1. Introduction



4. Applying

2. Modeling



3. Practicing

Introducing: The teacher introduces new words with clear and true pronunciation, use picture, and real object

Modeling: The teacher gives example by being a model

Practicing: The teacher trains the students to imitate train

Applying: The students apply in the situation with the teacher help.<sup>19</sup>

### **The Ten Best Vocabulary Learning Tips**

a. Read, read, and read.

Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from context. Then look the words up. Read and listen to challenging so that you'll be exposed to many new words.

b. Improve your context skills.

<sup>19</sup> Kasihani K.E. Suyanto, *English for Young Learners*, (Bumi Aksara, Jakarta, 2007), P.27.

Research shows that the vast majority of words are learned from context. To improve your context skills pay close attention to how words are used.

c. Practice, practice, practice

Learning a word won't help very much if you promptly forget it. Research shows that it takes from 10 to 20 repetitions to really make a word part of your vocabulary. It helps to write the word - both the definition and a sentence you make up using the word - perhaps on an index card that can later be reviewed.

As soon as you learn a new word, start using it.

d. Make up as many associations and connections as possible.

Say the word aloud to activate your auditory memory.

Relate the word to words you already know. For example, (very large) has a similar meaning to the words gigantic, huge, large, Etc. You could make a sentence: small, medium, large, very large.

e. Vocabulary learning tip five: use mnemonics (memory tricks).

For example, funny little word pictures will help you

remember what words mean, and they are fun to make up.

f. Get in the habit of looking up words you don't know.

If you have a dictionary program on your computer, keep it open and handy. America Online and other internet services have dictionaries and thesauruses on their tool bars. Find them and look up any word you are not absolutely sure of.

g. Play with words.

Play scrabble, boggle, and do crossword puzzles. These and other word games are available for the computer, so you are dependent on a partner to play.

h. Use vocabulary lists.

Take vocabulary test. Playing games, such as the ones on this site, that test your knowledge will help you learn new words and also let you know how much progress you're making

i. Take vocabulary test.

Playing games, such as the ones on this site, that test your knowledge will help you learn new words and also let you know how much progress you're making

j. Get excited about words!

Learn to say what you really mean and discover the joys of being able to express yourself in writing.<sup>20</sup>

### **Brief Strategies for Vocabulary Development**

Words that are new to students but represent familiar concepts can be addressed using a number of relatively quick instructional tactics. Many of these (e.g., synonym, antonyms, examples) are optimal for rereading and oral reading, which call for more expedient approaches.

- a. Teach synonyms. Provide a synonym students know, (e.g., link stringent to the known word strict).
- b. Teach antonyms. Not all words have antonyms, but thinking about for those that do, apposite requires their students to evaluate the critical attributes of the words in question.

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<sup>20</sup> Vocabulary Tips, [http://www.sheppardsoftware.com/vocabulary\\_tips.htm](http://www.sheppardsoftware.com/vocabulary_tips.htm), Accessed on the 15of juli in 2016.



- c. Paraphrase definitions. Requiring student to use their own words increases connection making and provides the teacher with useful informal assessment- “do they really get it?”.
- d. Provide examples. The more personalized the better. An example for the new word egregious might be Ms. Kinsella’s 110-page reading assignment was egregious indeed!
- e. Provide no examples. Similar to using antonyms, providing non-examples require students to evaluate a word’s attributes. Invite students to explain why it is not an example.
- f. Ask for sentence that “show you know”. Students construct novel sentences confirming their understanding of a new word, using more than one new word presentence to show that connections can also be useful.
- g. Teach word sorting. Provide a list of vocabulary words from a reading selection and have students sort them into various categories (e.g., parts of speech, branches of government).students can re-sort words into “guess my sort” using categories of their own choosing<sup>21</sup>

#### **Ways of presenting the meaning of new vocabulary**

- a. Concise definition (as a dictionary: often a super ordinate with qualification: for example, a cat is an animal which....)
- b. Detailed description (of appearance, qualities.....)
- c. Example (hyponyms)
- d. Illustration (picture, object)
- e. Demonstration (acting, mime)
- f. Context (story or sentence in which the item occurs)
- g. Synonyms
- h. Opposite (antonyms)

<sup>21</sup> [http://www.phschool.com/eteach/language arts/Pearson Prentice Hall/ 2002\\_03/essay.html](http://www.phschool.com/eteach/language%20arts/Pearson%20Prentice%20Hall/2002_03/essay.html). Accessed on November 5<sup>th</sup>2016.

- i. Translation
- j. Associated ideas, collocation.<sup>22</sup>

### **C. Quotes**

#### **1. Concept of the Quotes**

Quotes are loan words or opinions of the author, or someone famous utterance, whether there is in books and magazines.<sup>23</sup> Quote is a word in English which means a quote. In the plural form quotes means quotations. quotes is a sentence that is considered interesting, meaningful, useful so often used as a reference or source to strengthen, add and clarify the writing. Quotes are not plagiarism for taking words or sentences from books or others. Quotes can be sentences containing motivation, inspiration, solutions, entertainment and so forth in various media derived from an author or speech of a person famous for his skills such as figures, officials, scientists, motivators and even ordinary people who have a broad meaning.

Currently Quote is not only used as a source or reference for scientific papers, but many media use quotes as a means of expressing feelings and can be a reflection of personality for people who use certain quotes. In addition quote (quote) is now

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<sup>22</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge: University Press, 1996), P.63.

<sup>23</sup> Gorys Keraf, *Komposisi: Sebuah Pengantar kemahiran Bahasa*, cet. 11 (Ende: Nusa Indah, 1997), hlm.197.

widely taken from a chat with others, movies, music, online social media, and so forth.<sup>24</sup>

Often times we see quotes from famous people adorn the pictures both offline and online. In addition, many books contain only quotes and not a few websites or blogs that create articles with quotes.

According Keraf, although the quote on one's opinion of experts was allowed, it does not mean that the whole of a post may consist of excerpts only serves as material evidence to support the opinion of the author.

