

**IMPROVING VOCABULARY BY USING LONGEST WORDS
GAME AT THE EIGHT YEAR STUDENTS
OF PMDS PUTRA PALOPO**



THESIS

Submitted to English Language of S1 Tarbiyah Department
of State College for Islamic Studies in Partial
Fullfillment for Degree of S.Pd
in English Education

IAIN PALOPO

Composed By,
Rosmiati
Reg. Num. 09.16.3.0042

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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Reg. Num. 07.16.3.0042

Supervised, By

1. Dr. Jumharia Djamereng., M.Hum.
2. Amir Faqihuddin Assafari, S.Ag., M.Pd.I.

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2013**

A RESEARCH PROPOSAL

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By,
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NIM : 09.16.3.0042



**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLAGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled “**Improving vocabulary by using longest words game at the eighth year students of PMDS Putra Palopo**” which is written by Rosmiati, students ID 09.16.3.0042, English SI Study Program of Tarbiyah Department of State College For Islamic Studies and has been examined and defended on Friday, March 20th 2014 coincided with 12 Jumadil Awal 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, 20 March 2014
12 Jumadi Awal 1435

COMMITTEE OF EXAMINATION

- | | | |
|---------------------------------------------|---------------|---------|
| 1. Prof. Dr. H. Nihaya M., M.Hum. | Chairman | (.....) |
| 2. Sukirman Nurdjan, S.S., M.Pd. | Secretary | (.....) |
| 3. Madehang, S.Ag., M.Pd. | Examiner I | (.....) |
| 4. Amalia Yahya, SE., M.Hum. | Examiner II | (.....) |
| 5. Dr. Jumharia Djamereng, M.Hum. | Consultant I | (.....) |
| 6. Amir Faqihuddin Assafari, S.Ag., M.Pd.I. | Consultant II | (.....) |

Approved By,

The Head of STAIN Palopo

The Head of Tarbiyah Department

Prof. Dr. H. Nihaya M., M.Hum
NIP. 19511231 198003 1 017

Drs. Hasri, M.A
NIP. 19521231 198003 1 036

PRONOUNCEMENT

I have been signature below:

Name : Rosmiati
Reg. Number : 09. 16. 3. 0042
Study Program : Tadris English
Department : Tarbiyah

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Palopo, March 2014
Researcher,

IAIN PALOPO

Rosmiati
NIM. 09. 16. 3. 0042

CONSULTANT APPROVAL

Thesis Entitled : **“Improving Vocabulary By Using Longest Words Game
At The Eighth Year Students of PMDS Putra Palopo”.**

Written By :
Name : Rosmiati
Reg. Num. : 09. 16. 3. 0042
Program : English (S1)
Department : Tarbiyah

Has been corrected and approved to be examined.

Palopo, March 2014

Consultant I,

Consultant II,

Dr. Jumharia Djamereng, M.Hum.
NIP. 19690108 200212 2 002

Amir Faqihuddin Assafari, S.Ag.,M.Pd.I.
NIP. 19710407 200604 1 005

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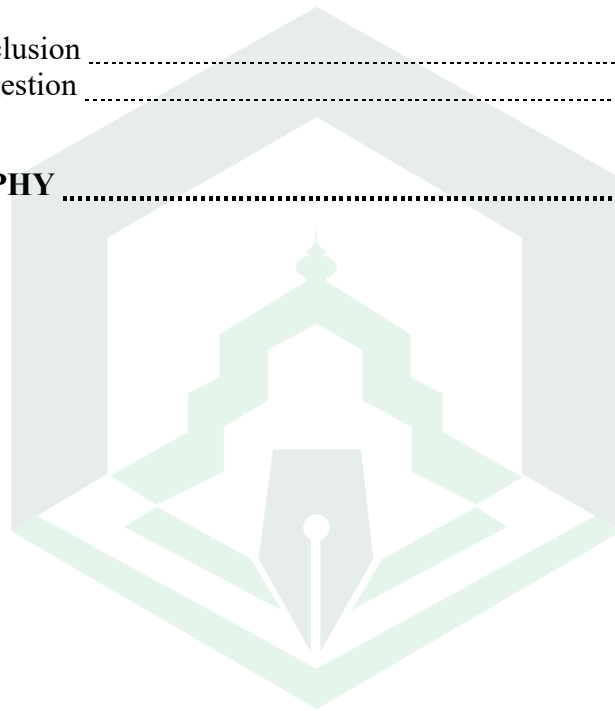
March th 2014

IAIN PALOPO The Researcher

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ABSTRACT

Rosmiati, 2014: “ Improving Vocabulary by Using Longest Word Game at the Eight Year Students of PMDS Putra Palopo”. Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Consultants

Key Word : Vocabulary, Longset word, Game.

This thesis was focused about the improving vocabulary by using longest word game. The researcher aims to find out whether improving vocabulary by using longest word or not in PMDS Putra Palopo.

This research using experimental method which involved the eight year students of PMDS Putra Palopo in 2013/2014 academic year. The researcher used pre-test and post-test design. This research was undertaken at the eight year students of PMDS Putra Palopo. The number of population 50 students who consist of two classes. And the writer took one class in consisted 20 students as samples purposive sampling technique.

The researcher used test and questionnaire as instruments of the data collection. Total of questions is 45 which represents noun, adjective and verb content. Pre-test used to know the students' vocabulary before treatment and post-test after treatment.

The result of this research showed that there were significant improvements on students' Improving Vocabbulary by Using Longest Word Game at the Eight Year Students of PMDS Putra Palopo after conducting the treatment. In which the score of t_0 (3,769) is bigger than the score of t_t (2,09). It means that Using Longest Word Game gives significant improvement to the students in learning vocabulary . In addition, the researcher aims to find out Improving Vocabulary by Using Longest word Game is improved at the eight year students of PMDS Putra Palopo.

CHAPTER I

INTRODUCTION

A. Background

English is as an international language which is used to communicate with other people from all over the world. It is very important to know by speaker as a tool to interact with the others. Therefore they need to learn, in order to master it well. If we want to speak well we must learn English speaking. Many people want to learn English because they are attracted to speak with foreign people and it is useful to know the culture of target language community.

Language is also a tool to convey our idea get our goal. By means of language we can tell one another what we see and what we think. There are four kinds of skill education in learning language they are speaking, listening, writing and reading skill. Those components cannot be separated because they the central parts of language used in communication and related each other in real life skill there is communication frequency alternation between receptive and productive activity, consist of grammar, vocabulary and pronunciation. We would not be able, if we do not mastery vocabulary first.

Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning

opportunities around them.¹ Vocabulary is central to language and of critical importance to the typical language learner.

So, In this moment the researcher want to give full attention of teaching and learning process vocabulary, because many students cannot understand text and there is miss communication, because they do not mastery vocabulary. There are many factors that influence mastery vocabulary, it is probably from the method of learning or techniques to make teaching vocabulary process are fresh and comfortable, giving motivate students and maybe to help stuedents easy memorize vocabulary. Most of them are using games, because games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games, the students can take part widely and open mindedly.

According Ayu Rini. With the using games, the childrens or students in teaching vocabulary can easy to memorize vocabulary, because play game can become alternative or variation in teaching english divides parents, teachers and the others. With this method the students not feel lazy but they will change the mind if to study english is not difficult. And this playing game able to do students any where.²

Based on the reasons above the writer interested to find the other method in teaching vocabulary which conducted under the title “ Teaching Vocabulary By using Longest Words game At The Eighth Year Students Of PMDS Purta Palopo”.

¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), p. 225.

² Ayu Rini, *Excellent English Games*, (Jakarta: Kesaint Blanc Publishing 2012), p. 4.

B. Problem statement

From background explanation above, the writer formulates the research problems, they are:

1. Does the use of the longest word game improve the students' Vocabulary at the eight year students of PMDS Putra Palopo?
2. How is the student's response toward the use of longest word game in learning vocabulary at the eight year students of PMDS Putra Palopo?

C. Objective the research

Relevant to the researcher problems above, the writer formulates the objective of the study are;

1. To find out the use of longest word game in teaching can improve the students' vocabulary at the eight year students of PMDS Putra Palopo can improve.
2. To find out the students' response toward the use of longest word game in teaching vocabulary at the eighth year students of PMDS Putra Palopo.

D. Significance of the research

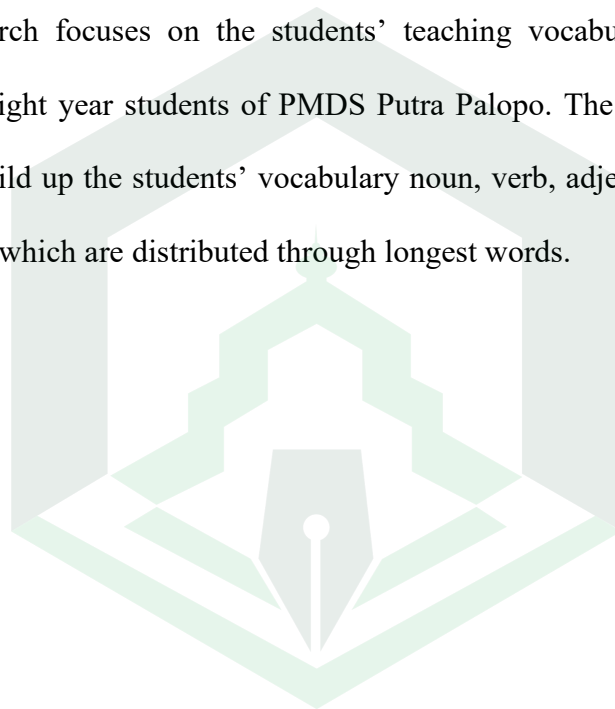
In this case the writer expects The result of this research is expected to be useful information for:

1. The result of the research, to be meaningfull information among the english teachers and can give enhancement of quality learning and teaching process of at the eight year students of PMDS Putra Palopo.

