

**IMPROVING STUDENTS' VOCABULARY THROUGH TRANSLATING  
FAIRY TALE AT THE ELEVENTHYEAR STUDENTS OF  
MAN PALOPO**

**(Classroom Action Research)**



**A THESIS**

**Submitted to the English Study Program of S1 Tarbiyah Departement of State Collage  
for Islamic Studies of Palopo in Partial fulfillment of Requarement for  
S.Pd Degree in English Education Study Program**

**By,  
IAIN PALOPO  
DARNA**

**NIM: 08.16.3.0009**

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

**2013**

**IMPROVING STUDENTS' VOCABULARY THROUGH TRANSLATING  
FAIRY TALE AT THE ELEVENTH YEAR STUDENTS OF  
MAN PALOPO**



**A THESIS**

**Submitted to the English Study Program of S1 Tarbiyah Departementh of State Collage  
for Islamic Studies of Palopo in Partial fulfillment of Requirement for  
S.Pd Degree in English Education Study Program**

**By,**

**DARNA**

**NIM: 08.16.3.0009**

**IAIN PALOPO**

**Supervised By:**

- 1. Wisran, S.S., M.Pd.**
- 2. Amalia Yahya, S.E., M.Hum**

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

## PENGESAHAN SKRIPSI

Skripsi berjudul “*Improving Students’ Vocabulary Through Translating Fairy Tale At The Eleventh Year Students of MAN Palopo*”, yang ditulis oleh **DARNA**, NIM. 08.16.3.0009, Mahasiswa Program Studi Tadris Bahasa Inggris Tarbiyah STAIN Palopo, yang dimunaqasyahkan pada hari Senin, tanggal 8 April 2013 M. Bertepatan dengan tanggal 27 Jumadil Akhir 1434 H, telah diperbaiki sesuai dengan catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

Palopo, 8 April 2013 M.  
27 Jumadil Akhir 1434 H.

### TIM PENGUJI

- |                                  |                   |         |
|----------------------------------|-------------------|---------|
| 1. Prof. Dr. H. Nihaya M. M.Hum. | Ketua Sidang      | (.....) |
| 2. Sukirman Nurdjan, S.S., M.Pd. | Sekretaris Sidang | (.....) |
| 3. Dr. Rustan, S., M.Hum.        | Penguji I         | (.....) |
| 4. Jufriadi, S.S.,M.Pd.          | Penguji II        | (.....) |
| 5. Wisran, S.S.,M.Pd.            | Pembimbing I      | (.....) |
| 6. Amalia Yahya, S.E.M.Hum.      | Pembimbing II     | (.....) |

Mengetahui,

Ketua STAIN Palopo

Ketua Jurusan Tarbiyah

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

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

## THESIS APPROVAL

This thesis entitled *“Improving Students’ Vocabulary Through Translating Fairy Tale At The Eleventh Year Students of MAN Palopo”*, which is written by **DARNA**, Reg. Number. 08.16.3.0009. English S1 study program of Tarbiyah Department of State Collage For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Monday, **April 8<sup>th</sup> 2013 M** coincide with 27 Jumadil Akhir 1434 H It is authorized and acceptable as partial fulfillment of requirement for S.Pd. Degree in English Language teaching.

Palopo, April 8<sup>th</sup> 2013 M.  
27 Jumadil Akhir 1434 H.

### COMMITTEE OF EXAMINATION

- |                                   |               |         |
|-----------------------------------|---------------|---------|
| 1. Prof. Dr. H. Nihaya M., M.Hum. | Chairman      | (.....) |
| 2. Sukirman Nurdjan, S.S., M.Pd.  | Secretary     | (.....) |
| 3. Dr. Rustan, S.S., M.Hum.       | Examiner I    | (.....) |
| 4. Jufriadi, S.S., M.Pd.          | Examiner II   | (.....) |
| 5. Wisran, S.S., M.Pd.            | Consultant I  | (.....) |
| 6. Amalia Yahya, S.E., M.Hum.     | Consultant II | (.....) |

Approved By,

The Chief of STAIN Palopo

The Chief of Tarbiyah Department

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

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

## NOTA DINAS PEMBIMBING

Palopo, 21 Februari 2013

Perihal : Skripsi

Lampiran : 6 eksampler

Kepada Yth.

Ketua Jurusan Tarbiyah STAIN Palopo

Di -

Palopo

Assalamu 'Alaikum Wr. Wb

Setelah melakukan bimbingan skripsi terhadap mahasiswa tersebut di bawah ini:

Nama : Darna

Nim : 08.16.3.0009

Program study : Bahasa Inggris

Jurusan : Tarbiyah

Judul Skripsi : ***“Improving Students’ Vocabulary Through Translating Fairy tale at the Eleventh year Students’ of MAN Palopo”***

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr. Wb.

Pembimbing I

Wisran, S.S., M.Pd

NIP 19720611 200003 1 001

## PRONOUNCEMENT

I have been at signature below:

Name : Darna  
Reg.Number : 08.16.3.0009  
Study Program : Tadris English  
Department : Tarbiyah

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 thesis is duplicated, copied or made by other people as whole or partially, so this thesis will be the responsibility of the writer for law.

IAIN PALOPO

Palopo, April 8<sup>th</sup> 2013

Reseacher

**DARNA**

**Reg. Number 08.16.3.0009**

## CONSULTANT APPROVAL

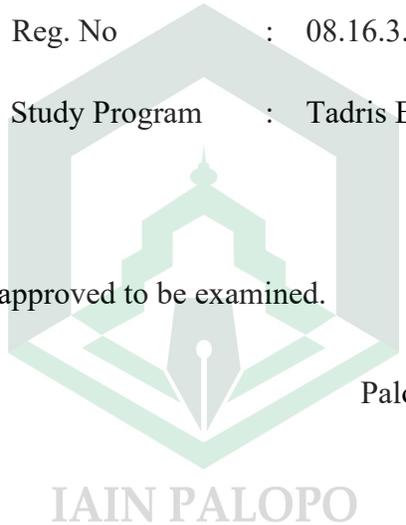
Thesis Entitled : Improving Students' Vocabulary through Translating Fairy  
tale at the Eleventh Year Students of MAN Palopo"

(A classroom action research)

Written By : Name : DARNA  
Reg. No : 08.16.3.0009  
Study Program : Tadris English

Has been corrected and approved to be examined.

Palopo, Februari 21<sup>th</sup> 2013



IAIN PALOPO

Consultant I

Consultant II

Wisran, S.S., M.Pd  
NIP 19720611 200003 1 001

Amalia Yahya, S.E., M.Hum  
NIP 19771013 200501 2 006

## ACKNOWLEDGEMENT



Alhamdulillah Rabbil Alamin, all praises is due to Allah, the researcher express her gratitude to the almighty God, Allah SWT., That has given her guidance, blessing, good health and long life so that the researcher could finish this thesis, peace and salutation be upon to our prophet of Islam, Muhammad Saw., along with her family, her intimate and her followers.

The researcher realizes that this thesis cannot be accomplished without help, guidance, suggestion, encouragement and motivation from the other. Therefore in this chance the researcher would like to express respect and thankful to:

1. Prof. Dr.H.Nihayah M., M.Hum as chief of STAIN Palopo.
2. Drs. Hasri, M.A. the chief of Tarbiyah Departement of STAIN Palopo.
3. Dr. Masruddin Asmid, S.S., M.Hum the chief of English Study Program, and all of the lectures and staff of STAIN Palopo.
4. Wisran, S.S., M.Pd as my first consultant and Amalia Yahya, S.E., M.Hum as my second consultant, who have given the researcher guidance, assist, explanation, advises, suggestion and correction to the improvement of this thesis until finish.
5. All of the staff of ENDEPT library STAIN Palopo who always provided good service during writing this thesis.

6. Special thanks for my beloved parents: Asma' and Ranni (*I'll always do the best for you*). Who have always given the researcher help, support, blessing, provide countless material support and always pray for their daughter (researcher) to be successful so the researcher can finish her thesis and her study at STAIN Palopo. Then, for my beloved brothers and sisters (Arman, Rusman, Dahman, Darti and Darni) who have given the researcher help, pray, support, motivation, advice, and suggestion.

7. All of Immawan and Immawati in IMM (Muhammadiyah Students Association) that have given the researcher chance to learn many things and the researcher can not mention their name one by one. Especially for my beloved sisters IMMawati Jumasri, Hasnidia, Harmawati and Nurul Quidah (*our sisterhood never ending*).

8. All of my Sisters in Dormitory STAIN Palopo, who have been always together while in learning, happiness, jokes and laugh during studying in STAIN Palopo, who have helped and participated in finishing this thesis.

9. All of my friends in STAIN Palopo, especially for academic year two thousand and Eight. Tadriz A as my roommates, who have helped and participated in finishing this thesis.

10. The Headmaster of MAN Palopo, Dra. Maida Hawa, the partner of the researcher in doing the research (Bebet Rusmasari K,S.Pd.) and all of teachers and

students of MAN Palopo. So much thanks for their contribution and participation to finish the thesis.

Finally, the researcher prays to the God, and may Allah give reward to all of the people, who have helped the researcher. The researcher hopes this thesis can be useful for the other.

May God always bless us, amin.