According Azahari, "quote is part of the statements, opinions, ideas, definitions, formulas or research from other writing, or writing itself that has been documented, and cited to be discussed and analyzed with regard to writing material". Restrictions not only describe the nature of the above quote, but it also explains the interest of the quote, which is discussed and analyzed. This implies that the citation has a specific purpose is not simply to increase the number of research exposure.

Citing the work to demonstrate the credibility of the author. Therefore, quotes must be done carefully, carefully, and tanggung replied. Whereas. Hariwijaya and Triton, says that when citing the need to learn how the technique of quoting according

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24 Pengertian Quote Indonesia di Lentera Inspirasi.htm.

to scientific standards. Therefore, please note the following: (1) quotes sparingly-thrifty, (2) quotes if deemed very necessary solely, and (3) too many quotes bother kelancaran language.<sup>25</sup>

## 2. Kinds of Quotes

Several types of quotes that are often used include:

### a. Motivations quotes

A quote is a quote that is used to motivate others.

Usually quoted famous people who already have felt the same, but able through it with success. For example:

“you should be thankful for the journey of life. You only make this journey once in your life time” (Lailah Gifty Akita, Beautiful Quotes).

### b. Famous quotes

Usually a quote or proverb that is commonly known by the public but it is not known who the main idea (anonymous). For example:

“Thoughts give birth to actions, actions spawned a habit, habit bore the character, and the character created fate.” (Aristoteles)

### c. Love quotes

Usually in the form of aphorisms that can be quoted from a fragment of a poem, story, movie, or proverb. For

Example:

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<sup>25</sup> <http://kebudayaan.kemdikbud.go.id/bpnbbandung/2014/11/27/kaidah-pengutipan-dalam-karya-tulis-ilmiah>.

“If there is a meeting in this world then there beside him farewell. And when there is sadness in your heart then there will be happiness beside him anyway,” (Anonymous)

d. Funny Quotes

Usually quoted the words of public figures, artists, books, music or movies that touch of humor for example:  
 “if you are thrown a rock by someone, do not throwback at him. Please reply with a smile and throw flowers to him. But try to throw it with the pot.

e. Wise Quotes

Wise words are taken from a famous person. Can also taken from a book or movie that inspires.<sup>26</sup> For example:

“Everything comes to someone who waits.”

### 3. Motivation Quotes

Motivation quotes is as a goal or a driver with a real purpose that becomes the main driving force for a person in peeling to achieve what has been desired be it positive or negative. It can be said that motivation is a change that occurs in a person who appears with the symptoms of feeling, psychological and emotional so as to encourage individuals to do or act something that is caused by the needs, desires and goals.

According Winardi motivation comes from the word motivation which means "move". Motivation is the result of a number of processes that are internal or external to an individual,

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<sup>26</sup> [www. Bimbingan.org/arti kata-kata –quotes.htm](http://www.Bimbingan.org/arti_kata-kata_quotes.htm).

which leads to the attitude of enthusiasm and persistence in terms of carrying out certain activities. And According Drs. Moh. Uzer Usman, Motivation is a process to activate motives into actions / behavior to meet the needs and achieve goals / conditions and readiness in individuals who encourage his behavior to do something in achieving goals.<sup>27</sup>

According Marihot Tua Effendi Hariandja argues that: "Motivation is as the factors that lead and encourage a person's behavior or desire to perform an activity expressed in the form of a hard or weak effort".

According Wibowo, Motivation is the impetus for a series of processes of human behavior on the achievement of goals. While the elements contained in the motivation include the elements generate, direct, maintain, show intensity, is continuous and the purpose.<sup>28</sup>

Based on various opinions above, it can be said that the motivation arises in a person or through stimulation from outside the person's self. For example In an education, a teacher is required to play its role as a teacher in providing stimulation and encouragement so that students are more motivated in learning and keep trying to further increase his potential.

For example motivation quotes:

1. The winners know how much he needs to learn even though he was considered an expert by others. Instead, the

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<sup>27</sup> [www.Pelajaran Sekolah Online.htm](http://www.PelajaranSekolahOnline.htm).

<sup>28</sup> [www.Adad Danuarta Motivasi Kerja Menurut Para Ahli.htm](http://www.AdadDanuartaMotivasiKerjaMenurutParaAhli.htm).

losers want others to regard himself as an expert, but he has not learned to know how little he knew, (Sydney Harris).

Para pemenang mengetahui betapa masih banyak kebutuhan dirinya untuk belajar meskipun dirinya sudah dianggap ahli oleh orang lain. Sebaliknya, para pecundang menginginkan agar orang lain menganggap dirinya sebagai orang ahli, padahal dirinya belum belajar untuk mengetahui betapa sedikitnya yang ia ketahui, (Sydney Harris)

2. In general, human beings can be classified into two categories, namely: those who believe in his guidance, the spirited building and the spirit of gratitude. The second groups are those who do not believe in the guidelines, spirited damage (destroyer) and people who only had the spirit of criticism (critical spirit). (John Ruskin)

Secara umum, manusia itu dapat diklasifikasikan menjadi dua golongan, yaitu: orang yang meyakini pedoman hidupnya, orang yang berjiwa membangun dan orang berjiwa syukur. Golongan kedua adalah orang yang tidak meyakini pedomannya, berjiwa merusak (destroyer) dan orang yang hanya punya semangat mengkritik (critical spirit). (John Ruskin))

3. When I was quickly finding fault with others means I have failed megoreksi themselves say. When I had my actions designed to seduce others, then I doubted myself. When I feel lonely, then I have failed to forgive others. When there are events that occur repeatedly in my life, there is a lesson I needed to learn. (Larry Nelson)

Ketika saya cepat menemukan kesalahan orang lain berarti saya telah gagal megoreksi diri saya. Ketika tindakan saya sudah saya desain untuk merayu orang lain, berarti saya meragukan diri saya. Ketika saya merasa kesepian, berarti saya telah gagal memaafkan orang lain. Ketika ada peristiwa yang terjadi secara berulang kali dalam hidup saya, berarti ada pelajaran yang perlu saya pelajari. (Larry Nelson)

#### **4. Teaching Vocabulary throught Motivation Quotes**

The use of media in process learning is very important because it will make students become interested in ststudy. There are many media can use in learning such as quotes. Applying quotes is another way to improve students' vocabulary. Prosedure of teaching vocabulary through quotes are :

a. The researcher gives an understanding of the quotes



- b. The researcher explains the kinds of quotes
- c. Researchers explain about the noun
- d. The researcher gives the text about motivation quotes
- e. The student identifies the word class (noun) from the text containing  
the motivation quotes.<sup>29</sup>

In teaching using quotes teacher must be creative to make interesting quotes as media to make students focus on teaching and learning process. According to Sudjana and Rivan, quotes in a instrument function of the tight visual combination that consist of color and message as mean of to complete person attention in a time being for meaning full idea of theirs.