2. Practically, to be useful information for all reader how to teach vocabulary through using longest words and can get English learning which is fun and interesting.

E. Scope of the Reseach

This research focuses on the students' teaching vocabulary through Longest Words at the eight year students of PMDS Putra Palopo. The scope of this study is restricted to build up the students' vocabulary noun, verb, adjective. The words used here are words which are distributed through longest words.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies on Related Research

There are some language writers which closely related to this research in teaching vocabulary, those writers are:

a. Mustika, in this research entitled “ Improving The Students’ Vocabulary Through Crossword Picture To The Fifth Year Students of Madrasah Ibtidaiyah Datok Sulaiman Putra Palopo”. She stated that the use of using crossword picture in improving the students’ vocabulary particularly Noun and in teaching technique of vocabulary.¹

b. Sukaesi Aminah observed a research the title “ Teaching Vocabulary By Using Simon Says Game At The Sixth Year Students of Elementary School 373 Batu Putih Cengkeh” She concluded that the effective ways in teaching vocabulary, namely:

1. The teacher should prepare and identify the vocabularies as command that proper for students’ level.

2. The classroom situation will be little bit of noisy during playing the game.

¹ Mustika, *Improving the Students’ Vocabulary through Crossword Picture to the fifth year Students of Madrasah Ibtidaiyah Datok Sulaeman Palopo*. (Palopo: STAIN Palopo. 2011).p.61.

3. Learning vocabulary through games is one of effective and interesting ways that can be applied in any classroom.²

c. Muhammad Solihin, “Teaching Vocabulary Through Computer Games To The Fifth Year Students of SDN 42 Limpomajang Palopo” writes that games are effective in teaching vocabulary, the students enjoy getting material, and the situation of classroom to be creative and fun. The students also participated actively in learning process and they competing to guess the vocabulary which given.³

All these writers have similarities and differences. The similarities are using games media for teaching and learning process and improving the students' vocabularies. And differences are all writers, in this research the writer using longest words game in order to make the students interest to teach vocabularies.

B. The Concept of Vocabulary

1. Definition of Vocabulary

There are some definitions which try to describe the meaning vocabulary. The researcher tries to define vocabulary in different ways. The researcher does this in order to make clear the position of vocabulary in language.

² Sukaesi Aminah, *Teaching Vocabulary By Using Simon Says Game At The Sixth Year Students of Elementary School 373 Batu Putih Cengkeh*. (Palopo: STAIN Palopo. 2013). p. 60.

³ Muhammad Solihin, *Teaching Vocabulary Through Computer Games To The Fifth Year Students of SDN 42 Limpomajang Palopo*. (Palopo: STAIN Palopo. 2011). p. 62.

Vocabulary is the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.⁵

A vocabulary is defined as "all the words known and used by a particular person". However, the words known and used by a particular person do not constitute all the words a person is exposed to.

2. Types of Vocabulary

In general, the vocabulary we know can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

Harmer also divides vocabulary into two types, those are:

- a. Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.
- b. Active vocabulary refers to words that students have learned. They are expected to be able use by the students.⁴

⁴Jeremy harmer, the *Practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992), p. 159.

Thomas in Ali divided vocabulary into four kinds as follows:

1. Oral vocabulary; consist of words actively used speech.
2. Writing vocabulary; the word that come reading to one finger vocabulary.
3. Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of other.
4. Reading vocabulary; the words which one responds in the writing of others.⁵

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize our use in print or the words we need to know to understand what we hear. Writing vocabulary refers to the words we use in writing.

3. The Class of Words

Division vocabulary can also be distinguished into two. Namely; the function word and the content word.

a. Function words

By 'Function words' we mean a word that does not belong to one of the four major part of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all.

⁵*Ibid.*,p. 10.

Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, preposition, pronoun, noun-determiners, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he etc. since these are the words that occur most frequently in the language, they are sure to be mastered in any good elementary language course. You simply cannot say much of any looking them up in the dictionary is not of much use. Since they acquire most of their meaning from the sentences in which they are used, it is rather pointless to discuss them in isolation.

The other function of words is the basic building in speech and writing. No one can communicate without words that convey exact meaning. The purpose of the word is not only to express meaning but to relate other words to each other. These are the words we must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

b. Content Words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

1. Noun

Manser (1983) states that "Noun is word that is the name of a thing quality, person, etc. and be the subject of a verb". Nouns have subclasses. They are pronoun and function nouns. Pronoun comprise seven words namely I, We, You, They, He, She, It. All of them have inflectional variants, but they do not have plural suffix-(e)/s, and the possessive suffix-'s as most nouns do.

Function nouns consist of fifteen words which have the following characteristics:

- a. They are morphemically identical with or closely related to certain noun determiners.
- b. They are unchanging in form, showing neither of the characteristic noun inflections, -es and s.
- c. They have no noun-marking derivational suffixes.
- d. They may appear in more of the structural positions usually occupied by nouns.

2. Adjective

Adjectives is a word that is used to give the nature of the object, or a word that gives strength and to limit the use of noun. adjectives are also used to clarify or narrow the nouns and pronouns. Adjective is the word used to describe or narrow noun and pronouns (Pronoun).

There are two kinds of adjective, they are:

a) Descriptive Adjective

Adjective that describe a state of noun or pronoun which includes the size, shape, color, smell, taste, and etc.

Example: cheap, tall, fat, hot, old, cold, thin, brave etc.

b) Limiting Adjective

Adjective that limit noun or pronoun without providing information on the condition, type, and etc.

Example: my book, three men, this car, that pen, etc.

3. Verb

Verb is word or phrase that expresses an action, an event or a state.⁶

Verb can divided into four kinds, they are:

a. Infinitive Verb

Infinitive verb divided into two kinds, they are:

1) Infinitive with to

Example: to start, to wish, to refuse, to want, to propose, etc.

2) Infinitive without to

Example: eat, bring, buy, go, etc.

⁶ Victoria Bull, *Oxford Learner's Pocket Dictionary* (Fourth edition ; New York: Oxford University Press, 2008), p.492.

b. Regular and Irregular Verb

Regular verb is the change of verb which follows the normal form, by adding *d* or *ed* to be past tense and past participle.⁷

Example:

Infinitive	Past Tense	Past Participle
Erase	Erased	Erased
Free	Freed	Freed
Escape	Escaped	Escaped

Irregular verb is the change of verb which does not follow the normal form, but it must be memorized.

Example:

Infinitive	Past Tense	Past Participle
Do	Did	Done
Be	Was	Been
See	Saw	Seen

c. Transitive and Intransitive Verb

Transitive verb is the word which needs object to complete the meaning or it cannot stand alone without and pronoun as object.

Example: She *buys* an apple, I will *come* to your house, They *give* a gift

⁷ Nina A. R, *Hafalan Luar Kepala English Grammar*, (Yogyakarta: Pustaka Widyatama, 2010), p. 21.

Intransitive verb is the word which does not need object because it has complete meaning and its verb always active verb.

Example: bark, fall, go, become, cry, etc.

d. Full verb, Auxiliary verb and linking verb

Full verb is the word which used to state an activity or action. It can stand by itself and has complete meaning without to.

Example: sing, laugh, watch, yell, cry, eat, sleep, see, Etc.

Auxiliary verb is the verb which helps other verb to complete structure. It cannot stand by itself but it needs other verb especially full verb.

Example: To be (am, is, are, was, were, be, being, been), Do, does, did and Have, has, had.

Modal auxiliaries

Example: may, have to, would, ought to, might, had to, shall, dare, must, need not, should.

4. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- a. Learn the words that are important to the subjects you are studying
- b. Learn the words that you read or hear again and again
- c. Learn the words that you know you will often want to use yourself

d. Do not learn words that are rare or not useful (your teacher can help you with this).
Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- a. write the words in a notebook (with their translations or definitions)
- b. write the words and definitions on small cards
- c. say the words many times (if you have an electronic dictionary you can hear how the word is pronounced)
- d. put the words into different groups (you could use a graphic organizer)
- e. write them in a file for use with a computer program
- f. make associations (in pictures or with other words)
- g. ask someone to test you
- h. use the words in your own speaking or writing.

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked word, they quickly check to see if they remember the meaning of that word. In all of the above ways, you are doing something with the words.

It's usually not enough to just read through a list of words with their definitions or translations and try to remember them. Most students find that they remember words better if they **do something** with them.

Even better is to try and learn the word in a typical combination with other words. Learning that to apologize means *to say sorry* is a good start, but it's much better to learn a whole expression containing the word, e.g. *He apologized for being*

late. Not only is this often easier to remember, but you are also learning some very important information on how the word is used. Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn:

- a. how it is spelled.
- b. how it is pronounced.
- c. how it is inflected (i.e. how it changes if it is a verb, noun or adjective).
- d. other grammar information about it.
- e. how it collocates (i.e. what other words are often used with it).
- f. if it has a particular style or register.