***Billahi Fii Sabilil Haq, Fastabiqul khairat***



Palopo , April 8<sup>th</sup> 2013

**The Researcher**

IAIN PALOPO

## LIST OF CONTENT

<b>COVER PAGE.....</b>	<b>i</b>
<b>TITLE PAGE.....</b>	<b>ii</b>
<b>CONSULTANT APPROVAL.....</b>	<b>iii</b>
<b>NOTA DINAS PEMBIMBING.....</b>	<b>iv</b>
<b>PRONOUNCEMENT.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>LIST OF CONTENT.....</b>	<b>vii</b>
<b>LIST OF TABLE.....</b>	<b>viii</b>
<b>ABSTRACT.....</b>	<b>ix</b>
<b>CHAPTER I: INTRODUCTION.....</b>	<b>1</b>
A. Background.....	1
B. Problem Statement .....	3
C. Objective of the Research.....	3
D. Significance of the Research.....	4
E. Scope of The Research.....	4
<b>CHAPTER II: REVIEW OF RELATED LITERATURE.....</b>	<b>5</b>
A. Previous Study.....	5
B. Vocabulary.....	6
1. Concept of Vocabulary.....	6
2. Definition of Vocabulary.....	7
3. Types of Vocabulary.....	10
4. Some Technique of Teaching Vocabulary.....	11
5. How to Learn Vocabulary.....	12
C. Noun and Verb.....	13
1. Noun.....	13
2. Verb.....	15
D. Media.....	17
E. Translating Fairy Tale.....	20
1. Definition of Translation.....	20
2. Introduction of Fairy Tale.....	21
F. Classroom Action Research.....	27
1. Definition of CAR.....	27

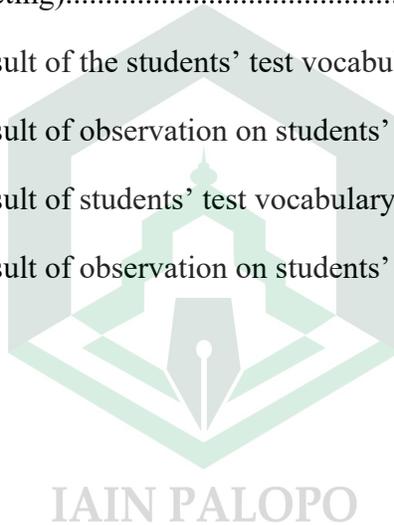
2. Why Classroom Action Research Important.....	28
3. Type of CAR.....	29
4. Principle of Action Research.....	30
5. The Action Research Process.....	33
G. Conceptual Framework.....	34
<b>CHAPTER III: RESEARCH METHOD.....</b>	<b>35</b>
A. Research Type.....	35
B. Setting of the Research.....	35
C. Research Participant.....	35
D. Technique and Instrument of Collecting Data.....	36
E. Data Analysis.....	37
F. Working Indicators.....	38
G. Procedure of the Research.....	38
<b>CHAPTER IV: FINDINGS AND DISCUSSION.....</b>	<b>43</b>
A. Findings.....	43
B. Discussion.....	62
<b>CHAPTER V: CONCLUSION AND SUGGESTIONS.....</b>	<b>73</b>
A. Conclusions.....	73
B. Suggestion .....	74
<b>BIBIOGRAPHY.....</b>	<b>.....</b>
<b>APPENDIXES.....</b>	<b>.....</b>



IAIN PALOPO

## LIST OF TABLE

No		Page
Table 1	: The result of students' test vocabulary in cycle 1.....	45
Table 2	: The result of observation on students' activity in cycle 1 .....	47
Table 3	: The result of observation on students activity in cycle 1 (2 <sup>nd</sup> meeting).....	48
Table 4	: The result of the students' test vocabulary in cycle 2.....	52
Table 5	: The result of observation on students' activity in cycle 2.....	54
Table 6	: The result of students' test vocabulary in cycle 3.....	58
Table 7	: The result of observation on students' activity in cycle 3.....	60



IAIN PALOPO

## ABSTRACT

**Darna, 2013. *Improving Student's Vocabulary through Translating Fairy Tale at the Eleventh Year Students of MAN Palopo* . Thesis, English Study Program Educational Department of State College for Islamic Studies (STAIN) Palopo. Under Supervisor (1) Wisran, S.S., M.Pd. (2) Amaliah Yahya, S.E.,M.Hum**

**Key Words : Improving, Students' Vocabulary, Translating Fairy Tale.**

This research aims to find out the appropriate way of using translating fairy tale in teaching vocabulary. The problem statement of the research was "What is the appropriate way of using translating fairy tale in teaching vocabulary?"

This research employed Classroom Action research (CAR) in which the implementation consisted of 3 cycles namely the first cycle, second cycle and third cycle. Each cycle consist of four step namely planning, acting, observation and reflecting. The sample of this research was class XI IPS<sub>1</sub> consist of 20 students. In collecting the data, the writer used observation and vocabulary test in evaluating. (Reflecting)

The result of this research showed that in cycle 1, the students' mean score is 57,25, in cycle 2 the students' mean score is 68,75, students were still less active in learning vocabulary and in cycle 3 the students' mean score is 84,75. and students were more active in learning vocabulary than cycle 1 and 2, the percentage of observation of the students' activities is 100%. This thesis showed that the appropriate procedure in using translating fairy tale in teaching vocabulary are as follow: (a) Using group in learning process. (b) Involving students directly by asking students to translate and practice vocabulary in text of fairy tale. (c) Giving suitable games with material that was thought (d) Giving chance to students who got good score to share their knowledge to other friends. (e) Giving more motivation to the students.

# CHAPTER I

## INTRODUCTION

### *A. Background*

English is taught everywhere in Indonesia especially, in elementary school, junior high school, senior high school, and also at University. Many ways are used to teach the students. Students are taught about basic role of English language. They are taught about listening, speaking, reading and writing. What they get in learning those skills? Sometimes they are still confuse about how to listen English speaker, they are still confuse about how to speak in English, and also they are still confuse about how to read and write in English. We can ask why? The reason is the students are lack of vocabulary. When they learn English they should memorize some vocabularies a day, but tomorrow they forget it again. It happens because a wrong method in understanding and memorizing vocabulary.

English teacher in teaching vocabulary will applied various strategies, which is aimed at motivating learners to learn and develop their vocabulary. One technique in teaching English vocabulary is the use of translating fairytale technique. Fairytale provide language elements for the students to explore language skill for them to train. Furthermore they can be able to arise the students' interest in learning a foreign language they are not boring and can help the students learn the language in more relaxed way. So that translating fairytale can enrich the students' vocabulary, word comprehension and good understanding of the foreign culture.

According to the results of interviews with students in MAN Palopo, the researcher learned that in MAN Palopo, especially in eleventh year students of IPS<sub>1</sub> there is problem when they learn English, especially vocabulary. sometimes when they read, they cannot get clear information from the reading of them, because they do not understand and know about the vocabulary contained in the text. So, they cannot write and speak well because they lack of vocabulary.

According to the results of interviews with some of the teachers at MAN Palopo, the students do not have references/books/materials to support them in learning English and do not master basic English skill. So it make the students' get bored and less of interest to learn English especially vocabulary.

Based on pre research experience in the field, the researcher learned that at MAN Palopo, the students are lack of vocabulary in learning English, especially the eleventh year students of IPS<sub>1</sub>. They have problems in learning English, especially in memorizing vocabularies. They feel bored when they learn English because they are still lack of vocabulary. They cannot speak English well, they cannot write well in English. It happens because they are still lack of vocabulary.

Teacher as one component of the teacher in teaching and learning is a very important stakeholder.<sup>1</sup> Teacher is not just a matter transmitter, but more than that can be said to be a facilitator, planner, manager, quality controller, group organizer,

---

<sup>1</sup>Pembayuni.S, *Penelitian Tindakan Kelas*, Online:<http://www.sarjanaku.com/2011/07/contoh-proposal-ptk-penelitian-tindakan.html>. Accessed at september 10<sup>th</sup> (2012).

motivator, empower and team member.<sup>2</sup> Therefore, teachers should be able to make a more effective teaching and also interesting that the lesson material presented will make the students feel happy and feel the need to learn the lesson.<sup>3</sup>

The successful of teacher in teaching vocabulary to the students, not only by using a good method, but also the teachers must give many attentions and motivation in improving the students' vocabulary

Based on the problem above, the researcher is interested in doing a research entitled: ***“IMPROVING STUDENTS’ VOCABULARY THROUGH TRANSLATING FAIRY TALE AT THE ELEVENTH YEAR STUDENTS OF MAN PALOPO”***

### ***B. Problem statement***

Based on the background above, the problem statement is formulated as follows:

What is the appropriate way of using translating fairy tale in teaching vocabulary?

### ***C. Objective of the research***

Based on the problem statement above, the objective of the research is:

To find out the appropriate way of using translating fairy tale in teaching vocabulary.

---

<sup>2</sup> Jack C. Richards and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, (New York: Cambridge University Press, 1996), p.105.

<sup>3</sup> Ibid

#### ***D. Significant of the Research***

The result of the research will be expected to be useful information to learners of English as foreign language in general and which should improve their ability especially, in vocabulary. The result of this research can be useful:

1. Students: it is expected to motivate students in improving their vocabulary.
2. Teachers: it is expected to be useful information for the English teacher in teaching their students to improve the students' vocabulary.
3. Next researchers: It is expected to be useful as a references to next researcher in doing the similar topic of the research.

#### ***D. Scope of the Research***

The scope of the research is restricted to the teaching vocabulary through the translating text of fairy tale at the eleventh year students of IPS I MAN Palopo. It emphasized of noun and verb because the researcher consider about the students level of language.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### **A. Previous Study**

There are some studies related to this research as follow:

1. Rahmatiya B, had conducted research about "The Effectiveness of Telling Story in improving Students' vocabulary at the Eight Year Students of MAN Makale". In her research that the effectiveness of telling story in improving student's English vocabulary are in good category and include in high level.<sup>1</sup>

2. Astiana Silama, in her research entitled "improving Students' Vocabulary through Translating Reading Text at the Eight year students of SMP 8 Palopo. In her research found that the effectiveness of translating reading text in improving students vocabulary are in good categories and include in high level.<sup>2</sup>

3. Abdul Basir, in his research entitled "Developing Students Vocabulary Power on Past Form through Fairy Tales at Eighth Grade of SMPN 23 Semarang. In his research found that that fairy tales is an effective media to improve students' vocabulary.<sup>3</sup>

---

<sup>1</sup> Rahmatia, *The Effectiveness of Telling Story in Improving Students' Vocabulary at the eight year Students of MAN Makale*, ( STAIN Palopo, 2007), p. 57.

<sup>2</sup> Astiana Silama, *Improving Students' Vocabulary Trough Translating Fairy Tale at the Eight year students of SMP 8 palopo*, (STAIN Palopo, 2009), p.59.