Teaching vocabulary through quotes an interesting way to make learners interesting in teaching and learning process. Teaching vocabulary through quotes make students active more very time in learning process.

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#### **D. Conceptual Framework**

Vocabulary is one of problem in mastering English especially at the eighth year students of SMP Negeri 5 Palopo.

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<sup>29</sup> Gorys Keraf, Komposisi: *Sebuah Pengantar kemahiran Bahasa*, cet. 11 (Ende: Nusa Indah, 1997), hlm.197.

There are many techniques to teach vocabulary. One of techniques to learn quotes. Techniques cooperative is a techniques to help the students and will be easy to learn vocabulary. Techniques cooperative independent variable and vocabulary is dependent variable. Through this quote leads the students to improve their vocabulary.

Based on the statement above, the researcher focus on improving vocabulary through quotes with used techniques cooperative. In this research the student will be given test to know improving vocabulary of the students in English before giving treatments. After that they will be given some treatment as a process of learning vocabulary through quotes.

After conducting both items, the researcher come to the last items namely giving test to whether any significance development to the students or the output After giving treatment.



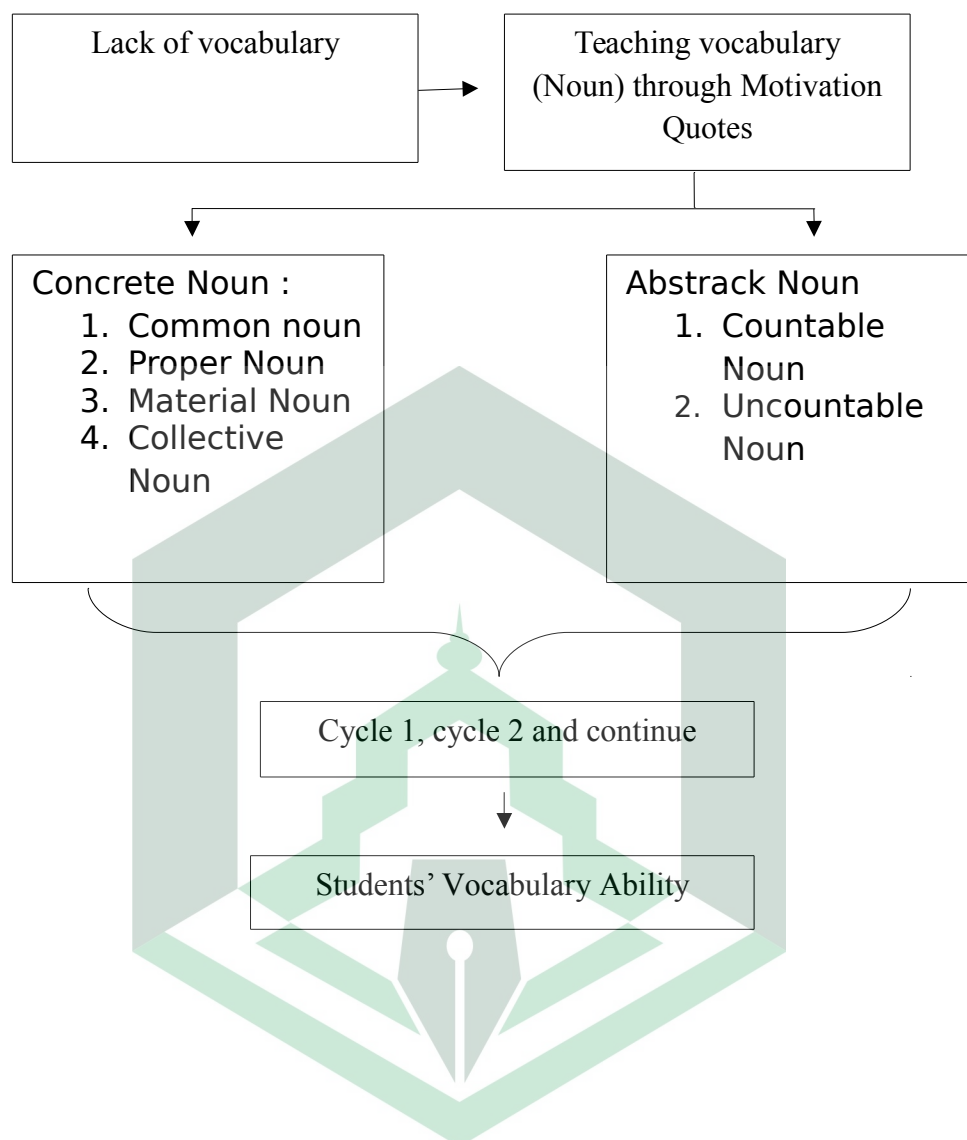
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Conceptual framework in this research is shown in the diagram

as follows:

Students Junior High School  
number Five Palopo





IAIN PALOPO

### BAB III

#### METHOD OF RESEARCH

##### A. Design of Research

This research used classroom action research (CAR) that consists of four stages: Planning, Implementation or Action, Observation and Reflection.<sup>30</sup> This research was done in two cycles, in order to fine out the appropriate way in improving vocabulary skill through quotes at eighth year of SMP Negeri 5 Palopo. The researcher use a model of action research, stated by John Elliot that there were four stages in the procedure namely, planning, action, observation, and reflecting. The basic competence which had been focused in this classroom action research, namely competence using noun, in quotes. The preparation for the action is prepared quotes, test worksheet, and observation list.