According to Likelier that: The most effective way to increase you vocabulary is to read often and widely, More your read, and more different kind so writing you read, more new words you will acquire.⁸ Harmer states that are three activities, which are designed to teach practice word they are:⁹

a. Presentation

There are many occasion when some from of presentation or explanation is best way to being new into the classroom, such as picture, reality, and contrast.

⁸ Likelier.*Building a College Vocabulary* (New York, 1981), p. 1.

⁹ Harmer, *op, cit.*, p.16.

b. Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of words

c. Practice

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

How memorize words effectively? It is not a secret anymore if most of graduation at Junior High School has low capability of English vocabulary. Some method show to increase vocabularies as follows:

1. Memorize 5-10 words everyday in free time.
2. Control vocabulary by card system. It means by writing 5 or 10 words in small card.

Take manila card and make card which size 10 X 7 cm. In the one side of card is written 5 or 10 words with its pronunciation. Where as its meaning can be written in another side of card. That has been written list the words and than memorize it in your mind (learning by heart), changed with new card everyday, and list new word. The card that has been memorized must be separated with blank card. If we can memorize by this way so and so, in a short time our vocabularies can be increased.

5. Vocabulary selection.

Teaching vocabulary is an important at of language and it must be done carefully. The English teacher should know which words are important to learn because many 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 we 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.

The vocabulary needed by 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 accept generally.

Jeremy harmer in his book *The Practice of Foreign Language States* that: A general principle of vocabulary selection has been that of frequently. We can decide which words we should teach based on how frequently they are used, are the ones we should teach first.¹⁰

Primary criteria for the selection of vocabulary for auxiliary or support instruction in English should be the student's need to know the word, the opportunities the students will have to use and repeat them, and he extend to which the students are also can be interested in the word's referents their relevance. These are criteria which the vocabulary selection of no commercially available ESL (English Special Language) material in completely satisfies for specific students in specific context.

Fully content in language that is needed as a medium for learning must be selected, arranged in sequence, taught by educators within than content who are sensitive to their students specific need, opportunities, and interest. To repeat, one primary consideration in vocabulary selection is the content vocabulary of whatever

¹⁰ Harmer, Op. Cit., p. 154.

subjects are being studied in English. The need to know these content lessons, and interest in any subject will surely be enhanced by better understanding of the which conveys it.

Therefore, an English teacher in this case needs to rely on certain of vocabulary selection in order to meet of various goals and conditions. In connections with reading material, selection of vocabulary should be considered by the teacher especially for the first stage of English instruction.

The teacher should relate the vocabulary to the first stage of English instruction. The teacher should relate the vocabulary to the particularly situation where is going to be use. Regarding this explanation debar, et.al. In Asmur said that: When deciding upon the reading material for boy and girl, particular in the lower grade, the teacher should consider not only the choice the words but also the proportion of new words, and amount repetition in provided at appropriately spaced intervals.¹¹

After knowing the aims of vocabulary selection, it is crucial to discuss criteria under which vocabulary items are selected. For general, guideline, word frequency can be used as an important criterion of vocabulary selection for language testing. The criteria should also be considered. Honey Field in Munakib says that:

In practice, availability, familiarity coverage, etc. tend to be used as the supplementary to frequency, with frequency list continuing to function as the

¹¹Asmur. *Achievement on Vocabulary of the Second Years of SLTP Negeri 3 Anggareja Enrekang*, Thesis S1 (Pare-pare: IKIP UNISMUH Pare-Pare, 2003), p. 6.

reference or strafing pant.¹² Teaching vocabulary is an important part of language and it must be done carefully. The English should know which words are important to learn because many words will not useful to the students. Useful words are he words that occur frequently in everyday English.

6. Vocabulary Learning Process.

Students' achievement in understanding and classifying the vocabulary being learned should be continually improved. The vocabulary learning process will improve the learners' mastery on words. This process should precede the application of the vocabulary use both inside and outside the class room. So, the vocabulary that has been mastered by students is able to understood, generalized and implicated in a well communication.

Then, the result of study in the part of teaching and learning process will be related to cognitive or affective process, Concerning to this, improving the vocabulary is one of technical learning process. Ngalim in Asmur elaborates that "learning is the process that add manners, and someone knowledge".¹³

The other opinion describes Sunardi in Asmur that" learning is the activity where anyone process or collects the change manners in their selves, and that change manners is the active one to get the prospect of life".¹⁴

¹² Munakib. *Productive Vocabulary Mastery and Speaking Ability of The Third years Students of SLTPN 1 Pringgabaya in the school year 2002/2003*, thesis S1 (Pancor: STKIP Hamzam Wadi, 2003), p. 2.

¹³ Asmur, Op. Cit., p. 13.

¹⁴ *Ibid.*

Based on the statement above the aspects in improving the vocabulary through the use of word list have to pass some stages to understand the application analysis, syntactic, and ability to evaluate in improving the vocabulary.

The first phase of a lesson is one of modeling. The instructor issue commands to a few students, and them performs the action with them. In the second phase, these same students demonstrate that they can understand to command by performing them alone. The teacher next combines elements of the commands to have students develop flexibility in understanding unfamiliar utterances these commands, which students perform, are often humorous. To get more understanding in teaching or learning process, the researcher will be given about improving the vocabulary through the word list in a class:

- a. The teacher gives commands in the target language and performs it with the students.
- b. The teacher gives the commands quite quickly.
- c. The teacher sits down and issue commands to the volunteers.
- d. The teacher direct students other that the students can learn through observing action as well as by performing the action them selves.
- e. The teacher introduces new command after she is satisfied that the first six have been mastered.
- f. The teacher changes the order if the commands.
- g. When the students make an error, the teacher repeats the commands the while action in out.

- h. The teacher gives the students commands they have not heard before.
- i. The teacher says” jump to the desk” everyone laugh (language learning is more effective when it is fun).
- j. The teacher writes the new commands on the white board.
- k. A few weeks later, a student who has not spoken before gives commands.
- l. A student says” shake hand with your neighbor (teacher should be tolerant if students make error them, they first begin speaking.¹⁵

Those are some steps in vocabulary learning process that present by Larsen by using word list in teaching vocabulary process.

C. Definition of Game

Game is form of play or sport with rules.¹⁶ A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool.¹⁷in other definition a game is a system in which player engage in an artificial conflict, defined by rules, that result in a quantifiable outcome.¹⁸ Key components of games are goal, rules, challenge, and interaction. Games generally involve mental or physical

¹⁵ Diana Larsen and Freeman, *Techniques and principles in Language Teaching* (New York, Oxford University1986), p. 114-115.

¹⁶ Oxford. *Learner Pocket Dictionary*, (New Edition; New York: Oxford University, 2000) p. 175.

¹⁷ Http. en. m. Wikipedia.org/wiki/game. accessed on 02 November 2013.

¹⁸ Katie Salem and Eric Zimmerman. enm.wikipedia.org/wiki/game. Accessed on 02 November 2013.

stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role.

Defined a game as an activity that must have the following characteristics:

- a. Fun : the activity is chosen for its light-hearted character
- b. Separate : it is circumscribed in time and place
- c. Uncertain : the outcome of the activity is unforeseeable
- d. Non-productive : participation does not accomplish anything useful
- e. Governed by rules : the activity has rules that are different from everyday life.
- f. Fictitious : it is accompanied by the awareness of a different reality.

A game's tool and rules will result in its requiring skill, strategy, luck, or a combination thereof, and are classified accordingly.

D. The Use of game in Teaching Vocabulary

Games have long been advocated for assisting language learning. Here are some of the reasons why:

1. Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort . After all, learning a language involves long-term effort.

2. Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game.

3. This meaningful communication provides the basis for comprehensible input, i.e., what students understand as they listen and read, interaction to enhance comprehensibility, e.g., asking for repetition or giving examples, and comprehensible output, speaking and writing so that others can understand.

4. The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction.

5. The variety and intensity that games offer may lower anxiety (Richard-Amato, 1988) and encourage shyer learners to take part, especially when games are played in small groups.

6. Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game.

7. Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators.

8. Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help. Other advantages of games played in groups include:

- a. The team aspect of many games can encourage cooperation and build team spirit.
- b. Although many games involve competition, this is not necessarily the case.

c. In most games, everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others.

9. As many games can be played outside of class, they provide a means for students to use the language outside of class time.

10. Games can connect to a variety of intelligences , e.g.,

- a. Games played with others involve interpersonal intelligence
- b. Games involving drawing connect with visual/spatial intelligence
- c. Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence.¹⁹

Learning vocabulary can be a challenge, especially for young kids who find memorizing words and lists boring. Using a game makes the learning process more enjoyable and makes the vocabulary more memorable. When a child encounters a new word, encourage him to use the word in context to ensure that he can both read and understand it.

1. Silly Sentence

Use this game if the objective is to increase vocabulary without a specific list. Use a dictionary that is appropriate for the age and reading level of the child. Have the child randomly select a word from the dictionary. The child reads the word and the definition and then uses the word in a sentence. Look up four more words and do the same. Then take all five new words and use them in one sentence. The sentence

¹⁹ Jacob, George. www.Georgejacob.net/html. Accessed on 10 December 2013

can be silly or goofy, as long as the child understands the meaning of each word. Take turns creating funny sentences and see if you can create a story with all of the sentences combined.

1. Make a Story

Before beginning the activity, create a funny story with a list of vocabulary words that students will learn. However, instead of writing the vocabulary word in the story, put a blank space and leave a clue. For example, "One day the _____ (someone who cares for animals) was leaving the _____ (someplace you can buy lunch) when all of a sudden" Then give students a list of vocabulary words and have them match each word with its clue or definition (veterinarian --- someone who cares for animals). Reveal the story to the students and have them read the silly tale.