<sup>3</sup> Abdul Basir, *Developing Students Vocabulary Power on Past Form through Fairy Tales at Eighth Grade of SMPN 23 Semarang*, (IAIN Walisongo,2010),<http://library.walisongo.ac.id/digilib/gdl.php?mod=browse&op=read&id=jtptiain-gdl-abdulbasir-6092>. Accesed at 20 januari (2012).

## **B. *Vocabulary***

### 1. Concept of vocabulary

Vocabulary as an essential component of all uses of language will be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are sign or symbol for ideas. They are the means by which people exchange their through. The more words learn, the more ideas we will have, so we can communicate the ideas more effectively.

Vocabulary is an important role in a language. People who are learning English should learn vocabulary first. People who have enough vocabularies will be easy in learning English, because by having enough vocabularies English learners can be easy to produce many ideas to speak. It is impossible to learn English and master the language without mastering and understanding certain numbers of vocabularies. The best way in learning English is understanding and mastering enough vocabularies, because by having enough vocabularies we can communicate with other people successfully.

Vocabulary determines how well learners speak, listen, read and write. When people have more vocabularies, they will be easy to understand native speakers, English movies, and English news. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

According Collier, to good is that vocabulary can be divided into four kinds, they are:<sup>4</sup>

a. Active vocabulary

Active vocabulary is the content and function words of language that are learned to toughly that they become a part of the child's understanding speaking, reading and writing vocabulary.

b. Passive vocabulary

Passive vocabulary is word that are rarely never used in persons speaking or writing but he rarely understand in reading and listening, memorizing vocabulary.

c. Potential vocabulary

Potential vocabulary is word that the individual does not know but he can interpret from their context of because of his background of the knowledge.

d. Basic vocabulary

Basic vocabulary is the word and idioms considered essential for minimal used of language.

## 2. Definition of Vocabulary

Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learners to master a

Language skill. The mastery of the vocabulary (productive) is usually related to speaking and writing, because when someone speaks or writes he or she produces

---

<sup>4</sup> Collier, *The Key to English Vocabulary*,(London Memmilan Limited, 1965),P.7.

vocabularies. While, the mastery of receptive vocabulary is usually related to reading and listening.<sup>5</sup>

Vocabulary as the content and function words of language which are learned thoroughly that they become a part of a child's understanding. Speaking and later reading and writing vocabulary. The words have meaning when heard or seen even though not produced by individual itself.<sup>6</sup>

Vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings especially in a book for learning a foreign language.<sup>7</sup>

Harmer states that vocabulary is seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary is necessary to give students something to hang on to when learning of structure but is frequently not a focus for learning itself.<sup>8</sup>

According to Martin Manser in his dictionary *oxford learner's pocket dictionary*, that: vocabulary is all the word that a person knows or uses: all the word

---

<sup>5</sup> Muh. Syahrullah, *Developing the English Vocabulary of the Second year Students of MtS Batusitanduk Through English Song*, ( STAIN, 2007), P. 8.

<sup>6</sup> Ibid. P.9

<sup>7</sup> Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), P. 482.

<sup>8</sup> Harmer, *Practice of English language*, (New York: Longman, 1992), P.154

in a language: list of words with their meanings, especially in a book for learning a foreign language.<sup>9</sup>

According Jack C. Richard and Willi A. Renandya in the book methodology in language teaching state that vocabulary or word also called a based word or a word family is denned as including the base from (E.g: makes, made, making, maken, and makers).since meaning of these different forms of the word is closely related, it is assumed that title extra effort is needed to learn.<sup>10</sup>

While Hornby states there vocabulary is:

- a. Total number of words (either rules for combination them)
- b. Range of words known to, or use by a person in a trade, profession, etc.
- c. Book containing a list words, list of words used in a book, etc.Usually with definition or translation.<sup>11</sup>

As we know that, before the students know to speak and write that teacher must introduce kinds of vocabulary to know many things in their environment so one general thing such as kinds of animal, adjective for people, places, translating fairytale and etc.

From the definition above, we can see that vocabulary is one of the components of language and no language exist without words. Without vocabulary

---

<sup>9</sup> Martin Manser, *oxford learner's dictionary*, (New York: Oxford unifersity Press 1980), P.482.

<sup>10</sup> Jack C Richard and Renandya, *Methodology in Teaching*, (USA: Cambridge University Press 2002), P.258.

<sup>11</sup> Hornby, *Oxford advanced learner's Dictionary of current English*, (London: Oxford University press, 1974), P.978.

we cannot communicate each other, so we have to learn and memorize many of vocabulary in order we can speak English well.

### 3. Types of Vocabulary

There are four main types of vocabulary. These are reading, writing, listening and speaking vocabularies. A vocabulary means both a list of words and the range of words known by any one person. A person's vocabulary develops with age and learning.

A reading vocabulary is a passive one. This means it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context.

Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and, if there is visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

Speaking is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its

meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.<sup>12</sup>

#### 4. Some Technique of Teaching Vocabulary

There are some technique in teaching vocabulary, according to Harmer said that there are three techniques or activities which are designed to teach and practice words or vocabulary, they are:<sup>13</sup>

##### a. Presentation

Not all vocabulary can be learned through interaction and discovery techniques, even if such techniques are possible: However, they are not always the most cost effective. There are many occasions when some form of presentation and / or explanation is the best way to bring new words into the classroom, we will look at some example: Realia, pictures, mimic, action, and gesture, contrast, etc.

##### a. Discovery

Students will be using their bilingual dictionaries; though some of them may know these words through do simple matching task to more complex understanding of connotation and context.

##### c. Practice

Using new words which are known in real communication so it will not be forgotten easily

---

<sup>12</sup> Wikipedia, *The types of vocabulary*, at online accessed on 12<sup>th</sup> September 2012.

<sup>13</sup> Jeremi Harmer, *The Practiced of English Language Teaching*, (New York: Prentice, 1992), P. 161.

## 5. How to learn vocabularies

To get success in learning we must find out how the way learners vocabulary well. According to Wilga said that there are seven ways to learn vocabulary as follow:

- a. Students need to learn how to commit vocabulary to long term memory this does not necessarily mean “memorizing”. Although some students may find this activity suit their learning style.
- b. Students must learn to discriminate variation in distribution and new boundaries of meaning. The teacher may give explanation of contrast with native language distribution, demonstrate schematically the distribution of meaning of apparently comparable words, or promoted activity which requires for success that these boundaries be respected
- c. Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.
- d. Students should learn to penetrate disguises with language the some family or from areas where there has been considerable alternative there are many borrowed words and cognates.
- e. Students will learn how to discover new words from themselves.
- f. If students are not to become discovered, they need to learn that vocabulary is elastic and that they can make much of the little they know by paraphrase, circum location, and definition as they gradually build up a more precise and varied lexicon.

g. Students must learn how to augment their own vocabulary steadily and systematically. They will begin early to keep individual list of new words they encounter, words that interest them, and problem words which are continually, ripping them up.<sup>14</sup>

#### 6. How to improve vocabulary

- a. Use vocabulary learning methods to focus quickly on the vocabulary you need to study.
- b. Do not make random lists of new words. Try to group words in themes. This will help you memorize new words more quickly.
- c. If you have the time, and even if you think you do not have the time, try to add context. Writing a few example sentences using new vocabulary will help you remember the words in context.
- d. Keep a vocabulary notepad at hand whenever you are reading in English.<sup>15</sup>

### C. *Noun and Verb*

#### 1. Noun

Noun is word that give name a person, thing, place, or idea<sup>16</sup>

Example:

- a. Coffee, girls, book, table, water.

---

<sup>14</sup> Wilga Rivers, *Teaching Foreign language*, (2<sup>nd</sup>: Chicago and London: The University of Chicago Press, 1981), P. 465.

<sup>15</sup> Wikipedia, *The importance of vocabulary*, at online [http://www.wisegeek.com/ what - are - the – different – types - of vocabulary.htm](http://www.wisegeek.com/what-are-the-different-types-of-vocabulary.htm), Accessed on December 14<sup>th</sup> 2012.

<sup>16</sup> Robby Lou, *English Tenses and How to use them: The first Step Toward Speaking English*, (Jakarta: English Plus Series, 2006), P.3.

- b. Mr. Johnson, Miss Luey.
- c. Freedom, justice, philosophy, democracy
- d. Jakarta, Tokyo, hospital, factory, supermarket'

While Rudi Hariyono states that “noun is a word which names a person, place, animal or a name of things”<sup>17</sup>. A noun is word that refers to a person or a thing, a quality or an activity.<sup>18</sup>

Example:

Person	-Jennifer	Animal-	gopher
Place	- down town	Quality -	height
Thing	- table	Activity-	navigation
Idea	- equality		

Nouns can have different function in a sentence. Some of nouns function as subject while other function as subject while others functions as object or complements. As Azhar states that “a noun is used as the subject of a sentence: a noun is used an object of a preposition”.<sup>19</sup>

For example: a noun like “Jennifer” might function in the following ways:

Subject		- Jennifer likes English course
Object	of a preposition	- He gives the book to Jennifer
Subject complement		- The best student is Jennifer

<sup>19</sup> Rudi Hariyono, *Complete English Grammar*,( Surabaya : Gitamadia Press,2002), P.13.

<sup>18</sup>Martin Manser, op.cit., P. 291

<sup>19</sup>Betty Schramper Azar, *Basic English Grammar*, (Second Edition; Jakarta: PT Premhalindo,1996), P. 131

The term nominal refers to any word or group of used as noun.

- a. Birds fly
- b. John is holding a pen
- c. Birds fly in the sky

In (a), birds is a noun. It is used as the subject of the sentence. In (b), pen is a noun. It has the article an in front of it; a pen is used as the object of the preposition. The noun sky (with the article the in front) is the object of the preposition. The noun sky (with the article the front) is the object of the preposition in.

## 2. Verb

Verb is word or phrase that express an action (e.g. eat), an event (e.g. happen) or state (e.g. exist)<sup>20</sup>

That expresses an action, an even or situation, e.g. works, write, drink, see, and is<sup>21</sup>. In English, verb has change/conjugation, namely verb change on the happen time or number.

Example:

Work, working, worked.