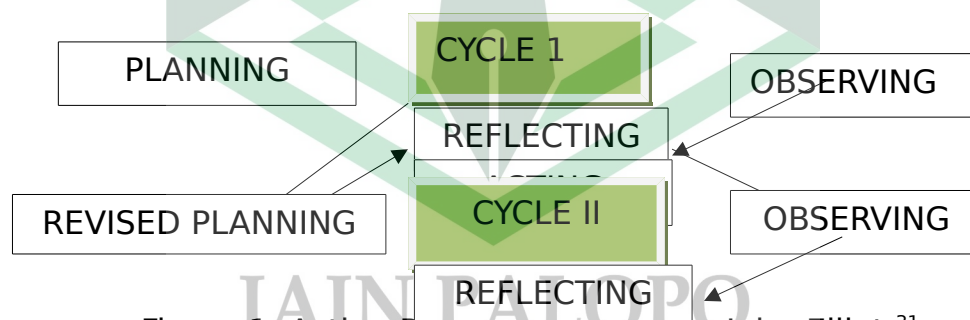


Figure 1. Action Research Design by John Elliot.<sup>31</sup>

## B. Setting of Research

<sup>30</sup> Suharsini Arikunto, at.al., *Penelitian Tindak Kelas*, (Jakarta: 2008), p.104

<sup>31</sup> Akhmad Sudrajat, *Penelitian Tindakan Kelas (part II)*, 21 Maret 2008. Online <http://akhmadsudrajat.wordpress.com/2008/03/21/penelitian-tindakan-kelas-part-ii>. Accessed On Januari 9<sup>th</sup>, 2017.

The researcher does her research in SMP Negeri 5 Palopo, especially in the eighth grade. The total number of students is 21. This research did in two cycles, in order to find out the best way to teach vocabulary through quotes to students.

### **C. Research participant**

The participant of research are:

#### 1. English teacher

English teacher collaborates with the researcher in the research, where the English teacher did observation when the researcher teach in class and as an evaluator.

#### 2. Students

The position of the students in the research as object of the research, where the research hopes after researching, and the students can increase their vocabulary.

#### 3. Partner and collaborators

The positions and collaborators in research as an observer, the collaborator help the research to observe the students, so the researcher knows the students condition in learning process and give suggestion for the problem in each cycle.

### **D. Technique and Instruments of Collecting Data**

The tehniqe collecting data that the research did in this classroom research were:

#### 1. Observation list

It was usefull to observe the students' participation during the use of quotes in teaching vocabulary. Also, as the basic instrument in discussion part among the researcher and the collaborators as a way to make reflection in each cycle.

#### 2. Interview

It is used to know the successful in using quotes as one in learning process.

### 3. Test

In collecting data of the students' achievement on learning vocabulary took by using test. It was used to measure students' improvement in every cycle namely asked the students to find some of nouns, adjective, verb, and adverb, that mention in the quotes. The result of the test of the first cycle and the second cycle are compared whether it was improved or not. The researcher could find the all data about students. It is very significant.

### **E. Procedure of the Research**

This research is conducted with using classroom action research method (CAR). In a cycle consists of planning, acting, observation and reflecting. They are:

#### 1. Panning

Planning is the first step of the research procedure. This activity covered the problem identification. This is the most important step in conducting action research as by knowing the problems, the researcher and collaborator could good solution to solve the problem arose.

#### 2. Acting

After recognizing the possible cause the problems faced by the students at the eighth year students of SMPN 5 Palopo, the students had difficulties in learning English because they have

low vocabulary, the action was decided in advance. The action is aimed to solve the problem.

### 3. Observing

Observing was the activity of collecting data to supervise to what extent the result of “acting” reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the students’ progress (the students’ score) while the qualitative data comprised students’ interest, class management.

In short, in this phase, the researcher or collaborator elaborated kinds of data, the procedure of collecting data by words observation list.

### 4. Reflecting

Reflecting is the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, the researcher and collaborator could observe whether the “acting” activity had resulted any progress, what progress happened, also about the positive and negatives, and so on.

In the planning, researcher wanted to the students enjoyed with the lesson and improved their vocabulary, she would use quotes for improving the students’ achievement in memorizing vocabulary easily.

### **Cycle 1**

The first cycle of this classroom based research consisted of planning, acting, observation, and reflecting.

#### **1. Planning**

- a. Prepared material, making lesson plan about the use of quotes in teaching vocabulary particularly nouns.
- b. Preparing list of students' name
- c. Classroom management number of students' is 21, make the classroom is comfortable.
- d. Prepared the test instrument
- e. Preparing teaching facilities (board marker and eraser).
- f. Preparing sheets for classroom observation.

## **2. Acting**

- a. The 1<sup>st</sup> meeting

There are some activities done in this phase namely:

- 1) Researcher introduced herself and collaborator to students
- 2) Give more motivation to the students in order to be active in learning process.
- 3) Explains about vocabulary kinds used quotes.
- 4) The researcher grouped the students to in five groups, each group consists of four or five students.
- 5) Give text containing quotes to students.
- 6) The students identify noun in the quotes from the text.
- 7) Make an other quotes by using noun.
- 8) The researcher collected students worksheets.
- 9) Researcher and students conclude the materials.
- 10) Closed the class.

After doing the first cycle, there were still many weaknesses then based on the reflection part, the researcher did the second cycle (see the findings in chapter IV).

## **3. Observation**

The writer observes the teaching learning process in improving vocabulary through quotes, included the students responded in students, the writer gave test to the students by providing some questions essay.



#### **4. Reflecting**

In this step, the researcher analyzed the weakness that she has got in observing. The result of data that had been done it will be continued in the analysis until can be reflection after action research. The reflection it will be discussed as well as a guidance collaborator while teacher and should make research planning for the next cycle.

#### **Cycle 2**

Like at the first cycle, in this section the writer did the next cycle which repair from cycle 1

##### **1. Planning**

- a. Continue the activities that have been done in cycle 1.
- b. Repair the weakness in the cycle 1.
- c. Make planning again in the scenario learning process from the result of cycle 1 reflection.
- d. Action research repair

##### **2. Acting**

In this stage, action is done to increase the result based on the reflection in cycle 1. The stages done are the same with the previous cycle that is to say, to do increasing vocabulary of the applied teaching vocabulary throught quotes.