2. Vocabulary Bingo

Have students fold a piece of paper into 16 squares to make a bingo sheet. Direct them to write a vocabulary word of their choice into each box, wherever they want. Read a definition out loud. If the student has the word that corresponds to that definition, he can mark the box with a bingo piece. Four pieces in a row horizontally or vertically win the game. You can also direct the winner to use the words in a sentence before students clear their bingo boards.

3. Swat Game

This game is best played with younger children. Write vocabulary words on index cards and tape them in random order onto the chalkboard (with the word visible). Divide students into two teams and give the first person in each team a fly

swatter. Read the definition for a word out loud. The first person to "swat" the correct vocabulary word gets a point for his team. He gets a bonus point if he can use it correctly in a sentence.

Another expert say that some of ways to improve their vocabulary in some teaching principles: they are;²⁰

4. Make Lessons Interesting

Bored students won't remember much of the lesson. Don't talk for long blocks of time. Instead, keep students involved and interacting with you and each other in English.

5. Make Yourself Understandable

Simplify your vocabulary, grammar, and speaking speed to the degree necessary to be understood, and keep any instructions simple and logical.

6. Motivate With Rewards

Learners will truly want to learn when they perceive a personal reward. To boost internal motivation, remind them of the benefits that English can provide, such as English-speaking friends, better job opportunities, easier shopping, or less stress at the doctor's office, and then teach language that will bring them closer to those benefits.

²⁰ Douglas, H Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*. Accessed on 12 December 2013

7. Provide a Useful Context

Learners will remember material better and take more interest in it if it has relevant contextual meaning.

8. Remember that Native Language Affects English Learning

A learner's native language will provide a basis for figuring out how English works. Sometimes the native language can affect English production.

9. Don't Assume All Errors are Bad

Native language interference contributes to a gradual process of learning in which language is refined over time to become more like natural English. For example, a learner may progress through phrases such as "no I like peanuts," "I no like peanuts," and finally, "I don't like peanuts."

10. Encourage Learners to Think in English

Too often ESL learners will get stuck in a habit of thinking in their native language and then mentally translating what they want to say or write into English.

11. Build Confidence in Your Students

Learners must believe in their own ability to complete a task. Without self-confidence, they are unlikely to take risks, and risk-taking is necessary in language learning. Learners need to feel that it's safe to make mistakes.

12. Account for Different Learning Styles

Some people are hands-on learners, some like to watch, some like to have detailed explanations.

13. Know Your Students

Learn how to pronounce students' names (or ask for easier nicknames) and then remember and use them. Build trust with your students by building relationships and being approachable. Make sure quiet students are included and more assertive ones don't dominate the lesson.

E. Longest Words Game For Vocabulary Development

longest word in English depends upon the definition of what constitutes a word in the English language, as well as how length should be compared. In addition to words derived naturally from the language's roots (without any known intentional invention), English allows new words to be formed by coinage and construction; place names may be considered words; technical terms may be arbitrarily long. Length may be understood in terms of orthography and number of written letters, or (less commonly) phonology and the number of phonemes.

The longest word can be used as a game, to improve students' vocabulary, this is because the students are encouraged to think of finding a new vocabulary that comes from the word displayed. So a student will analyze, the longest word is given. how far and how much vocabulary can to find of the longest word.²¹

words can be divided into a variety of units, some small and some large or recent word. Readers decode long words by breaking them into chunks. In this strategy,

²¹ <http://www.npr.org/blogs/krulwich/2011/01/21/133052745/whats-the-longest-word-in-the-english-language>.

children identify known word chunks first and then use these chunks to read the whole word. These readers know that the same letter groups are part of many different words.

Some advantages by using longest words game for teacher and students:

- a. Can be easy the teacher in give explanations toward the material teaching .
- b. Can help the situation in the class become fun and enjoy.
- c. Give you achievement in yourself where are you can make students enthusiastic while the learning process in the class.
- d. Students will be more easy to understand of teaching materials.
- e. Game help students to make and sustain the effort learning.
- f. A game should keep all of students involved and interested.
- g. The students enthusiastic while the learning process in the class.²²

The important thing in teaching english vocabulary is how to make English learning fun for children.²³ The identity of the longest word in English depends upon the definition of **what constitutes a word in the English language**, as well as **how length should be compared**. In addition to words derived naturally **from the language's roots** (without any know intentional invention), English allows new words to be formed by **coinage and construction**; place name may be considered words; technical term may be arbitrarily long. Length may be understood in term of

²² Ayu Rini, *Excellent English Games*, (Jakarta: Kesaint Blance Publishing 2012), p. 6.

²³ Muhammad Agus Salim el-bahri, at <http://www.scribd.com/doc/teaching-english-vocabulary-using-games>, an article internet available online, accessed on 28rd September 2013.

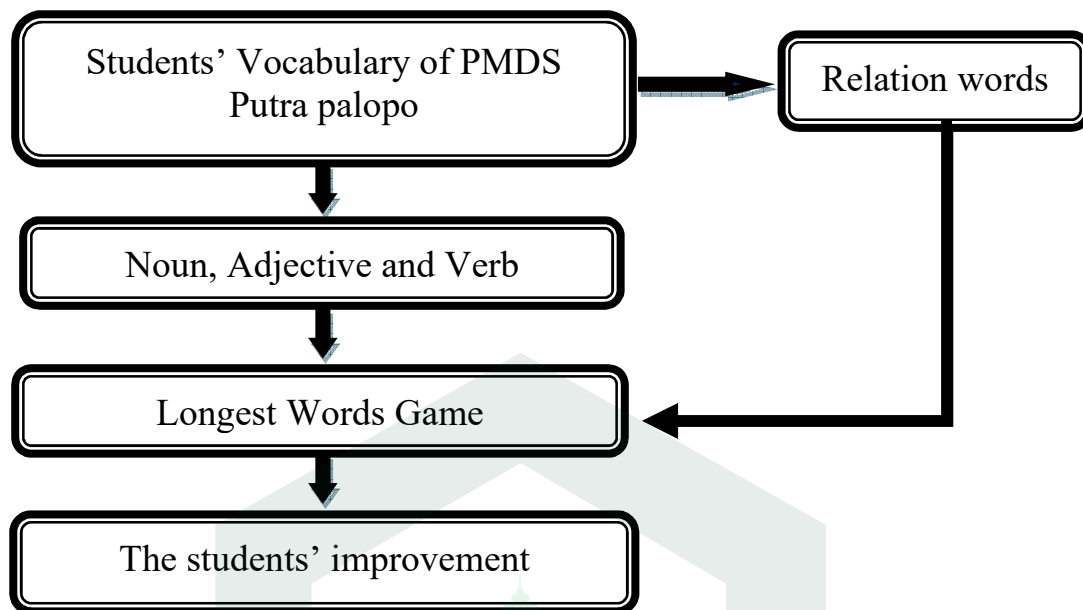
orthography and number of written letters, or (less commonly) phonology and the number of phonemes.²⁴

Based on reason above the writer can get conclusion that teaching vocabulary by using longest words games will give motivation for the students, so they will have confidence to study especially in learning vocabulary.

F. Conceptual of Framework

The researcher use longest words to improve the students' vocabulary where the students give pre-test, the fuction in this pre-test is want to know the konwledge of students before giving treatments. So, the writer can know what the doing in treatments. The researcher give treatment about longest words as one of the method to imporve students' vocabulary by expalin about noun, adjective and verb and the ways of memorize of vocabulary by using longest word and after doing treatment. The researcher give some clues to do the test. The researcher give post-test to evaluate the students' ability after treatments. So, that the researcher knows the students' achievement.

²⁴ http://www.Wikipedia.org/wiki/Longest_in_the_English_language. online, accessed on 28rd September 2013.



G. Hypothesis

$H_0 = t_0 \geq t_t$: Reject null hypothesis

$H_1 = t_0 \leq t_t$: Accept null hypothesis

This hypothesis is temporary answer toward the result that be expected. Based on the explanation at the chapter one the researcher expects that (H_0) alternative hypothesis is to be more acceptable than (H_1) accept null hypothesis. So the statistical hypothesis in this research is formulated, as follow:

1. H_0 : Longest word is effective in teaching vocabulary and There is significant difference between the students' score before and after treatment at the students of PMDS Putra palopo.
2. H_1 : Longest word is not effective in teaching vocabulary and There is no significant difference between the students' score before and after treatment at the students of PMDS Putra palopo.

CHAPTER III

METHOD OF THE RESEARCH

A. Design of the research

The research use experimental research method. So, this research involve with consists of pre-test, treatment, and post-test. Design of this research can be descanted as follow :



Where: O_1 = Pre-test

X = Treatment

O_2 = Post-test

In this design the researcher observed twice. The first was before treatment and second was after treatment. The observation before treatment called pre-test (X) and second was after treatment called post-test (Y).¹ If the result of post-test was better than pre-test, it means the program was effective. If the result of post-test was similar to pre-test it means that the program was not effective.

¹ Subana and Sudrajad. *Statistik Pendidikan*, (Cet. I. Bandung: CV Pustaka Setia, 2005), p. 99.

B. Research Variable

This research consists of two variable :

- a. Independent variable is longest words.
- b. Dependent variable is improvement of students' vocabulary at the Eight year students of PMDS Putra Palopo.