Verbs also have changes as follow:

- a. Verb added s/es if used in the simple present tense with subject he, she it that used main verb

Example:

---

<sup>20</sup>Martin Manser, *op. cit*, P. 26

<sup>21</sup> Robby Lou, *op. cit*, P. 26

She works every

She makes the bed at 6.30.a.m

Tania gets up at 6.00.a.m

b. Verb plus *ing* if the used in the continuous tense or adjective and gerund.

Example:

She is working (the present continuous)

A working girl (the present participle)

Working hours (gerund)

c. Verb plus *ed* if the used in passive form or as adjective, except irregular verb.

Example:

The room is cleaned once a week (passive voice)

Confused students, exported goods, written exercises, a broken leg (as adjective).<sup>22</sup>

d. Transitive verb

Transitive verb that needs an object.<sup>23</sup> This verb sometimes follow one object named direct object, and sometimes also follows two object, namely direct and indirect object. Transitive verb is verb that needs an object to complete its meaning. In other word, this verb cannot stand alone without noun or pronoun as object, for instance, she made a cake.

---

<sup>22</sup> Robby Lou, *op. cit*,P.26

<sup>23</sup> Ghufon Maba, *Practical Guide to mastering English Grammar*,(Surabaya: terbit Terang w.y), P.53

The word made cannot stand alone and have no meaning in the sentence if not added word a cake.

e. Intransitive verb

Intransitive verb used without an object, e.g. rise in “smoke rises”. Intransitive verb is a verb need not an object (because have a complete meaning) and its verb always form active verb.

Example:

She is crying

It is very healthy to walk in the morning

In the morning is not an object, but adverb of time. But there are some transitive verbs that must use same meaning object.

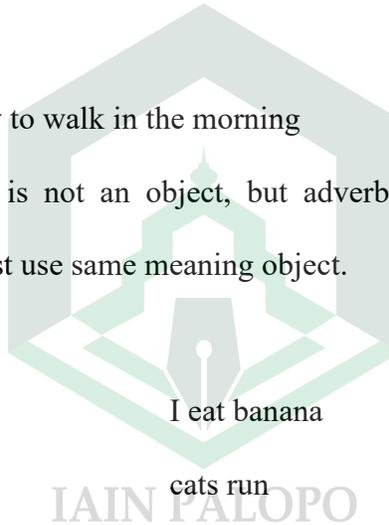
Example:

The wind blew

I eat banana

The sun shines

cats run



**D. Media**

1. Definition of Media

Media is all the form that utilized to the process of information channeling.<sup>24</sup>

Media is thing that can be manipulated, seen read, hear, or the instrument that use in

---

<sup>24</sup> Basyiruddin Usman, *media Pembelajaran*, (jakarta: Ciputat Pers, 2002), P. 11

learning process, can influence the effectiveness of instructional program.<sup>25</sup> Media is each person, matter, tools, or event that placed the condition in order the learner can get knowledge, skills, and attitude. In this case teacher, textbooks, and school is media.<sup>26</sup>

## 2. The Important of Using Media

Media in learning process has urgencies as follows :

- a. Media can overcome the limited experience had by learners.
- b. Media can get students interest.
- c. Media can overcome the classroom.
- d. Media can give direct interaction between learner and their surroundings.
- e. Media can result the homogeneous observation.
- f. Media can give right base concept, concrete and real.
- g. Media can improve new interest and desire.
- h. Media can motivate and stimulate learners.
- i. Media can give the integral experience from the concrete to the abstract.<sup>27</sup>

## 3. Kinds of Media

- a. Visual, visual aids are things that just can be seen. For example strip, transparencies, micro projection, blackboard and picture.

---

<sup>25</sup> *ibid*

<sup>26</sup> *Ibid*

<sup>27</sup> *Ibid*. P.14-15

- b. Audio visual. Audio visual aids can be listened and sighted, example film and TV.
- c. Dramatize, for example: role play, socio drama, pantomime, and so on.
- d. Audio. Audio aids just can be listened, for example: photograph, recorder, tranpalasi electronic, radio, and so on.<sup>28</sup>

#### 4. The Function of Media

- a. Media learning can overcome the limitation of experience possessed by the learners. The experience of each student is different, depending on the factors that determine the wealth of experience the child, such as the availability of books, traveled up the opportunity, and so on
- b. Media learning allows for direct interaction between learners with their environment.
- c. Media produces uniformity observations
- d. Media can instill the basic concepts of the true, concrete, and realistic.
- e. Media arouse desires and new interests.
- f. Media arouse and stimulate the child's motivation to learn.
- g. Media provide an integral / holistic from the concrete to the abstract.<sup>29</sup>

---

<sup>28</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2000) P.4

<sup>29</sup>Akhmad Sudrajat. Wikipedia the Free Encyclopidia, *Media Pembelajaran* (<http://www.bing.com/search?q=media+pembelajaran&src=IE-SearchBox&FORM=IE8SRC>). Accessed on march 17<sup>th</sup> (2013).

## 5. Fairy tale as Media

Fairy tale is one of media to communication that very effective in order to convey some lesson. Fairy tale provide some benefits for students among others to develop vocabulary, exemplary, moreal messages, and problem solving. Thus, students are expected to apply what they hear in everyday life.<sup>30</sup>

### E. *Translating Fairy tale*

#### 1. Defenition of Translation

Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form, whether the languages have established orthographies or do not have such standardization, or whether one or both languages are based on sign, as with sign languages of the deaf.”<sup>31</sup>

The use of translation in the teaching of English has been seen as a positive asset by some and as help one by others. However, in our experience as teachers, we have drawn the conclusion that translation, when used to promote learning, can be a very important tool in foreign language learning and success in the process of increasing vocabulary, and also the translation can helps the students to improve their communication skill as well as increase their awareness that study of vocabulary is

---

<sup>30</sup> Ade' C Hermawan, *Dongeng Sebagai Media Belajar*, <http://awanadec.wordpress.com/2011/05/13/dongeng-sebagai-media-belajar/>. Accessed on march 6<sup>th</sup> (2013)

<sup>31</sup> Choliluddin,S.pd. *The teaching of Making Idiomatic Translation*, (Jakarta, 2009), P. 18.

easy<sup>32</sup>. Translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of online information. Whether we encourage it or not, translation is a frequently used strategy for learners; if we accept this, we need to support them in developing this skill in the right way, e.g. by discussing its role. Translation also can be a support for the writing process, especially at lower levels. Research has shown that learners seem able to access more information in, which they can then translate.<sup>33</sup>

Based on the explanation above the researcher conclude that, the teachers can focus translation activities on highly specific learning aims, such as practice of certain vocabulary, and for many learners have to developing their skills in translation because translation is a natural and logical part of reaching higher levels in learning English process especially in improving vocabulary.

## 2. Introduction of Fairy tale

### a. Definition of fairy tale

Fairy Tales is a story that should normally be removed from the idea of fiction and true stories. As of about the man that can fly, or homeless animals and can talk.

---

<sup>32</sup> Gilmara Bezerr, *Teaching English Through Translation*, at Online: <http://gilmaraelt.wordpress.com/2010/01/10/teaching-english-through-translation/>. Accessed on September 13<sup>th</sup>, (2012).

<sup>33</sup> Paul Kaye, Freelance Writer, Teacher , Trainer, *Translation Activities in the Language Classroom*, at Online: <http://www.teachingenglish.org.uk/articles/translation-activities-language-classroom>. Accessed on 13<sup>th</sup> September (2012).

According to Oxford Dictionary fairy tale is a story about fairies, magic, etc, use for children.<sup>34</sup>

The things you need to know about the fairy tale:

- 1). Fairytale in a broader sense of human self-expression, a place to find entertainment and fulfill his dreams.
- 2). In Encyclopedia, fairy tales have a sense of short stories about weird stuff and nonsense, miracles and magic that usually tells the gods, kings, prince and princess.
- 3). In general, the fairy tales do not known who is the author it and sometimes only known the name of the collector.
- 4). Based on the origins, tales from the Thai nation in Yunan, but then spread to the rest of Southeast Asia. In Indonesia, the tale spread from Aceh to Southeast Maluku. In Central Java or East Java, is also developing a fairy tale.<sup>35</sup>

Fairy tales are about a utopian world and the imagination of the thoughts of someone who then handed down through the generations from generation to generation.<sup>36</sup>

---

<sup>34</sup>Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2013),P.153.

<sup>35</sup>SchoolPedia, *Dongeng*, <http://isfanl.blogspot.com/2011/05/pengertian- dan- contoh - dongeng. html>. Accessed on march 17<sup>th</sup> (2013).

<sup>36</sup>Indonesian Wikipedia, the free encyclopedia, *Fairytales* , [http://id.wikipedia.org/wiki/Dongeng\\_0103013](http://id.wikipedia.org/wiki/Dongeng_0103013). Accesed on march 17<sup>th</sup> (2013)

According Maria Tatar, a professor at Harvard College, say that fairy tale is one of a good way to learn vocabulary. It has been shown that learning delivered by way of fairy tale is not less interesting when compared to learning through visual aids or tools of advanced technology. And vocabulary can be easily known by the students through a fairy tale. Therefore the more reading, more to know. The teacher can use the fairy tale as a media to improve the students' vocabulary<sup>37</sup>

According Thobroni, fairy tale can be a communication activity with students easier and cheaper. In addition, fairy tale also can be an effective tool in improving the students' vocabulary. The material of fairy tale can be taken from the story books of fairy tale. Fairy tale also fosters a love of books for the students to find a lot of positive things to be gained by reading books. Fairy tale can affect the physical, intellectual, mental and also improve the students vocabulary. This is due to the involvement of all senses of the students when they reading of fairy tales. Active involvement in the activities of fairy tales will provide concrete experiences to students so that the students can be easy to know and understand the vocabulary in a fairy tale. <sup>38</sup>

b. Why are the students interested by fairy tales?

- 1) Easy to understand.
- 2) Nothing is impossible.