- a. Every students got chance to commenting about vocabulary used a quotes.
- b. Every students can focus to answer the test.

##### **3. Observation**

In the case the observation done at the cycle II is almost same with the done observation at cycle I.

#### 4. Reflecting

Reflecting was done to see the result of the second cycle action process, to analyze, understand and make conclusion activity. The researcher analyzed cycle 1 to know whether the action of this cycle reaches success criteria based on the result of second action. This classroom action research was success if some of the following requirements were fulfilled:

1. Most of the students have a good score in evaluation (vocabulary test) (70).
2. Most of the students' active in learning process (75%).

#### F. Data analysis

The researcher explained the data from the test to get results from test in every cycle. Researcher used counting as follows:

- 1) Score the students answer:<sup>32</sup>

$$\text{Score} = \frac{\text{the number of correct answer}}{\text{the total number of test items}} \times 100$$

- 2) To find out the mean score of the students' test, the

researcher had been used the formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

X = Mean score

<sup>32</sup> Sudjana, *Metode Statistika*, (Bandung; Tarsito Bandung, 1992), p. 73

$\Sigma X$  = Total Score

N = the Number of Students<sup>33</sup>

3) After collecting the data of the students, the researcher classified the students' score, there were five classifications were used as follows:<sup>34</sup>

No	Score	Classification
1	81 - 100	Very good
2	61 - 80	Classified as good
3	41 - 60	Classified fair
4	21 - 40	Poor
5	1 - 20	Classified very poor

4) Implementation of learning by using quotes in teaching vocabulary by analyzing the successful level of implantation, than it categorized into success, less success and not success.

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<sup>33</sup> Gay, LR. Education Research: *Competencies for analysis and application*, (New York:Second Edition. Colombus : Charles E Merrill Publishing Company, 1981),p.298.

<sup>34</sup> Piet A Sahertian, *Konsep Dasar dan Teknik Supervisi Pendidikan*, (Isrediwon: Rineka Cipta, 2000), P. 60

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **A. Findings**

##### **1. The First Condition of The Class**

Based on the pre-observation, the researcher got some data about the students' condition of the class, including the students' problem. From interview the researcher got information from the students that difficulties of four skills namely speaking, reading, writing, and listening in English; due to lack of vocabulary and on this case the researcher analyzed to overcome the problem. It means that the students were taught vocabulary by quotes, where that quotes can help them to improve their vocabulary.

##### **2. Cycle 1**

###### **a. Planning**

In this section, the researcher prepared to carry out the action research class required different tools that had been created and developed previously, namely lesson plan (RPP), the supporting instrument: observation sheet and test.

###### **b. Action**

## The first Meeting

The action started on 27<sup>th</sup> July 2017, at the first lesson at 07:15 am for the first meeting of the cycle 1. The researcher opened the class by saying “ Assalamualikum Wr.Wb....” and students saying “Walaikumsalam Wr.Wb”. And the researcher asked condition of the students such as “Hello ! How are you today?..”and the students answered “ Fine”. And then the researcher introduced herself and her collaborator.

In this action, the researcher explains about vocabulary used quotes. The researcher starts explain what purpose in the learning vocabulary. And then the researcher explains about quotes and kinds of quotes and steps to do in learning.



The researcher closed the class by conclusion. And then, the researcher said the plan of learning that will come.

## **The Second Meeting**

The second meeting continued on 28<sup>th</sup> July 2017 at 09:50 pm. The researcher greeted the students by saying Assalamualaikum Wr. Wb. After that, the researcher checked the students in the attendant list.

In this action, the researcher give motivation to the students in order to be active in learning, explain materials about motivation quotes, after that the students make into five groups, and than each groups give one quotes for; students translate the quotes, students identify noun in the quotes, students make a sentence by using the noun in quotes, after that every groups presentation the results of discussion and the other respond groups, and than, the teacher give explanation and affirmation to the students, than closing, after that, the researcher closed the class by conclusion, then the researcher said the plan of learning that will come.

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## **The Third Meeting**

The third meeting continued on 29<sup>th</sup> July 2017 at 07:15 pm. The researcher greeted the students by saying Assalamualaikum Wr. Wb. and students saying "Walaikumsalam Wr.Wb". The researcher asked to the students " are you ready to study

today?”, the students saying “ yes”.The researcher “Ok, this is today we still learn about vocabulary through quotes. After that, the researcher make five groups, and than each group give one quotes different with the second meeting, and than the students translate the quotes, and identify noun in the sentence, and than, the students make a sentence by using the noun in quotes. And than, each group presented the results of the discussion and the other group respond.

And then, the researcher closed the class by conclusion. And then, the researcher said the plan of the next learning.

### **The Fourth Meeting**

The fourth meeting continued on 29<sup>th</sup> July 2017 at 12:45 pm. The researcher greeted the students by saying. Assalamualaikum Wr. Wb. And students saying “Walaikumsalam Wr.Wb”. Before start to study, the researcher gave instruction to the students “Ok, before start doing learning process, I want you sit neatly. And then, the researcher share test to the students, and than the students translate the quotes, and identify noun in the sentence, and then, the students make a sentence by using the noun in quotes. When finished the researcher collect the students worksheets.



When finished, the researcher suggested to all students to study again because the next meeting continued to cycle II and students will know whether increase or not in learning by using quotes.

### c. Observation

Based on observation made by writer and collaborators in the first cycle, the data obtained as follows:

1. In the first cycle of learning, the students, still lack enthusiasm to understand the concept of the learning. Some students who were easy to get bored and the some inactive students. It could be influenced by some factor such as they did not interest with English lesson so, the students seemed confuse with their new lesson or they thought about the other thing so that they did not concentrate to study.
2. The students did not understand and still confused how to identify the nouns in the text.
3. It was difficult for the students to write the English words.