C. Population and Sample

1. Population

The population of this research is the eighth year students of PMDS Putra palopo in 2013/2014 academic year. The number of population 50 students who are consists of two classes.

2. Sample

This research used purposive sampling technique. Where the writer took one class as the sample. It consisted of 20 students in the class. Therefore the writer takes 40% from the population. So, the sample in this research is 20 students.

IAIN PALOPO

D. Instrument of the Research

In this research, the researcher gave test vocabulary. Where the researcher provided 45 vocabularies such as: noun, verb, and adjective. The students must know from vocabulary longest words for make the new vocabulary. If they are true they will get score if they are falls they get nothing.

E. Procedure of Collecting Data

The data collected by using the procedure below:

1. Giving pre-test

The first meeting write gave an English as vocabulary test. Pre-test was used to know the previous mastery of students in mastering vocabulary before giving treatment. There were 21 vocabularies which are ask about Nouns, Adjective, and Verb to do the test. The researcher gave 80 minutes for each test.

2. Giving treatment

The writergave treatment after the pre-test. The treatment was done for sixth meetings. Every meetings took 80 minutes. The data of the research was collected from 20 students.

There were some steps that researcher was done in each meeting. Every meeting the writer gave the way teaching vocabulary by using longest words. Every students hoped to participate actively because the complete the game was done alone. At the end of treatment, the researcher gave conclusion about the vocabulary and motivation them to memorize and teach the vocabulary which has been given. Then the researcher closed the meeting by evaluation.

- a. The first treatment, the researcher taught words about “general vocabulary”.
- b. The second treatment, the researcher taught about “Noun” to the experimental class through longest word game.
- c. The third treatment, the researcher taught “adjective” to the experimental class through longest word game.

- d. The fourth treatment, the researcher taught “verb” to the experimental class through longest word game.
- e. The fifth treatment, the researcher taught “what is the longest word”.
- f. The sixth treatment, the researcher taught the relation longest word and vocabulary specially noun, adjective and verb.

3. Giving Post-test

After giving the treatment, finally researcher gave a post-test. In this test intended to know whether the students have different improvement in vocabulary. The post-test will be the same with pre-test.

F. Technique of Data Analysis

To analysis the data the writer used the following steps:

- a. Scoring the students’ correct answers of pre-test and post-test.

$$\text{Score} = \frac{\text{studens' correct answertotal number}}{\text{total number}} \times 10$$

- b. Looking for D (Difference) between score variable I (X) Per-test and score variable II (Y) post-test.

$$D = X - Y$$

Where :

D = Difference

X = Pre-test

Y = Post-test

Classifying the students' scores based on the following classification:

1. Excellent = 9.5 – 10 is classified as excellent
2. Very Good = 8.6 – 9.5 is classified as very good
3. Good = 7.6 – 8.5 is classified as good
4. Fairly Good = 6.6 – 7.5 is classified as fairly good
5. Fairly = 5.6 – 6.5 is classified as fairly
6. Fairly Poor = 3.6 – 5.5 is classified as fairly poor
7. Poor = 0 – 3.5 is classified as poor

c. Looking for mean from difference by using the following formula:

$$M_D = \frac{\sum D}{N}$$

Where :

M_D = Mean Difference

$\sum D$ = Total Difference

N = Total Number of Students.

d. To find out the standard deviation from differences, the following formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Where :

SD_D = Standard Deviation from Difference

$\sum D$ = Total Difference

N = Total Number of Students

e. To find out the standard error from mean of differences, the following formula:

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}}$$

Where :

SE_{M_D} = Standard Error from Mean of Differences

SD_D = Standard Deviation from Differences

$N-1$ = Degree of Freedom (df)

f. Looking for “ t_o ” by using the following formula :

$$t_o = \frac{M_D}{SE_{M_D}}$$

Where :

t_o = Test of Observation

M_D = Mean Difference

SE_{M_D} = Standard Error from Mean of Difference

g. Criteria of hypothesis acceptability, the following formula:

$H_o \geq H_a$ = Reject null hypothesis

$H_o \leq H_a$ = Receive null hypothesis

Notation : $t_t = t$ table²

² Sudjiono Anas, *Pengantar Statistika Pendidikan*, (Jakarta : PT. Raja Grafindo Persada, 2007), p. 305 – 313.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

1. Tests Analysis

It has been explained that the data analysis research, the writer used quantitative analysis by analyzing the data in numeral form. These data describe students' vocabulary improvement through longest words at PMDS Putra Palopo.

The researcher made raw score of students' sample. The data analyzed and performed in the following table.

Table 4.1

The score of students' vocabulary in pre-test

No	Respondents	Noun	Adjective	Verb	Total Correct Answer	Score
		15	15	15		
1	R. 001	10	7	10	27	6,0
2	R. 002	8	7	10	25	5,6
3	R. 003	8	10	7	25	5,6
4	R. 004	6	8	8	22	4,9
5	R. 005	7	9	7	23	5,1
6	R. 006	7	7	11	25	5,6
7	R. 007	6	11	7	24	5,3
8	R. 008	13	6	3	22	4,9
9	R. 009	6	9	8	23	5,1
10	R. 010	7	9	9	25	5,6

11	R. 011	8	12	12	32	7,1
12	R. 012	9	10	8	27	6,0
13	R. 013	9	13	6	28	6,2
14	R. 014	8	3	3	14	3,1
15	R. 015	10	4	2	16	3,6
16	R. 016	12	12	12	36	8,0
17	R. 017	9	1	6	16	3,6
18	R. 018	4	2	3	9	2,0
19	R. 019	8	4	3	15	3,3
20	R. 020	11	4	6	21	4,7

Based on the table above shows that the highest score which student can achieve score was 8,0 and the percentage lowest score 2,0. If we see the score of students nobody got excellent category. It means that the percentage students' vocabulary skill is still low.

Table 4.2

Classification of the score students' vocabulary in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	8,6 - 10	-	-
2	Good	6,6 - 8,5	2	10,0%
3	Fairly Good	4,6 - 6,5	13	65,0%
4	Fairly	3,6 - 4,5	2	10,0%
5	Fairly Poor	0,0 - 3,5	3	15,0%
Total			20	100%

Table above shows that in answering vocabulary test through longest words in pre-test none student got excellent category. There were 2 (10,0%) students got good category. There were 13 (65,0%) students got fairly good category. There were 4 (20,0%) students got fairly category. And there was 1 (5,0%) students got fairly poor category.

Table 4.3
Scores of the students' vocabulary in the post-test

No	Respondents	Noun	Adjective	Verb	Total Correct Answer	Score
		15	15	15		
1	R. 001	10	13	15	38	8,4
2	R. 002	9	7	9	25	5,6
3	R. 003	12	12	10	34	7,6
4	R. 004	6	8	8	22	4,9
5	R. 005	13	13	11	37	8,2
6	R. 006	12	12	11	35	7,8
7	R. 007	7	11	13	31	6,9
8	R. 008	13	3	3	19	4,2
9	R. 009	9	13	12	34	7,6
10	R. 010	14	10	11	35	7,8
11	R. 011	9	12	14	35	7,8
12	R. 012	15	13	10	38	8,4
13	R. 013	10	11	11	32	7,1
14	R. 014	9	5	7	21	4,7
15	R. 015	9	8	13	30	6,7
16	R. 016	15	15	12	42	9,3
17	R. 017	5	8	9	22	4,9
18	R. 018	4	2	2	8	1,8

19	R. 019	11	6	6	23	5,1
20	R. 020	11	14	7	32	7,1

The table 4.3 showed that the students' result from in post-test was increase. In the post-test the highest score was got 9,3 with the excellent category and the lowest score was got 1,8. If we can see the score in pre-test, and score of students' in post-test was more highest. This is indicated that the students' vocabulary is increased after treatment by using longest words.

Table 4.4

Classification of the scores students' vocabulary in pos-test

No	Classification	Score	Frequency	Percentage
1	Excellent	8,6 - 10	1	5,0%
2	Good	6,6 - 8,5	12	60,0%
3	Fairly Good	4,6 - 6,5	5	25,0%
4	Fairly	3,6 - 4,5	1	5,0%
5	Fairly Poor	0,0 - 3,5	1	5,0%
Total			20	100%

From table above shows that in answering vocabulary through longest words in post-test there were 1 (5,0%) students got excellent category, there were 12 (60,0%) students got good category, there were 5 students (25%) got fairly good category, there was 1 (5%) student got fairly and fairly poor category. It means that, there is improvement after giving treatment, so the students' vocabulary could be increased by using longest words.

Table 4.5

The result of vocabulary test through longest words, before (pre-test) and after (post-test) conducting treatment.

No	Students	The result of	
		Pre-test (X)	Post-test (Y)
1	R. 001	6,0	8,4
2	R. 002	5,6	5,6
3	R. 003	5,6	7,6
4	R. 004	4,9	4,9
5	R. 005	5,1	8,2
6	R. 006	5,6	7,8
7	R. 007	5,3	6,9
8	R. 008	4,9	4,2
9	R. 009	5,1	7,6
10	R. 010	5,6	7,8
11	R. 011	7,1	7,8
12	R. 012	6,0	8,4
13	R. 013	6,2	7,1
14	R. 014	3,1	4,7
15	R. 015	3,6	6,7
16	R. 016	8,0	9,3
17	R. 017	3,6	4,9
18	R. 018	2,0	1,8
19	R. 019	3,3	5,1
20	R. 020	4,7	7,1
Total		101,3	131,9
Mean		5,065	6,595

This table showed the total score and mean score of pre-test and post-test. in the pre-test mean score was 5,065 and in post-test the mean score was 6,595.