---

<sup>37</sup>Maria Tatar, *Why fairy tale matter*, online: [http://www.education.com/magazine/article/Why\\_Love\\_Fairy\\_Tales/](http://www.education.com/magazine/article/Why_Love_Fairy_Tales/). Accessed at 10<sup>th</sup> September (2012)

<sup>38</sup>Thobroni , *Berbagai Jenis Media Pembelajaran*, online: <http://www.scribd.com/doc/29361106/Definisi-Dongeng>. Accessed on March 20<sup>th</sup> (2013).

- 3) Always a happy end.
- 4) Obvious and impressive in content.
- 5) They inspire the fantasy.
- 6) Students can identify themselves with the most important figure.
- 7) They often deal with daily problems (fears, jealousy).

### c. Types of fairy tale

Based on the fairy tale it is classified into several types, namely funny tale, fable, parables, legend, sage, mite.

#### 1) Funny tale

Potential laugh" so funny fable is a story that contains a funny incident that happened in the past. The story in the hilarious tale made to please or amuse the listener or reader. example: 'Si Kabayan', 'Lebai Malang' and others.

#### 2) Fable

The short story in the form of a fairy tale, a portrait of the nature and the human mind are likened to animals. ((animal stories) such as Kancil story, Monkey and Turtle, and others – others.

#### 3) Parables

Short story in the form of a fairy tale to describe a person or a fictitious character with a certain nature and outcome of such nature (stories that contain elements of Education or religious) example: 'Damarwulan', 'story a pair of white slippers' and other.

#### 4) Legend

Stories of the past that related to historical events"(a story relating to the origin - origin point) example: 'Tangkapan Boat', Roro Mendut ', Lake Toba ', etc.

#### 5) Sage

The fundamental story of historical events that have been mixed with the fantasy of the people", (fairy tales contain elements of history) example: 'Speech Tinular', 'Paraton' and other.

#### 6) Mite

The story that relates to public trust that can not be verified", (story gods - goddesses, ghosts, and things - things goib) example: 'Nyi Roro Kidul', 'Jonggrang' and others.<sup>39</sup>

#### d. Benefits of Fairy tale

There are four benefits of fairy tales, namely:

- 1) Fairy tale can hone the imagination and the intellect of children. When dealing with fairy tales, children will visualize the story according to his imagination.
- 2) Fairy tale communication can strengthen the bond between the storyteller and the audience.
- 3) Fairy tale is an effective media to instill values and ethics.
- 4) Fairy tale can improve the students' vocabulary.<sup>40</sup>

---

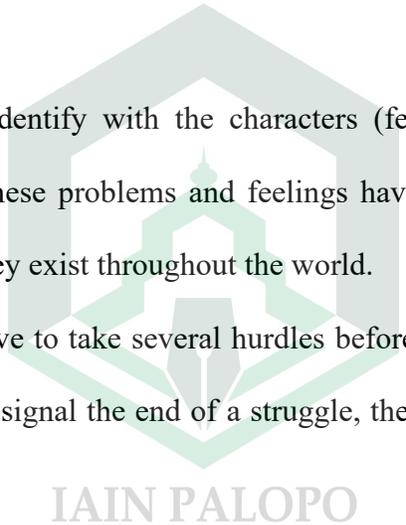
<sup>39</sup>Newnue *Fairytale Meaning And Types - Kind* <http://id.shvoong.com/writing-and-speaking/self-publishing/2001011-arti-dongeng-dan-jenis-jenisnya/#ixzz2QTtx3IKt>. Accessed on march 17<sup>th</sup>(2013).

<sup>40</sup>Ade'C hermawan, Op.,cit.

e. Advantages and Disadvantages of fairy tale

1) The Advantages of fairy tale

- a). Students can distinguish between worlds.
- b). Students often find the fantasy world more orderly than the real one.
- c). Students feel safe because they know that the frightening situations or characters are not real in their worlds.
- d). Students receive more detrimental impressions from realistic life and media than from fantasy books.
- e). Students can still identify with the characters (fear, hope, love dreams, hate, loneliness, wishes...) these problems and feelings have always existed for children and older people and they exist throughout the world.
- f). Folk hero's often have to take several hurdles before they accomplish their goals, disappointment doesn't signal the end of a struggle, the hero's have to continue until they are successful.



2). The Disadvantages of fairy tale

- a). Fairy tale are violent (e.g. the wolf in "Little red riding hood")
- b). Fairy tale contains magic and magical creatures therefore, fairy tale, put on an intact world.

c). Students notice very soon that they cannot be only nice and friendly like all the good characters of the fairy tale.<sup>41</sup>

## F. *Classroom Action Research*

### 1. Definition of Action Research

Action research consists of three words that can be understood sense as follows:

First: **Research**, is observe the activities of an object, using rules specific methodology to obtain data or information useful to improve the quality of a thing that interest and importance to researchers.

Second. **Action**, a movement activity intentionally done with a specific purpose, which in this study forms a series of cycles of activity.

Third. **Class**, a group of students in the same time of accepting the same lesson from a teacher. Class space is not a form but a group of students who are learning.<sup>42</sup>

From the definition above, the researchers conclude that action research is a study conducted by teachers with a way to design an action, through planning, action, observation and reflection to improve the quality of learning.

---

<sup>41</sup>Isabel Martin, *Fairy Tale*, at online: [http://www.google.co.id/#hl=id&q=advantages+of+fairy+tale&oq=advantages+of+fairy+tale&gs\\_l=serp.3...4058.47799.0.487](http://www.google.co.id/#hl=id&q=advantages+of+fairy+tale&oq=advantages+of+fairy+tale&gs_l=serp.3...4058.47799.0.487). Accessed on 14<sup>th</sup> September (2012).

<sup>42</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan Praktik*, (Jakarta, 2010), P.130.

## 2. Why Classroom Action Research Important.

There are several reasons why CAR is a need for teachers to improve the professional a teacher:

- a. CAR is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class. He became reflective and critical of what he and his students.
- b. CAR can improve the performance of teachers to become professionals. Teachers are no longer as a practical, who already feel satisfied with what is done for many years without any improvement and innovation, but also as researcher in its field.
- c. By carrying out the stages in the CAR, teachers are able to improve the learning process through a review in to what is to what happens in class. Acts committed teachers solely based on the actual and factual issues that developed in its class.
- d. Implementation of CAR does not interfere with the main task of a teacher because he does not need to leave class. CAR is an integrated research activities with the implementation of the learning process.
- e. By implementing CAR teachers to be creative because it is always required to make efforts in innovation as the implementation and adaptation to various theories and techniques of learning and teaching materials he uses.
- f. Implementation of CAR in education and learning has a purpose to improve and or enhance the practice of continuous learning so that the quality of the results of

instructional skills of teachers, improving the relevance, improve management efficiency and grow the culture of instructional research on teacher communities.<sup>43</sup>

### 3. Type of Classroom Action Research

There are four types of CAR, namely: (1) CAR diagnostic, (2) CAR participants, (3) CAR empirical, and (4) experimental CAR (Chain, 1990).

For more details, here presented in brief about the four types of CAR. They are:

a. CAR diagnostic; is meant by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situations that are in the background research. As an example is when researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.

b. CAR participants; a study participant was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR participation can also be done at school as well as examples in item a above. Only, here the researchers claimed involvement directly and continuously since the beginning to the end of the study.

---

<sup>43</sup>A.Yuni Itami Idrus, *Developing writing ability of the fifth (5<sup>th</sup>) semester students at STAIN Palopo through critical thinking skill*,( STAIN Palopo, 2011), P.30.

c. Empirical CAR; is meant by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

d. Experimental CAR, which is categorized as experimental if CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teaching and learning, it is possible there is more than one strategy or technique that is set to achieve an Instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.<sup>44</sup>

#### 4. Principles of Action Research

What gives action research its unique flavour is the set of principles that guide the research. Winter (1998) provides a comprehensive overview of six key principles.

##### a. *Reflexive critique*

An account of a situation, such as notes, transcripts or official documents, will make implicit claims to be authoritative, i.e., it implies that it is factual and true. Truth in a social setting, however, is relative to the teller. The principle of reflective critique ensures people reflect on issues and processes and make explicit the interpretations, biases, assumptions and concerns upon which judgments are made. In this way, practical accounts can give rise to theoretical considerations.

---

<sup>44</sup>Iskandar, *Penelitian Tindakan Kelas*, (GP. Press, Ciputat, 2009), P. 27-28.

b. *Dialectical critique*

Reality, particularly social reality, is consensually validated, which is to say it is shared through language. Phenomena are conceptualized in dialogue, therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituting the phenomenon. The key elements to focus attention on are those constituent elements that are unstable, or in opposition to one another. These are the ones that are most likely to create changes.

c. *Collaborative Resource*

Participants in an action research project are co-researchers. The principle of collaborative resource presupposes that each person's ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants. It strives to avoid the skewing of credibility stemming from the prior status of an idea-holder. It especially makes possible the insights gleaned from noting the contradictions both between many viewpoints and within a single viewpoint

d. *Risk*

The change process potentially threatens all previously established ways of doing things, thus creating psychic fears among the practitioners. One of the more prominent fears comes from the risk to ego stemming from open discussion of one's interpretations, ideas, and judgments. Initiators of action research will use this principle to allay others' fears and invite participation by pointing out that they, too,

will be subject to the same process, and that whatever the outcome, learning will take place.

*e. Plural Structure*

The nature of the research embodies a multiplicity of views, commentaries and critiques, leading to multiple possible actions and interpretations. This plural structure of inquiry requires a plural text for reporting. This means that there will be many accounts made explicit, with commentaries on their contradictions, and a range of options for action presented. A report, therefore, acts as a support for ongoing discussion among collaborators, rather than a final conclusion of fact.