4. There were some students who were able to not accept quickly the explanation of the teacher.
5. The students seemed not to be discipline
6. Evaluation on students' vocabulary showed that students mastery on vocabulary were mostly in low score. The score was only 54

**Table 4.1**

**Score of the students' vocabulary in cycle I**

No	Respondent	Score
1	R1	50
2	R2	40
3	R3	60
4	R4	70
5	R5	70
6	R6	40
7	R7	50
8	R8	60
9	R9	60
10	R10	60
11	R11	50
12	R12	40
13	R13	70
14	R14	40
15	R15	40
16	R16	50
17	R17	60
18	R18	60
19	R19	40
20	R20	50
21	R21	70
Mean Score		1,130

Calculating the mean score of the students' speaking test cycle 1

$$\bar{x} = \frac{\sum x}{N}$$

$$X = \frac{1,130}{21}$$

$$= 54$$

Where:

X = Mean Score

$\Sigma$  = Total Score

N = Total Students

**Table 4.2**

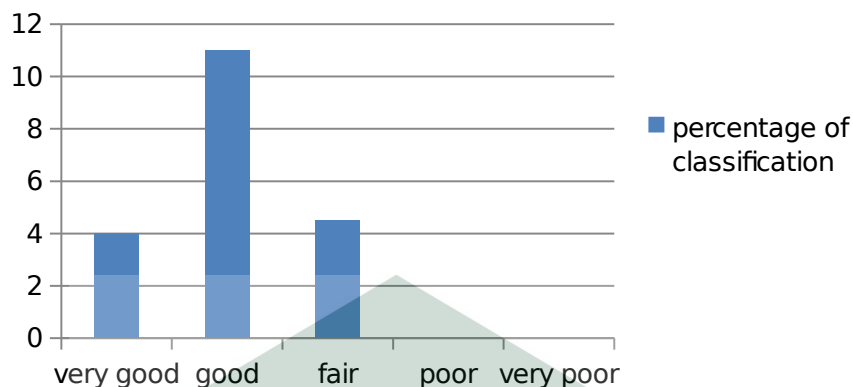
**The Rate Percentage of students' Score in Cycle I**

No	Score	Classification	Frequency	Percentage (%)
1	81 - 100	Very good		
2	61 - 80	Good	4	19
3	41 - 60	Fair	11	52
4	21 - 40	Poor	6	29
5	1 - 20	Very poor	-	-
Total				100%

**Table 4.3**

**Bar Chart of the Students' Score Percentage in Cycle I**

## percentage of classification



The table above shows that the students of SMP Negeri 5 Palopo in criteria and percentage of the students nouns in first cycle shows that were 4 students (19%) got “good” scores, 11 students (52%) got “fair” scores and 6 students (29%). Students in cycle I had ability in part of speech test and they had known to class word noun.

The researcher divided students’ participation activeness during class into four points, namely:

- a. **Very active:** the students is responsive and participated fully in all activities during the the learning and teching process.
- b. **Active:** the students translate the material and determaine the part of speech.
- c. **Less Active:** the students pays attention and gives responses one in a while
- d. **Not Active:** the students does not give answer the test, she/ he looks confused, bored, and sometimes leaves the class.

**Table 4.4**  
**The Result of Observation through Students' Activeness**  
**during the Teaching and Learning Process in Cyclly I**

<b>Respondent</b>	<b>Very Active</b>	<b>Active</b>	<b>Less Active</b>	<b>Not Active</b>
<b>R1</b>			√	
<b>R2</b>				√
<b>R3</b>			√	
<b>R4</b>		√		
<b>R5</b>		√		
<b>R6</b>				√
<b>R7</b>			√	
<b>R8</b>			√	
<b>R9</b>			√	
<b>R10</b>			√	
<b>R11</b>			√	
<b>R12</b>				√
<b>R13</b>		√		
<b>R14</b>				√
<b>R15</b>				√
<b>R16</b>			√	
<b>R17</b>			√	
<b>R18</b>			√	
<b>R19</b>				√
<b>R20</b>			√	
<b>R21</b>		√		
<b>Total</b>		4	11	6

Based on the table above there some students did not have braveness in learning activitis, only 4 students get good, 11 students get fair and 6 students get poor.

#### **d. Reflecting**

- There were still some significant weaknesses in the first cycle:
1. In the first cycle of learning, the students still lack enthusiasm to understand the concept of the learning. Some students who were easy to get bored and the some inactive students. It could be

influenced by some factor such as they did not interest with English lesson so, the students seemed confuse with their new lesson or they thought about the other thing so that they did not concentrate to study. So that is why in cycle II was different from cycle I because cycle II the researcher learn vocabulary through quotes with picture.

2. The students did not understand and still confused how to identify the nouns in the text.
3. Most of the students were still not familiar with the use of quotes in learning.
4. Most of the students still have problem with meaning and identifying words in quotes.
5. There were some students not cooperative in their group to finish the task.
6. The students seemed not to be discipline
7. Evaluation on students' vocabulary showed that students mastery on vocabulary were mostly in low score. The score was only 54.

Besides, many of them still have problem with verb and adverb. Through the case, improvement was needed on some aspects of the teaching and learning process employed. It means that cycle 2 was needed.

### **3. Cycle 2**

Similar to the data presentation in cycle 1, in cycle 2, the planning, the implementation of the action, the observation, and the analysis and reflection are made. The analysis and reflection

covered the analysis teaching and learning process, the analysis of the result of the students' vocabulary, and reflection.

#### **a. Planning**

The researcher hoped in the cycle II the students were more active than before. Planning in the second cycle was different with the first cycle. In the second cycle to make students to be active in the class. The reflection in the first cycle was considered to plan the second cycle.

In order to solve weaknesses and to keep the successful in the first cycle, then the second cycle was planned as follow:

1. Gave more motivation to the students in order to be active in learning proses.
2. Gave more chances to the students who got score to share their knowledge about the vocabularies.
3. Gave more intensive guidance to the students that got difficulties in quotes in the first cycle.

#### **b. Action**

##### **The First Meeting**

The first meeting in the cycle II continued on 02<sup>nd</sup> August 2017 at 09:50 pm. The researcher greeted the students by saying "Assalamualaikum. Wr.Wb". After that the researcher checked the students in attendant list and then asking the readiness of the students to take apart in learning process.