Table 4.6
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
Posttest	20	1,80	9,30	131,90	6,5950
Pretest	20	2,00	8,00	101,30	5,0650
Valid N (listwise)	20				

Table 4.7
The result of vocabulary test in pre-test and post-test

No	Students	The result of Vocabulary test		D = (X - Y)	D = (X - Y) ²
		Pre-test (X)	Post-test (Y)		
1	R. 001	6	8,4	-2,4	5,76
2	R. 002	5,6	5,6	0	0
3	R. 003	5,6	7,6	-2	4
4	R. 004	4,9	4,9	0	0
5	R. 005	5,1	8,2	-3,1	9,61
6	R. 006	5,6	7,8	-2,2	4,84
7	R. 007	5,3	6,9	-1,6	2,56
8	R. 008	4,9	4,2	0,7	0,49
9	R. 009	5,1	7,6	-2,5	6,25
10	R. 010	5,6	7,8	-2,2	4,84
11	R. 011	7,1	7,8	-0,7	0,49
12	R. 012	6	8,4	-2,4	5,76
13	R. 013	6,2	7,1	-0,9	0,81
14	R. 014	3,1	4,7	-1,6	2,56
15	R. 015	3,6	6,7	-3,1	9,61
16	R. 016	8	9,3	-1,3	1,69
17	R. 017	3,6	4,9	-1,3	1,69
18	R. 018	2	1,8	0,2	0,04
19	R. 019	3,3	5,1	-1,8	3,24
20	R. 020	4,7	7,1	-2,4	5,76
N = 20		$\sum X_1 = 101,3$	$\sum X_2 = 131,9$	$\sum D = 30,6$	$\sum D^2 = 70$

From the table above, the writer got $\sum D = 30,6$ and $\sum D^2 = 70$ and from this data,

the writer present the result of mean score (X1) in pre-test and post-test (X2), the

difference means between pre-test and post-test (M_d), standard deviation (SD_D), standard score mean (SE_{MD}) and t count, as follow:

Table 4.8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	6,5950	20	1,84519	,41260
	Pre-test	5,0650	20	1,41134	,31558

Table 4.9

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	20	,802	,000

Table 4.10

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1	Posttest - Pretest	1,53000	1,10458	,24699	1,01304	2,04696	6,195	19	,000

Given interpretation based on criteria hypothesis acceptability

$$df \text{ or } db = N - 1$$

$$= 20 - 1$$

$$= 19$$

$$t_{\text{test}} = 6,195$$

$$\begin{aligned}
 t_{\text{table}} &= t \left(1 - \frac{1}{2} \alpha \right) (df) \\
 &= t \left(1 - \frac{1}{2} 0,05 \right) (19) \\
 &= t (1 - 0,025) (19) \\
 &= t (0,975) (19) \\
 &= 2,09 \text{ (find out in "t" table)}
 \end{aligned}$$

$H_0 = t_o \geq t_t$: Reject null hypothesis

$H_1 = t_o \leq t_t$: Accept null hypothesis

Based on the result above, the writer gave interpretation as the steps hypothesis and based on the table " t_{table} " standard of signification 0,05 (5%) with $df = 19$ the present of $t_{\text{table}} = 2,09$ and with standard signification 1% present 2,75 this the value of the t_{test} is greater than t_{table} ($6,195 \geq 2,04$). It means that there is significance between post-test and pre-test of using longest word game in improve vocabulary students before and after treatment. In other that using longest word game is improving vocabulary stusents.

From the result above, the writer give interpretation that " t_o " is bigger than " t_t " ($t_o > t_t$). This is indicated than $H_0 \geq H_a$. So, null hypothesis is reject, therefore using longest word is improving vocabulary students at the eight year students of PMDS Putra. Since " t_o " is greater (or equal to) than " t_t " the score of students' vocabulary before and after treatment is longest word game. It means that the using longest word game could increase students' vocabulary.

$$6,195 \geq 2,09$$

Where 6,195 is bigger than 2,09

2. Questionnaires Analysis

The questionnaires related to longest words in improving students vocabulary showed at the following table:

Table. 4.11

Are you agree if the longest word is one of tehcnique in learning vocabulary

No	Item of choice	Frequency	Percentage
1	Strongly agree	15	75%
	Agree	5	25%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	20	100%

The simple table of indicates that, there were 15 students (75,%) chose strongly agree, there were 5 students (25%) chose agree, and none of students chose disagree and strongly disagree.

Table. 4.12

Can you memorize the vocabulary by using longest word

No	Item of choice	Frequency	Percentage
2	Strongly agree	2	10%
	Agree	12	60%
	Disagree	6	30%
	Strongly Disagree	-	-
	Total	20	100%

Based on the table above indicates that, there were 2 students (10%) chose strongly agree, there were 12 students (60%) chose agree, there were 6 students (30%) chose disagree, and none of students chose strongly disagree.

Table 4.13

I lazy to learn vocabulary by using longest word

No	Item of choice	Frequency	Percentage
3	Strongly agree	-	-
	Agree	1	70%
	Disagree	14	70%
	Strongly Disagree	5	25%
	Total	20	100%

From the table above indicates that, there were 5 students (25%) chose strongly disagree, there were 14 students (70%) chose disagree, there were 1 student (5%) chose agree, and none of students chose strongly agree.

Table 4.14

You enjoy studying longest words

No	Item of choice	Frequency	Percentage
4	Strongly agree	11	55%
	Agree	9	45%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	20	100%

Based on the table indicates that, there were 11 students (55%) chose strongly agree, there were 9 students (45%) chose agree, and none of students chose disagree and strongly disagree.

Table 4.15

Memorizing vocabulary is difficult

No	Item of choice	Frequency	Percentage
5	Strongly agree	1	5%
	Agree	5	25%
	Disagree	9	45%
	Strongly Disagree	5	25%
	Total	20	100%

From the table above indicates that, there were 1 students (5%) chose strongly agree, there were 5 students (25%) chose agree, there were 9 students (45%) chose disagree, and there were 5 students (25%) chose strongly disagree.

Table 4.16

The material that has been given suitable with your level

No	Item of choice	Frequency	Percentage
6	Strongly agree	7	35%
	Agree	10	50%
	Disagree	3	15%
	Strongly Disagree	-	-
	Total	20	100%

From the table above indicates that, there were 7 students (35%) chose strongly agree, there were 10 students (50%) chose agree, there were 3 students (15%) chose disagree, and none of students chose strongly disagree.

Table 4.17

The material that has been given is good for you

No	Item of choice	Frequency	Percentage
7	Strongly agree	4	20%
	Agree	10	50%
	Disagree	6	30%
	Strongly Disagree	-	-
	Total	20	100%

Based on the table above indicates that, there were 4 students (20%) chose strongly agree, there were 10 students (50%) chose agree, there were 6 students (30%) chose disagree, and none of students chose strongly disagree.

Table 4.18

Your motivation for studying English increases after you learn vocabulary through longest words technique

No	Item of choice	Frequency	Percentage
8	Strongly agree	8	40%
	Agree	9	45%
	Disagree	3	15%
	Strongly Disagree	-	-
	Total	20	100%

From the table above indicates that, there were 8 students (40%) chose strongly agree, there were 9 students (45%) chose agree, there were 3 students (15%) chose disagree, and none of students chose strongly disagree.

Table 4.19

You feel necessary to study vocabulary through longest words

No	Item of choice	Frequency	Percentage
9	Strongly agree	6	30%
	Agree	13	65%
	Disagree	1	5%
	Strongly Disagree	-	-
	Total	20	100%

From the table above indicates that, there were 6 students (30%) chose strongly agree, there were 13 students (65%) chose agree, there were 1 student (5%) chose disagree, and none of students chose strongly disagree.

Table 4.20

After following this activity, your ability in memorizing vocabulary is increasing.

No	Item of choice	Frequency	Percentage
10	Strongly agree	5	25%
	Agree	13	65%
	Disagree	2	10%
	Strongly Disagree	-	-
	Total	20	100%

Based on the table above indicates that, there were 5 students (25%) chose strongly agree, there were 13 students (65%) chose agree, there were 2 students (10%) chose disagree, and none of students chose strongly disagree. Appropriate way to test English in PMDS Putra palopo, longest words is a good way for an English teacher to apply in the classroom.

B. Discussion of the Data Analysis

1. The result of vocabulary test

Based on the result of the data analysis above shows that longest words can improve students' vocabulary it can be seen on the table before and after treatment (different result between pre-test and post-test).

The result analysis of pre-test table 4.2 shows that none student got excellent category. There were 2 (10,0%) students got good category (sample 08 with the score 8,0 and sample 011 = 7,1). There were 13 (65,0%) students got fairly good category (sample 020 = 4,7, sample 007 = 5,3, sample 013 = 6,2, sample 001, 012 = 6,0, sample 005, 009 = 5,1, sample 008, 004 = 4,9 and sample 002, 003, 006, and 010 = 5,6). There were 2 (10,0%) students got fairly category (sample 017, 015 = 3,6). And there were 3 (15,0%) students got fairly poor category (sample 019 = 3,3, sample 014 = 3,1 and sample 018 = 2,0).