*f. Theory, Practice, Transformation*

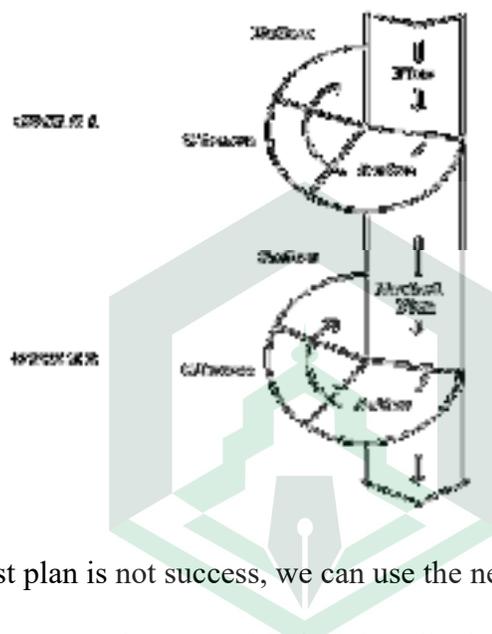
For action researchers, theory informs practice, practice refines theory, in a continuous transformation. In any setting, people's actions are based on implicitly held assumptions, theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. The two are intertwined aspects of a single change process. It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications. The ensuing practical applications that follow are subjected to further analysis, in a transformative cycle that continuously alternates emphasis between theory and practice.<sup>45</sup>

---

<sup>45</sup>Winter, *Principle of Action research*, Faculty of Information Studies, University of Toronto. At online <http://www.web.ca/robrien.1998/papers/arfinal.html>. Accessed on September 14<sup>th</sup> 2012. 1998.

## 5. The Action Research Process

Classroom action research design shaped cycles. A cycle consists of four phases, namely, planning, action, observation and reflection. And as for the fourth phase relationship can be described as follows:



If the first plan is not success, we can use the next plan or the next cycle

The action research process is often described as:

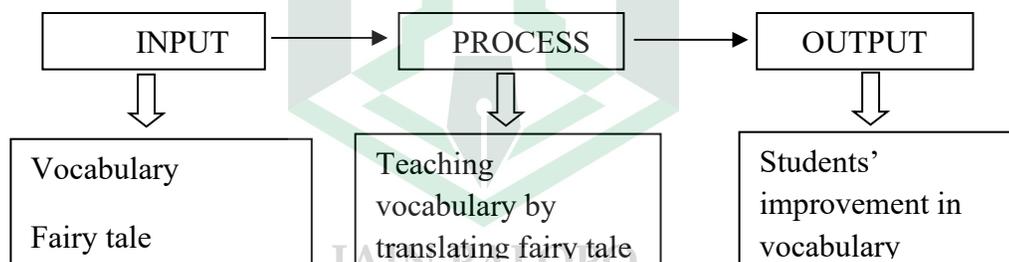
- a. Planning in this case need to formulate action plans that will be taken. Actions taken can be formulated into a form hypothesis about the alleged action in the sense of change that will occur if an action from happening.
- b. Acting on this draft strategy and set of learning scenarios. Scenarios of action must be implemented correctly and fairly.
- c. Observation in this case is actually running concurrently at the time of exercise of the action. Observations were made at the time the action is running, both took place at the same time.

d. Reflection in this case as a whole is intended to examine the actions that have been implemented. based on the data collected, and then conduct an evaluation to improve the follow-up, reflection in the CAR include analysis, synthesis, and evaluation of the results of observations on the action taken. If there are problems and the process of reflection, then re-tested through the next cycle.<sup>46</sup>

In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observing, and reflection.

#### G. *Conceptual framework.*

The conceptual framework in this research is shown in the diagram as follows



1. Input refers to the material provided for the students.
2. Process refers to the implementation of the input in the class room. The students learn vocabulary classroom observation
3. Output refers to the result of independent variable that is students' vocabulary achievement.

<sup>46</sup>Baedhowi, *bimbingan guru dalam penelitian tindakan kelas*,(Jakarta, 2010), P.19



IAIN PALOPO

## CHAPTER III

### RESEARCH METHOD

#### ***A. Research type***

This research follow the principal working of classroom action research (CAR) that contains of four stages, they are: Planning, implementation of action, observation, and reflection. This research conducted for third cycles.

#### ***B. Setting of the Research***

The researcher was done her research in MAN Palopo, which located on Jln. Dr. Ratulangi Palopo. The subject in this research was the class XI IPS<sub>1</sub> in 2012/2013 academic year, consisted of 20 students.

#### ***C. Research participant***

The participants of research were:

1. English teacher

English teacher was a researcher in this research, where the English teacher apply fairy tale while teaching vocabulary in the class.

2. Students

The position of students in this research as subject of the research, the researcher hoped after researching the students could improve their vocabulary.

3. Partner and collaborator

The position of collaborator in research as a observer, the collaborator help the researcher to observe the students, so the researcher could be able to know the

students condition in learning process and gave suggestion for the problem in each cycle.

***D. Technique and Instruments of collecting data***

1. Techniques

The collecting data techniques in this classroom action research were:

- a. Test: to find out the students' score
- b. Observation: to find out the students' participation during the use of fairy tale in teaching vocabulary.
- c. Discussion: among the researcher as teacher with the teacher as way to make reflection in each cycle.

2. Instrument

The instrument was used in collecting data in this classroom action research were:

- a. Fairy tale.
- b. Translating text of fairy tale.
- c. Vocabulary test.
- d. Observation.
- e. Discussion result among researcher and collaborator

It was useful to observe the students' participation during through translating text of fairy tale in teaching vocabulary, also as the main instrument in discussion part among the researcher and collaborator as way to make reflection in each cycle.

### ***E. Data analysis***

The data which collected in every observation each cycle was analyzed descriptively through percentage technique and by considering the tendency, happened, during the learning process.

1. Vocabulary test result: students' score of vocabulary test was counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total test Items}} \times 100$$

Calculating the mean score of students' vocabulary test by using the following formula:

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

Were:

X= the mean score

$\sum x$ = the total raw score

N= the number of students'<sup>1</sup>

2. Activities of students during the learning process: this was analyzed by considering the students' participation and classified into passive and active classification.

---

<sup>1</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi pendidikan*,( cet.11,Jakarta: Bumi Aksara 2010), p. 264

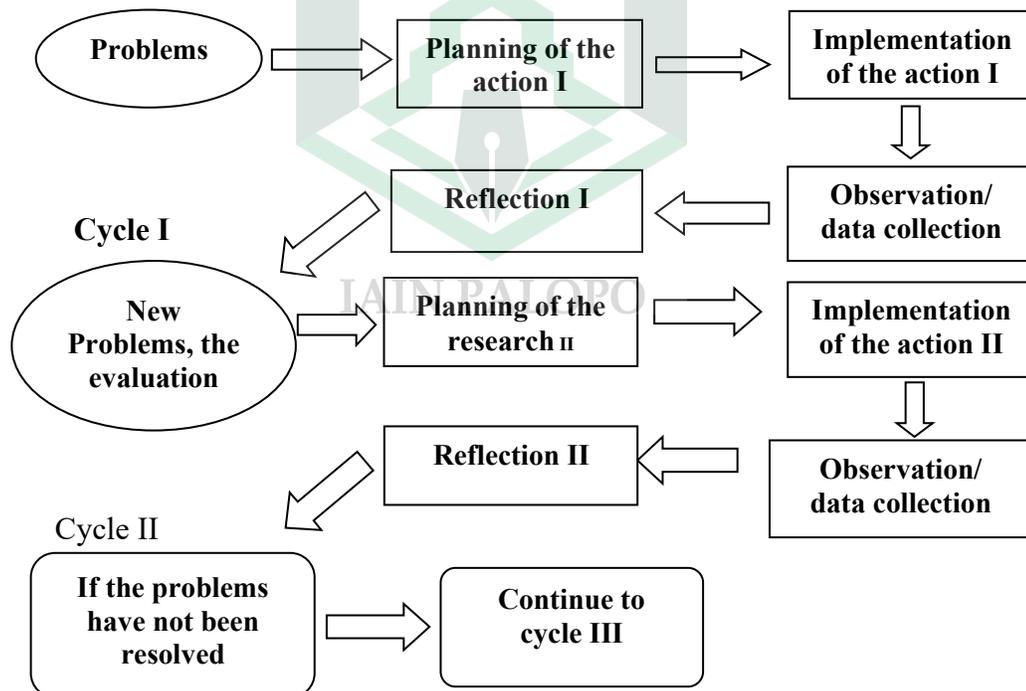
### ***F. Working Indicators***

This classroom action research is success if some of the following requirement are 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%).

### ***G. Procedure of the Research***

The method that was used in this research was classroom action research (CAR) method, it has four stages those are: Planning, Action, Observation, Evaluation or Reflection..



**The cycle of Classroom action research<sup>2</sup>**

<sup>2</sup>Baedhowi, *bimbingan guru dalam penelitian tindakan kelas*, (Jakarta, 2010), P. 15.

## Cycle I

### a. Planning

1. Analyzing the curriculum especially the basic competence after doing the need analysis of the students.

2. Made a lesson plan about the used of translating fairy tale to learning vocabulary.

3. Prepare the test.

4. Making the instruments which used in cycle of classroom action research.

5. Making the observation checklist for observing the condition of learning process

### b. Action

1. The researcher prepared all of the instruments in the class before start teaching.

2. The researcher introduced about the use of fairy tale in learning vocabulary.

3. The researcher introduced of materials of the lesson included nouns and verbs.

4. The researcher gave the fairy tale to students

5. The researcher asked the students to read the fairy tale then asked them to translate into Indonesia.

6. The students were asked to identify the, nouns and verbs in the fairy tale.

7. The researcher discussed the fairy tale with the students, then explained and also the researcher ask to the students what the meaning of the story in the fairy tale.

8. Closed the class

c. Observation

There are some important things that has been observed, those are:

1. Identified and made note about all of problems that the teacher got when teaching and learning process.
2. Doing evaluation which used the result of the study to know how far the students had improvement.
3. Giving the students a chance for giving suggestion in action research.

d. Reflecting

The result of the data had been done, it is continued until could be made as the reflection after action research. The reflection was discussed with a partner while the teacher should make research planning for the next cycle. The research plan was the plan for the next cycle which repaired from cycle 1.