In this action, the researcher said to the students "the first I want tell you about result by cycle 1 is many students get

average in the test and I hope to you all to improve more your ability in vocabulary and now I will explain again the material about noun through quotes and steps in learning process”.



After doing the learning process, the researcher closed the class by conclusion. And then, the researcher announce the plan of learning that will come.

### **The Second Meeting**

The second meeting in the cycle 1 continued on 03<sup>rd</sup> August 2017 at 07:15 pm. The researcher greeted the students by saying “Assalamualaikum. Wr.Wb”. After that the researcher checked the students in attendant list and then asking the readiness of the students to take apart in learning process.

In this action, the researcher gave motivation to the students in order to be active in learning, explained materials about motivation quotes, after that the students make into five groups, and than each groups give one quotes for; students translate the quotes, students identify noun in the quotes, students make a sentence by using the noun in quotes, after that every groups presentation the results of discussion and the other respond groups, and than, the teacher give explanation and affirmation to the students.



After done, the researcher closed the class by conclusion.

And then, the researcher said the plan of the next learning.

### **The Third Meeting**

The third meeting in the cycle II continued on 04<sup>th</sup> August 2017 at 07:15 pm. The researcher greeted the students by



saying Assalamualaikum Wr. Wb. and students saying “Walaikumsalam Wr.Wb”. Before start of studing, the researcher gave instruction to the students. Ok, today we still learn about vocabulary through quotes. After that, the researcher explained to students how to answer test. And then, the researcher share a text to the students different with the second meeting, and then the students translate the quotes, and identify noun in the sentence, and then, the students make a sentence by using the noun in quotes. And than, each group presented the results of the discussion and the other group respond. The student get good score in the cycle II with the student get poor score in the cycle I.



After that, the researcher suggested to all students to study again about quotes. And then, the researcher closed the class by conclusion. And then, the researcher said the plan of learning that will.

### **The Fourth Meeting**

The fourth meeting in the cycle II continued on 08<sup>th</sup> August 2017 at 12:45 pm. The researcher greeted the students by saying Assalamualaikum Wr. Wb. and students saying "Walaikumsalam Wr.Wb". Before start of studing, the researcher gave introduction to the students "Are you ready to do quotes? The students "Ready". The researcher "Ok, before start doing learning process, I want you to sit down neatly on the each. Then, the researcher gave more explanation about theexaple of materials, and researcher giving chances to the students for expressing their difficulties in teaching process and shared their knowledge about the vocabulary. After that the researcher share test to the students different with cycle I, and then the students translate the quotes, after that the students identify noun in quotes, and than, the students made a sentence by using the noun in quotes. when finished the researcher collected students' worksheets. Then, the researcher gave awards to the successful students and the most active students.

In this action, the students were very active in the learning quotes especially in studying vocabulary, they can handle their problem about vocabulary.



After learning vocabulary through quotes, the researcher expressed "Thank very much because you all already helped me in my research."

### **c. Observation**

The second meeting was focused on assessing the students' performance in learning vocabulary, (a) learn vocabulary by using quotes got positive respond. (b) Evaluation on the students' vocabulary showed that the students' master on vocabulary were increase. The mean score reached 78.

**Table 4.5**  
**Score of the Students' Vocabulary in cycle II**

No	Respondent	Score
1	R1	70
2	R2	80
3	R3	70
4	R4	90
5	R5	80
6	R6	70
7	R7	90
8	R8	70
9	R9	80
10	R10	70
11	R11s	80
12	R12	70
13	R13	90
14	R14	80
15	R15	70
16	R16	80
17	R17	70
18	R18	90
19	R19	70
20	R20	70
21	R21	90
<b>Mean Score</b>		<b>1,630</b>

Calculating the mean score of the students' speaking test

cycle 1

$$\bar{x} = \frac{\sum x}{N}$$

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$$X = \frac{1,630}{21}$$

$$= 78$$

Where:

X = Mean Score

$\Sigma$  = Total Score

N = Total Students

**Table 4.6**

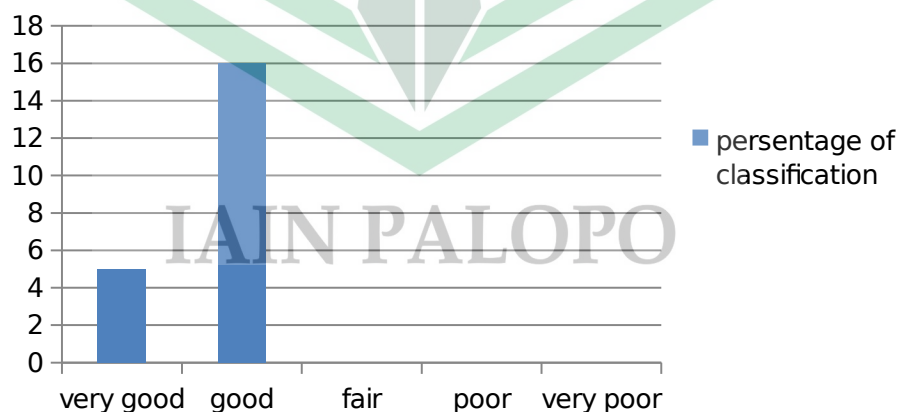
**The Rate Percentage of students' Score in Cycle II**

No	Score	Classification	Frequency	Percentage (%)
1	81 - 100	Very good	5	24
2	61 - 80	Good	16	76
3	41 - 60	Fair	-	-
4	21 - 40	Poor	-	-
5	1 - 20	Very poor	-	-
Total			100%	

**Table 4.7**

**Bar Chart of the Students' Score Percentage in Cycle II**

**percentage of classification**



The table above shows that, the students of SMP Negeri 5 Palopo in criteria and percentage of the students nouns in first cycle shows that were 5 students (24%) got "very good" scores

and 16 students (76%). Students in cycle II had ability in part of speech test and they had known to word class noun.

The researcher divided students' participation activeness during class into four points, namely:

- a. **Very active:** the students is responsive and participated fully in all activities during the learning and teching process.
- b. **Active:** the students translate the material and determaine the part of speech.
- c. **Less Active:** the students pays attention and gives responses one in a while
- d. **Not Active:** the students do not give answer to the test, he looks confused, bored, and sometimes leaves the class.