The representative students who got fairly poor category in pre-test there were 3 students, sample 019 true 15, with the the correct answer from longest words "cupboard, chairman, headmaster, handsome, comprehension, and misunderstand", sample 014 true 14 with the correct answer from longest words "headmaster, handkerchief,cupboard,independent and undertake", and sample 018 true 9 with the correct answer from longest words "chairman, cupboard, handsome and protest. Form this result the students knowledge is fair. So, according to the writer they need to study vocabulary by using technique.

From the table 4.4 there were 1 (5,0%) students got excellent category (sample 016 = 9,3), there were 12 (60,0%) students got good category (sample 003 and 009 = 7,6), there were 5 students (25%) got fairly good category (sample 006, 010, 011 = 7,8), there was 1 (5%) student got fairly (sample 008 = 4,2) and fairly poor category (sample 018 = 1,8). It means that, there is improvement after giving treatment, so the students' vocabulary could be increased by using longest words.

The representative students who got excellent category in post-test there wa 1 student, sample 016 true 42, with the the correct answer from longest words "intermediate, announcement, troublesome, newspaper, restaurant, dicipline, outstanding, beautifully, shophisticated, misconception, comprehension, stopover, congratulate, complete, acquaintance, protest, pronounceable, and reputation",. Form this result the students knowledge was well. So, the method of longest words is effective to improve the students vocabulay.

So, we have seen the all component of vocabulary in pre-test and post-test, not all the students have upgrading in vocabulary through longest words. Therefore the mean score of pre-test is 5,065 which classified as the low score, while the mean score in post-test is 6,595 which classified as the higher score.

The result of t table (t_t) with significant 5% we got 2,09 and $t_o = 6,195$ With comparing t_t and t_o which is got in pre-test and post-test, the researcher gives interpretation " t_o " is bigger than " t_t " it is showed as follows:

$$6,195 \geq 2,09$$

There is a significant difference between “ t_o ” and “ t_t ”. Since, “ t_o ” is bigger than “ t_t ”. It means that longest words is effective in teaching vocabulary.

This is indicating that applying longest word give good contributes to English teacher to teach their students especially into back up the students’ vocabulary The students enjoyed getting material and the situation of classroom to be good and fun. The students also participated actively in learning process continuing and the students competed to remember the vocabulary after giving treatment longest words. The researcher concludes that the teacher should try to apply longest words when they want to teach to the students.

From explanation above showed that the students’ result significant difference between mean score of pre-test was got 5,065 and mean score of post-test 6,595. It means that there were significant developments on the students vocabulary improved by using longest word game at the eight year PMDS Putra Palopo. So, longest word game can increasing the ability of students after treatment. And the problems students based on the result of data analysis finding, this is result of the connected with the theory from the writers’ experience. In teaching process using longest word was interest. The students enjoyed getting material and the situation of classroom to be good and fun. The students also participated actively in learning process continuing and the students competed to remember the vocabulary after treatment in teaching process.

2. The result of questionnaire test

In addition the score of vocabulary and students' active participation, the writer also took the data about students' response toward longest word as media of teaching and learning process. The writer used questionnaire to get the data. And first statement, talked about "Are you agree if the longest word is one of tehcnique in learning vocabulary" table 4.11 indicates that, there were 15 students (75,%) chose strongly agree, there were 5 students (25%) chose agree, and none of students chose disagree and strongly disagree. Second statement "Can you memorize the vocabulary by using longest word" based on the table 4.12 indicates that, there were 2 students (10%) chose strongly agree, there were 12 students (60%) chose agree, there were 6 students (30%) chose disagree, and none of students chose strongly disagree. Third statement "I lazy to learn vocabulary by using longest word" from the table 4.13 indicates that, there were 5 students (25%) chose strongly disagree, there were 14 students (70%) chose disagree, there were 1 student (5%) chose agree, and none of students chose strongly agree.

Fourth statement "You enjoy studying longest words" based on the table 4.14 indicates that, there were 11 students (55%) chose strongly agree, there were 9 students (45%) chose agree, and none of students chose disagree and strongly disagree. Fifth statement "Memorizing vocabulary is difficult" from the table 4.15 indicates that, there were 1 students (5%) chose strongly agree, there were 5 students (25%) chose agree, there were 9 students (45%) chose disagree, and there were 5 students (25%) chose strongly disagree.

Sixth statement “The material that has been given suitable with your level” From the table 4.16 indicates that, there were 7 students (35%) chose strongly agree, there were 10 students (50%) chose agree, there were 3 students (15%) chose disagree, and none of students chose strongly disagree. Seventh statement “The material that has been given is good for you” based on the table 4.17 indicates that, there were 4 students (20%) chose strongly agree, there were 10 students (50%) chose agree, there were 6 students (30%) chose disagree, and none of students chose strongly disagree.

Eighth statement “Your motivation for studying English increases after you learn vocabulary through longest words technique” from the table 4.18 indicates that, there were 8 students (40%) chose strongly agree, there were 9 students (45%) chose agree, there were 3 students (15%) chose disagree, and none of students chose strongly disagree. Ninth statement “You feel necessary to study vocabulary through longest words” from the table 4.19 indicates that, there were 6 students (30%) chose strongly agree, there were 13 students (65%) chose agree, there were 1 student (5%) chose disagree, and none of students chose strongly disagree.

Tenth statement “After following this activity, your ability in memorizing vocabulary is increasing” based on the table 4.20 indicates that, there were 5 students (25%) chose strongly agree, there were 13 students (65%) chose agree, there were 2 students (10%) chose disagree, and nine of students chose strongly disagree. Appropriate way to test English in PMDS Putra palopo, longest words is a good way for an English teacher to apply in the classroom.

Based on the result of questionnaire, it is indicated that where the students response toward longest word is good. With the reson most of the students said that; after followingthis activity their ability in memorizing vocabulary improve, they can memorize noun, adjective and verb vocabulary and their motivation increase to learnd vocabulary by using longest word.



IAIN PALOPO

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on example before the previous chapter, the researcher concludes that:

1. Longest words is effective in increasing the students' vocabulary at the eighth of PMDS Putra Palopo, it is proved that, based on the "t" test analysis. It is proved that the testing "t" table show that, t_{test} (6,195) is bigger than t_{table} (2,09). When t_{test} is bigger than t_{table} ($t_{test} > t_{table}$) means the students' vocabulary is improved. Through longest words, the students have many chance to enrich their vocabulary, a whole the activity involves the student, so that the students also could build up their mind to study or memorize vocabulary. Most of them otomaticly get honor to answer the question and they enjoy the material that taught.

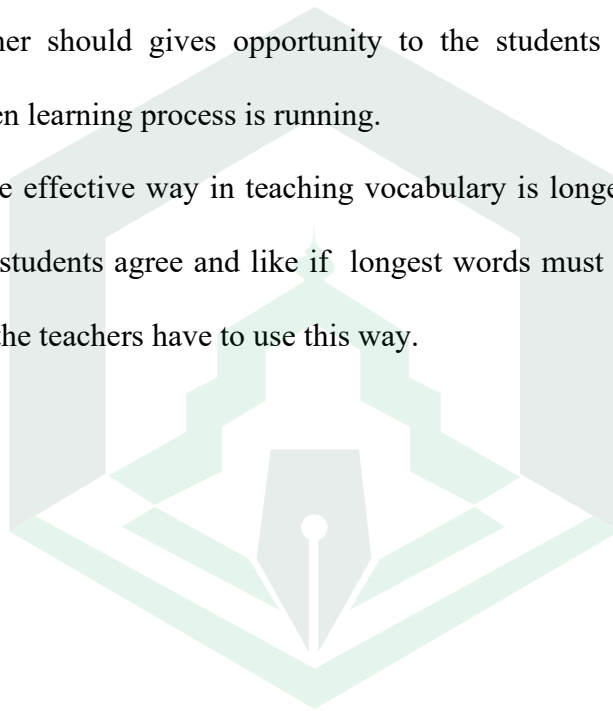
2. Having analyzed the result of student's response toward the longest word game in learning vocabulary applied by the researcher in this research, the students positive response after giving questionnaire and they were said their motivation and ability to memorize the vocabulary was increased, It is indicated by the questionnaire result, where most of students said that; they feel necessary to study vocabulary through longest words, their motivation for studying English increases after you learn vocabulary through longest words technique, they enjoy studying longest words, Can memorize the vocabulary by using longest word, and many others.

B. Suggestions

1. To make ideal class room in learning process, especially in teaching English the teacher should minimize students numbers in the class room they are about 20 students. This is hoped every students have chance to do practice in learning process especially in learning vocabulary.

2. The teacher should gives opportunity to the students to study much about vocabulary when learning process is running.

3. One of the effective way in teaching vocabulary is longest words because it is poved most of students agree and like if longest words must be applied in teaching vocabulary. So the teachers have to use this way.



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Questionnaire

Identity of Respondent

Nama :

Class :

Keterangan : Daftar pertanyaan ini bertujuan untuk mengumpulkan data tentang efektifnya Longest Words dalam meningkatkan kemampuan kosakata siswa. Untuk itu anda diharapkan memberikan jawaban yang sejujur-jujurnya, sehingga hasil penelitian dapat diperoleh dengan baik.

1. Bacalah dengan teliti setiap soal sebelum menjawab angket tersebut.
2. Pada setiap pertanyaan disediakan empat pilihan.
3. Berilah tanda (√) pada salah satu kolom pilihan anda.
4. Terima kasih atas kejujuran anda mengerjakan angket tersebut.