**Cycle 2**

In this section, the teacher did the next action based on the value of cycle 1 reflection namely:

a. Planning

2. Continued the activities that had been done in cycle 1, but in this cycle the researcher asked students to change their position to be “U” form, after that the researcher asked students to practice the vocabulary in fairy tale about noun, and verb, in front of the class

2. Repaired the weakness in the cycle 1.

3. Making planning again in the scenario learning process from the result of cycle 1 reflection.

b. Action

In this stage, action was done to upgrade the result based on the cycle 1 reflection. The stages were the same with the previous cycle to encourage the students to learn vocabulary through fairy tale. And the researcher giving the students games that relation with the lesson to make the students interested.

c. Observation

In doing observation at cycle 2 was almost same with the observation at cycle 1.

d. Reflection

The result of the data had been done and there was some significant weakness in the second, so the reflection was discussed with a partner while the teacher should make research planning for the next cycle.

### Cycle 3

In this section, the teacher did the next action based on the value of cycle 1 reflection namely:

a. Planning

1. Continued the activities that had been done in cycle 2, but in this cycle the researcher placed the students in group for studying vocabulary through translating text of fairy tale. It was purposed to make students to be cooperative in their group.

2. Repaired the weakness in the cycle 2.

3. Making planning again in the scenario learning process from the result of cycle 2 reflection.

b. Action

Like the first and the second cycle, study started by recognize repeat about the lesson. And then gave to the students' competence test to measure the students' mastery in vocabulary.

c. Observation

Identified and made note about all of problems that the teacher got when teaching and learning process and giving the test. And also the researcher gave more motivation to the students. In order to be active in learning process. So the students were realized the purpose in learning vocabulary.

d. Reflection

Reflection was done to see the result of cycle 3 action process, to analyze, understand and make conclusion activity. Researcher analyzed cycle 2 to know whether the action of this cycle reaches success criteria based on the result of action. The action research would make 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%)



IAIN PALOPO

## 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 problems. It means that the students were taught vocabulary by translating text of fairy tale, where that translating text of fairy tale 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. In this section the researcher what had to do in the action steps.

###### b. Action

Action consisted of two meetings. In the first meeting, the researcher explained about what the purposes in the learning of vocabulary. And then the researcher explained the other way in learning vocabulary. One of many strategies in

learning vocabulary was translating text of fairy tale. In the second meeting the researcher applied the translating text of fairy tale in learning process and then gave them the evaluation test.

1) The first meeting

In this meeting, the researcher explained to the students why the students learn vocabulary and the ways to learn vocabulary and introduce to the students translating text of fairy tale as strategy in learning vocabulary. After that the researcher gave fairy tale to the students and asks them to translate it.

2) The second meeting

In this step, the researcher asked to the students to repeat the story in fairy tale. After that researcher gave time to students for 10 minutes to memorize the vocabulary in fairy tale, then the researcher gave test vocabulary to the students. The tests consist of twenty items from Noun and verb. After that the researcher asks to the students to translate it.

c. Observation

Based on observation made by researcher and collaborators in the cycle 1, the data obtained as follows:

1) The first cycle of learning, the students seemed not be disciplines. Learning situation was not interesting because some students seemed confuse with their new lesson.

2) The condition of the class was noisy when the researcher gave explanation about fairy tale.

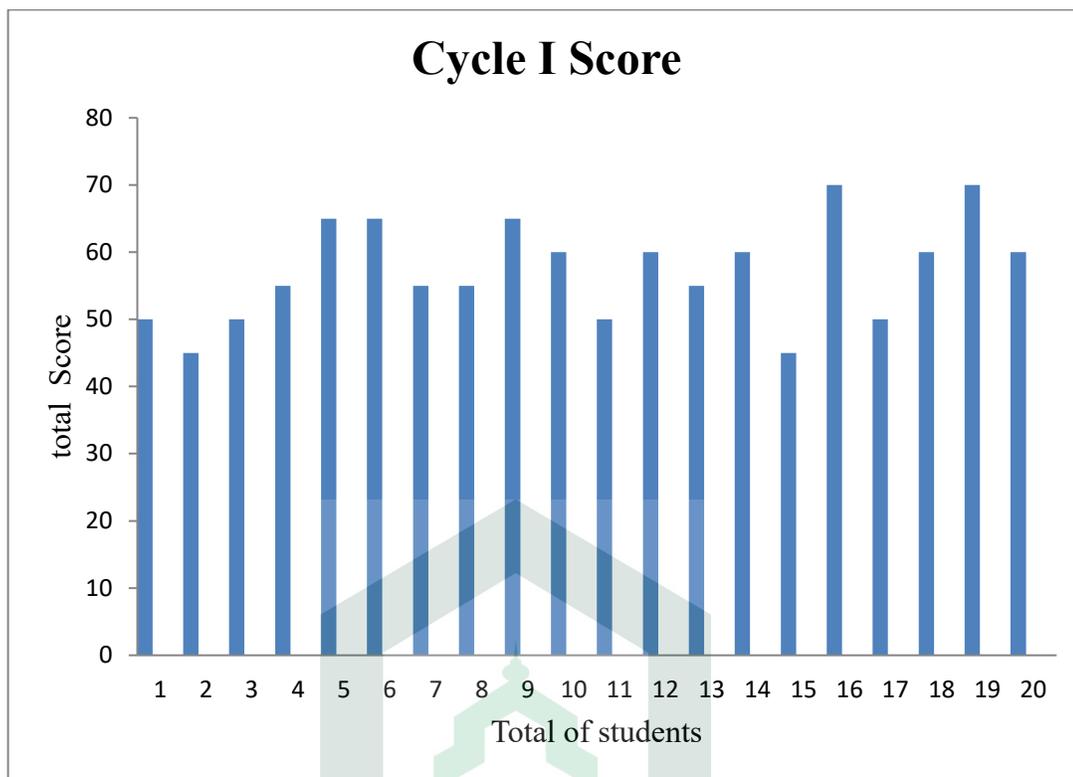
3) The students did not understand how to learn vocabulary through translating text of fairy tale.

4) There were some students who was able to not accept quickly the explanation of the teacher.

5) Evaluation on the students' vocabulary show the students' mastery on vocabulary was mostly in low score. The mean score was only 57, 25(see table I)

**Table 1: The result of the students' test vocabulary in cycle 1**

No	Respondent	Score
1	001	50
2	002	45
3	003	50
4	004	55
5	005	65
6	006	65
7	007	55
8	008	55
9	009	65
10	010	60
11	011	50
12	012	60
13	013	55
14	014	60
15	015	45
16	016	70
17	017	50
18	018	60
19	019	70
20	020	60
<b>Mean Score</b>		<b>57,25</b>



The table above explained that the highest score is 70 and the lowest score is 45. Two students who got score 70, three students who got score 65, five students who got score 60, four students who got score 55, four students who got score 50, and two students who got score 45. The mean score the result of the students' test vocabulary in cycle 1 the percentage 52, 25. It means that the score is lower than the score standard, so the students' score of test in cycle 2 must be increased.

6) The result of observation on students' activities during the teaching and learning process. It can be seen in table below:

a) The first meeting

**Table 2: The result of observation on students' activity in cycle I (1<sup>st</sup> meeting).**

No	Respondents	Students participation			
		Not active	Less active	Active	Very active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
<b>Jumlah</b>		<b>6</b>	<b>10</b>	<b>4</b>	
<b>Percentage</b>		<b>30%</b>	<b>50%</b>	<b>20%</b>	

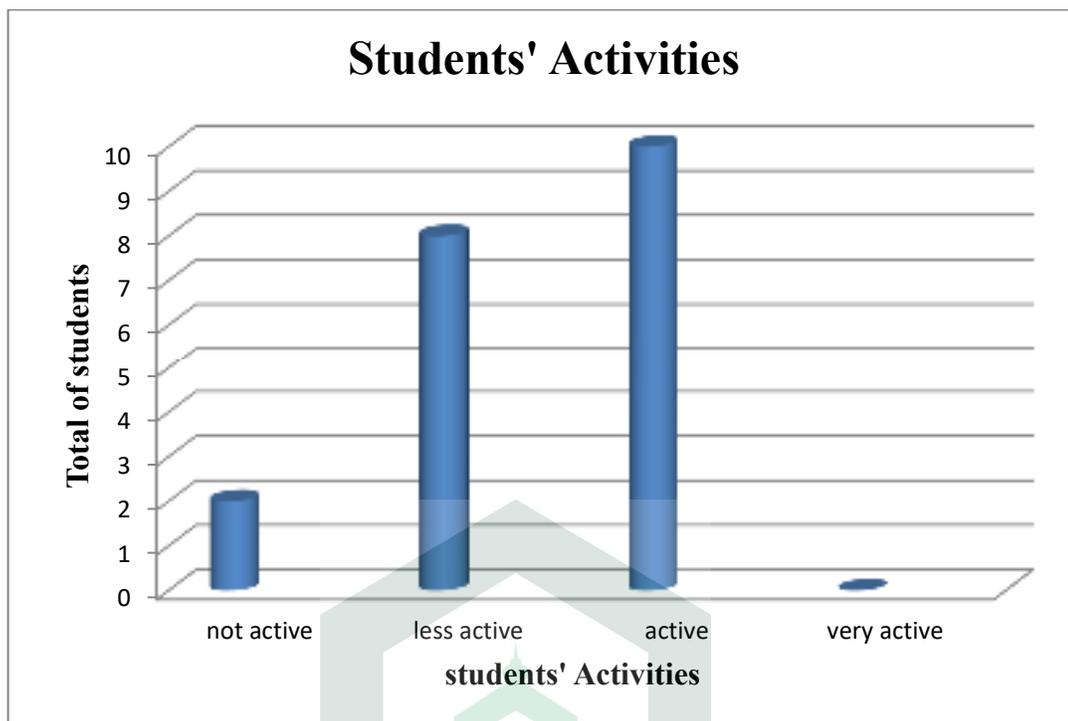
Based on the table above there some of the students did not have braveness in learning activities, only 4 students active (the students is responses the material through translating text of fairy tale and interacting with others, whether to the teacher or his/her friend ),10 students less active (the student pays attention and gives responses once in a while), 6 students not active (the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class).

b) The second meeting

**Table 3: The result of observation on students activity in cycle I(2<sup>nd</sup>meeting)**

No	Respondents	Students participation			
		Not active	Less active	Active	Very active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
<b>Total</b>		<b>2</b>	<b>8</b>	<b>10</b>	
<b>Percentage</b>		<b>10%</b>	<b>40%</b>	<b>50%</b>	

Based on the table above, only 10 students active (the students is responses the material through translating text of fairy tale and interacting with others, whether to the teacher or his/her friend), 8 students less active (the student pays attention and gives responses once in a while), 2 students not active (the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the clas). It means that the students did not really active.