**Table 4.8**

**The Result of Observation through Students' Activeness during the Teaching and Learning Process in Cycly II**

Respondent	Very Active	Active	Less Active	Not Active
R1		√		
R2		√		
R3		√		
R4	√			
R5		√		
R6		√		
R7	√			
R8		√		
R9		√		
R10		√		
R11		√		
R12		√		
R13	√			
R14		√		

<b>R15</b>		√		
<b>R16</b>		√		
<b>R17</b>		√		
<b>R18</b>	√			
<b>R19</b>		√		
<b>R20</b>		√		
<b>R21</b>	√			
<b>Total</b>	5	16		

Based on the table above, there was increase the students' activity in cycle II. Learning vocabulary by quotes got positive response. Even students who were good result it means that the criteria of success in cycle II the students had better achievement.

#### **e. Reflecting**

Some successful points in the second cycle. Most of the students were more active during the action. The students were very enthusiastic in learning quotes. The students' vocabulary was increase after learning vocabulary by using quotes. It was showed by the achievement score in the second cycle that was reached 78.

The researcher used the some method in cycle 1 but different quotes, there are:

1. The learning process in the cycle I, the planning steps unfinished to apply, it proved many students not understand and focused how to apply quotes. So that, the students is not focus and unconsentration in the learning process. The mean score in cycle I was not achieve criteria success 75. The mean score in the cycle I 54.

2. The learning process in cycle II, the planning steps had finished to apply. It proves the students was understood, unconfused, unbored and enjoy in the learning process quotes. The mean score in cycle II was pass achieve criteria success 75. The mean score in cycle II 78.

### **B. Discussion**

Looking at the data finding, the researcher presented the discussion of data some of student was lows. The students of SMP Negeri 5 Palopo were low in the cycle I than cycle II. In this case, the writer divides discussion into parts: discussion about data analysis, which is intended to fine out the increasing students 'vocabulary through quotes that can be analyzed from the result of the test.

The increasing students' vocabulary through quotes in the case, the researcher discusses the result of the data analysis in accordance with the scope this research. The discussion is intended to know the students' increasing vocabulary through quotes.

#### **1. The first cycle**

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 54. The criteria success in the first cycle the percentage 75%. Based on observation activities made by researcher and observer in the first cycle was found some weakness in the teaching English vocabulary through quotes. They are (a) In the first cycle of learning, the students, still lack



enthusiasm to understand the concept of the learning. Some students who were easy to get bored and the some inactive students. It could be influenced by some factor such as they did not interest with English lesson so, the students seemed confuse with their new lesson or they thought about the other thing so that they did not concentrate to study. (b) The students did not understand and still confused how to identify the nouns, in the text. (c) Most of the students were still not familiar with the use quotes in learning. (d) Most of the students still have problem with meaning and identifying words in quotes. (e) There were some students not cooperative in their group to finish the task. (f) The students seemed not to be discipline. So the researcher needed to do reflection to get best way in teaching vocabulary through quotes.

The increasing students' vocabulary through quotes relating to data analysis based on the tests, the researcher present the students' in cycle I is low interest.

## 2. The second cycle

The men score of the students' test in the second cycle is 78. The efficacy in the second cycle the percentage 75%. The result of the observation of students' activities showed that the students' enthusiasm in the learning in the second cycle was increasing than cycle II because the researcher using quotes from picture in teaching vocabulary. It indicates then after giving

the reflection based on observation made researcher and collaborators. The students had better achievement and the researcher has known in the application of appropriate in a way teaching to increase students' vocabulary through quotes. The students' attention was focused on learning and the students were fun, enjoyed, and easy to understand the lesson.

The increasing students' vocabulary through quotes relating to data analysis based on the tests the researcher present the students' in learning English vocabulary through quotes in cycle II and the students' had good answer into correction of tests. It can be seen by increasing of their spirit in learning English vocabulary through quotes was increase and understood how to applied quotes, beside that the students' more self confidence to mention vocabulary into learning vocabulary.

Based on the result of data analysis, the researcher concludes that the eighth year student of SMP Negeri 5 Palopo in learning vocabulary had increased in learning vocabulary after application of quotes. Therefore, the teacher can be apply quotes in teaching English especially increasing vocabulary students' in teaching learning process.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After finishing the research, the writer concludes the way to improve vocabulary through quotes at the eighth year of SMP Negeri 5 Palopo could be described as follows:

1. Give motivation to the students in order to be active in learning.
2. Explain materials about motivation quotes.
3. The students make into five groups.
4. Each groups give one quotes for:
  - a. Students translate the quotes.
  - b. Students identify noun in the quotes.
- c. Students make a sentence by using the noun in quotes. Every students discussed with friends in group to make a sentence or quotes.
5. Every groups presented the results of discussion and the another groups asked to other group about their sentence or quotes.
6. The teacher give explanation and affirmation to the students.
7. Closing.

From the cycle I, the researcher found that 54 score, students have positive response and active involvement in learning and teaching process can be seen from students attitude and quality of learning and teaching process increase from the

behavior emerges during learning and teaching process, the checklist of the teacher activities, observation sheet and test.

## **B. Suggestions**

The success in learning English does not depend on the lesson only, but more important for the teacher presented the lesson and using various methods to manage the class more lively and enjoyable. The quotes also helped the teacher to manage the class well and give much opportunity for students to be active in teaching learning process. Regarding to learning in vocabulary by using quotes, the researcher gives some suggestion as follows:

1. To develop quality in English vocabulary, the English teacher may apply teaching vocabulary through quotes.
2. The English teacher should have a good way or method in teaching vocabulary. Besides that, they should be more creative in giving the material of vocabulary through quotes.
3. To make active the class in teaching, the English teacher may adapt between material and strategy that apply in the classroom.
4. Students should have self discipline in order to get maximum achievement students should be able to increase the confidence in this ability.

Finally, the researcher realized that this thesis was far from being perfect and because of that; constructive critics and advice

was really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It was hoped that the readers have more information about using quotes in teaching process. This research could be one of the references for the next researcher activities to improve students' vocabulary.

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