No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Are you agree if the longest word is one of tehcnique in learning vocabulary				
2	Can you memorize the vocabulary by using longest word				
3	I lazy to learn vocabulary by using longest word				
4	You enjoy studying longest words.				
5	Memorizing vocabulary is difficult.				
6	The material that has been given suitable with your level.				
7	The material that has been given is good for you.				
8	Your motivation for studying English increases after you learn vocabulary through longest words technique.				
9	You feel necessary to study vocabulary through longest words.				
10	After following this activity, your ability in memorizing vocabulary is increasing.				

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP I)**

Nama Sekolah : PMDS PUTRA PALOPO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)
Pertemuan : I dan II
Alokasi Waktu : 4 x 40 menit
Tahun Ajaran : 2013/2014

Standar Kompetensi : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

Kompetensi Dasar : Mengedintifikasi dan mengetahui tentang kosakata.

Indikator : 1. Mengidentifikasi kosakata yakni Noun, Adjective dan verb.
2. Dapat mengetahui kosakata Noun, Adjective, dan Verb.

Tujuan Pembelajaran :
✚ Siswa dapat mengetahui perbedaan kosakata noun, andjective dan verb.

Aspek Pembelajaran : Vocabulary

Langkah-langkah :

1. kegiatan pendahuluan

- a. Salam dan Doa
- b. Mengajukan Pertanyaan
 - ✓ Good morning everybody, how are today!
 - ✓ Are you ready for lesson today.
 - ✓ Memberikan motivasi kepada siswa.
 - ✓ Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

2. kegiatan inti

- a. menyampaikan materi tentang Eight parts of Speech yang berhubungan dengan kosakata.
- b. Menjelaskan ciri dan bagian-bagian kosakata.
- c. Memerintahkan atau mencoba menyuruh siswa menulis kosakata di papan tulis.

3. kegiatan penutup

- a. Menanyakan kesulitan siswa selama PBM.
- b. Menyimpulkan materi pembelajaran

4. Sumber Belajar

- ✚ Dasar-dasar Penguasaan bahasa inggris, simple vocabulary, excellent English games dan buku pedoman yang relevan.

5. Materi Pembelajaran

- a. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata
- b. Mengetahui tentang pembelajaran kosakata.

6. Penilaian

- ✚ Aktifitas siswa dalam mengikuti pelajaran



IAIN PALOPO

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP II)**

Nama Sekolah : PMDS PUTRA PALOPO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)
Pertemuan : III, dan IV
Alokasi Waktu : 4 x 40 Menit
Tahun Ajaran : 2013/2014

Standar Kompetensi : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

Kompetensi Dasar : Mengidentifikasi, melafalkan, dan menghafal kosakata bahasa inggris melalui longest words.

Indikator : 1. Mengidentifikasi kosakata yakni noun, adjective, dan Verb melalui longest words.
2. Melafalkan kosakata bahasa inggris noun, adjective, dan verb melalui longest words.

Tujuan Pembelajaran : Siswa dapat menghafal kosakata noun, adjective, dan verb kedalam bahasa inggris melalui longest words.

Aspek Pembelajaran : Vocabulary

Metode Pembelajaran : longest words

Langkah-langkah :

1. kegiatan pendahuluan

- a. Salam dan doa
- b. Mengajukan Pertanyaan
 - ✓ Good morning everybody, how are you!
 - ✓ Are you ready for lesson today?
 - ✓ Memberikan motivasi kepada siswa
 - ✓ Menyampaikan tujuan, mamfaat pelajaran, dan kegiatan pembelajaran.

2. kegiatan inti

- a. Menyampaikan materi tentang kosakata Noun, Adjective dan Verb.
- b. Menyampaikan dan menjelaskan hubungan kosakata Noun, adjective dan verb dengan proses pembelajaran kosakata.
- c. Memberikan beberapa contoh yang termasuk kosakata Noun, Adjective dan verb.
Noun vocabulary = chalk, gold, paper, picture, problem, tree, ant, sun, etc.
Adjevtive vocabulary = full, out, able, over, open, poor, rich, ill, sad, etc.
Verb vocabulary = come, choose, read, speaks, study, print, set, clean, etc.

- d. Memberikan kosakata dan kata kunci untuk mengetahui kosakata tersebut yang berasal dari longes words.

3. kegiatan penutup

- a. Menanyakan kesulitan siswa selama PBM
- b. Menyimpulkan materi pembelajaran

4. Sumber Belajar

- ✚ Dasar-dasar Penguasaan bahasa inggris, simple vocabulary, excellent English game dan buku pedoman yang relevan.

5. Materi Pembelajaran

- a. Menjelaskan kosakata noun, adjective, dan verb.
- b. Memberikan kosakata noun, adjective dan verb.

6. Penilaian

1. Teks tertulis.
2. Aktivitas siswa.
3. Jumlah benar x 10
Jumlah Soal
4. Classifying the students' scores based on the following classification:
 - a. Excellent = 9.5 – 10 is classified as excellent
 - b. Very Good = 8.6 – 9.5 is classified as very good
 - c. Good = 7.6 – 8.5 is classified as good
 - d. Fairly Good = 6.6 – 7.5 is classified as fairly good
 - e. Fairly = 5.6 – 6.5 is classified as fairly
 - f. Fairly Poor = 3.6 – 5.5 is classified as fairly poor
 - g. Poor = 0 – 3.5 is classified as poor

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP III)**

Nama Sekolah : PMDS PUTRA PALOPO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)
Pertemuan : V and VI
Alokasi Waktu : 4 x 40 Menit
Tahun Ajaran : 2013/2014

Standar Kompetensi : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

Kompetensi Dasar : Mengidentifikasi, melafalkan, dan menghafal kosakata bahasa inggris melalui longest words.

Indikator : 1. Mengidentifikasi kosakata yakni noun and adjective, melalui longest words.
2. Melafalkan kosakata bahasa inggris noun, adjective, dan verb dan menulis kosakata tersebut melalui longest words.

Tujuan Pembelajaran : Siswa dapat menghafal kosakata noun, adjective, dan verb kedalam bahasa inggris melalui longest words.

Aspek Pembelajaran : Vocabulary

Metode Pembelajaran : longest words

Langkah-langkah :

1. kegiatan pendahuluan

- a. Salam dan doa
- b. Mengajukan Pertanyaan
 - ✓ Good morning everybody, how are you!
 - ✓ Are you ready for lesson today?
 - ✓ Memberikan motivasi kepada siswa
 - ✓ Menyampaikan tujuan, mamfaat pelajaran, dan kegiatan pembelajaran.

2. kegiatan inti

- a. Memberikan kosakata yang dapat diubah ke longest words.
- b. Memerintahkan siswa menulis kosakata Noun, Adjective dan verb yang telah diberikan dan yang mereka ketahui.
- c. Memerintahkan siswa menyebutkan arti kosakata Noun, Adjective dan verb yang telah mereka tulis dan yang mereka hapal dan yang mereka ketahui.

3. kegiatan penutup

- a. Menanyakan kesulitan siswa selama PBM
- b. Menyimpulkan materi pembelajaran

4. Sumber Belajar

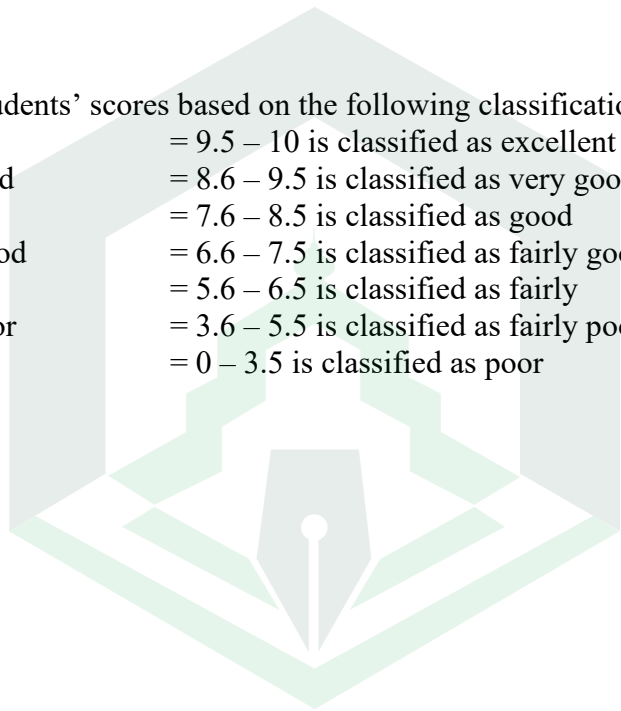
- ✚ Dasar-dasar Penguasaan bahasa Inggris, simple vocabulary, excellent English games dan buku pedoman yang relevan.

5. Materi Pembelajaran

- Menjelaskan longest words dan kosakata noun, adjective, dan verb yang dapat dibentuk dari longest words.
- Memberikan kosakata noun, adjective dan verb.

6. Penilaian

- Teks tertulis
- aktivitas siswa.
- Jumlah benar x 10
Jumlah Soal
- Classifying the students' scores based on the following classification:
 - Excellent = 9.5 – 10 is classified as excellent
 - Very Good = 8.6 – 9.5 is classified as very good
 - Good = 7.6 – 8.5 is classified as good
 - Fairly Good = 6.6 – 7.5 is classified as fairly good
 - Fairly = 5.6 – 6.5 is classified as fairly
 - Fairly Poor = 3.6 – 5.5 is classified as fairly poor
 - Poor = 0 – 3.5 is classified as poor



IAIN PALOPO