#### d. Reflection

There was some significant weakness in cycle 1:

1) The students did not understand how to use of translating fairy tale in learning vocabulary.

2) The means score the result of students' test in cycle 1 the percentage 5, 25. It means under low the score standard.

3) Most of the students were not familiar with the use of translating fairy tale.

4) Some of the students did not have braveness in learning activities only 50% students active in the class. (See table:3)

The solutions of the problems the researcher did some way in next cycle they were:

- 1) The researcher would give more explanation about the material.
- 2) The researcher would give guidance to the students to understand how to use fairy tale in translating text of vocabulary.
- 3) The researcher would observe the students more intense.
- 4) The researcher gave the students home work that was study all about of the material and give vocabulary to memorize in their home, because the students' vocabulary did not improve in cycle 1.

### 3. Cycle 2

#### a. Planning

The researcher hoped in cycle 2 the students more active in class than before. Planning in the cycle 2 different with the cycle 1, At the beginning of the meeting of this cycle the researcher asked students to change their seat position to be "U" form., then researcher asked students to practice the vocabulary in fairy tale about noun and verb in front of the class.

In order to decrease the weakness and to keep the successful the cycle 1, the, the cycle 2 was planned as follow:

- 1) Giving more explanation about the material.
- 2) Giving more explanation and intensive guidance to students for understand and practice the vocabulary in fairy tale about noun and verb in front of the class.
- 3) Give more motivation to the students in order to be active in learning process. Such us giving wise word to built their self confidence to study more and more.

b. Action

Like the cycle 1, researcher started learning process by repeating about how to translate text of fairy tale in learning vocabulary. At the beginning of the meeting of this cycle, researcher asked students to change their position to be “U” form. After that researcher giving more motivation to students, than if the students were ready to study, the researcher explained the same in the cycle 1. Researcher started by explanation about the translating text of fairy tale in learning vocabulary, after that the researcher asked students to practice the vocabulary in fairy tale about noun, and verb, in front of the class, but before it, researcher gave time to students for 10 minutes to memorize the vocabulary in fairy tale and then the researcher gave the students competence test to measured the students’ mastery in vocabulary based on the vocabulary in fairy tale.

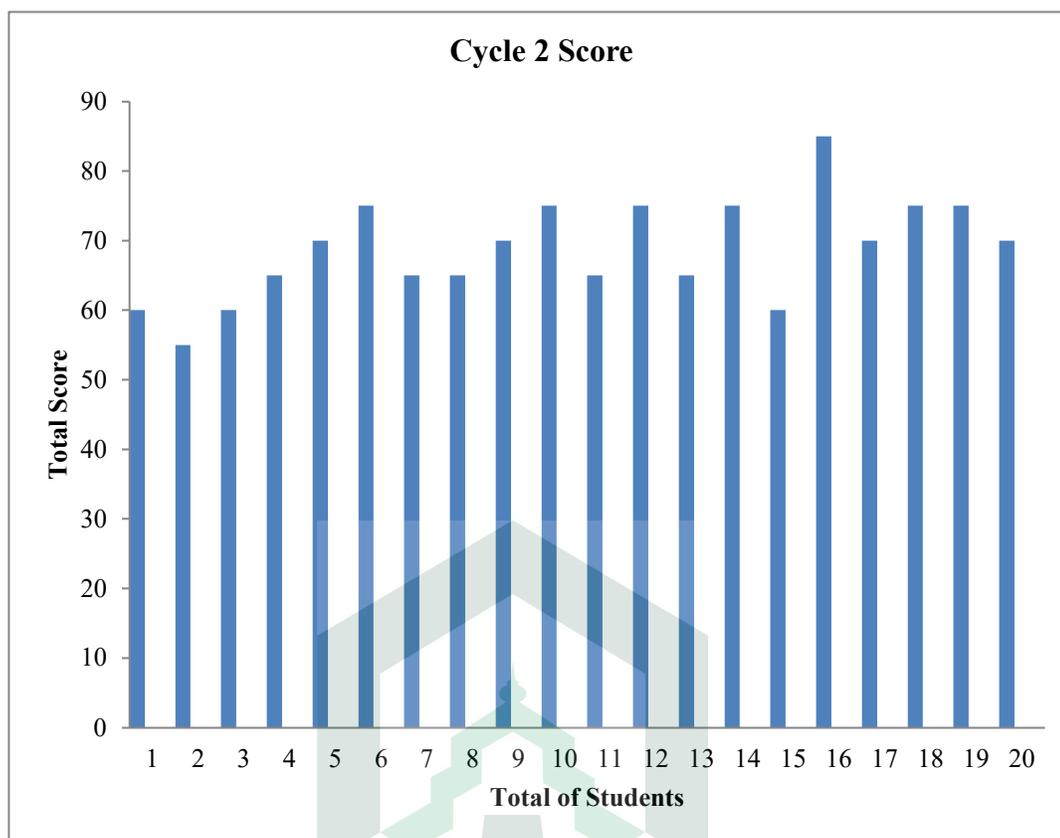
c. Observation.

Based on observation made by researcher and collaborators in the cycle 2, the data obtained as follows: (1) the cycle 2 of learning, some students were not interested because they were confused and did not understand about the teaching vocabulary of using translating text of fairy tale. (2) Some of students one in a while go out for a reason friends called them outside. (3) Some of the student cannot distinguish about noun and verb. (4) Some of the students who sat behind always talked to her/his friends in her/his beside. It make a crowded in the classroom. It was because they felt questioning to a friend was easily than answer the question by them

self. (5) Evaluation on students' vocabulary show that the students' mastery on vocabulary was mostly in low score. The mean score was only 68,75. (see table 4).

**Table 4: The result of the students' test vocabulary in cycle 2.**

No	Respondent	Score
1	001	60
2	002	55
3	003	60
4	004	65
5	005	70
6	006	75
7	007	65
8	008	65
9	009	70
10	010	75
11	011	65
12	012	75
13	013	65
14	014	75
15	015	60
16	016	85
17	017	70
18	018	75
19	019	75
20	020	70
Mean Score		68,75



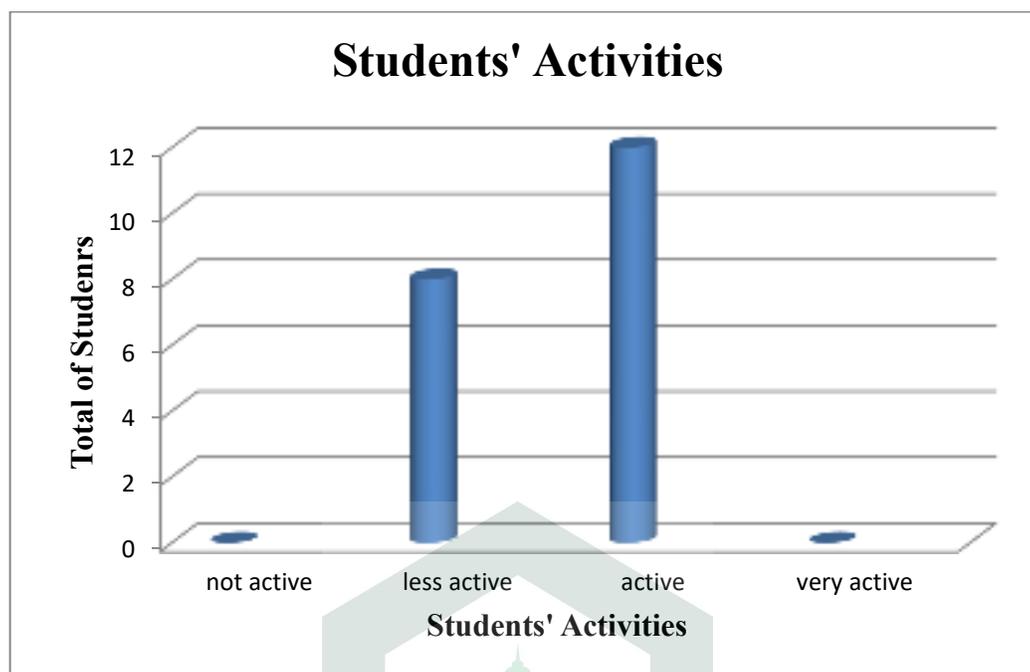
The table above explained that the highest score is 85 and the lowest score is 55. One student who got score of 85. Six students who got score of 75, four students who got score of 70, five students who got score of 65, three students who got score of 60, and one students who got score of 55. The mean score the result of the students' test vocabulary in cycle 2 the percentage 68, 75. It means under low the score standard, so the researcher decided to do the next cycle.

6) The result of observation on students' activities during the teaching and learning process. It can be seen in table below:

**Table 5: The result of observation on students activity in cycle 2**

No	Respondents	Students participation			
		Not active	Less active	Active	Very active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
<b>Jumlah</b>		<b>0</b>	<b>8</b>	<b>12</b>	
<b>Percentage</b>		<b>0%</b>	<b>40%</b>	<b>60%</b>	

Table above explained that, based the result of observation on students' activity in cycle 2 show 12 students active and 8 students not active. Its mean that students still did not have braveness and did not really active in learning activities.



#### d. Reflecting

Based on the result of the observation and score in cycle 2, they were seen there were decrease numbers of the students have still low score. In the cycle1 total of the students that have low score were 18 students and in the cycle 2 the low score decreased to 13 students of 20 students, the mean score of the class increase 57, 25 to 68, 75. The total of the students who had highest score in the cycle 2 have improvement than in cycle 1. Based on the result above it is concluded that teaching vocabulary through translating text of fairy tale improved the students' vocabulary, although there were increase but the result was not optimal and also it is low score by the standard score . It was because the result of learning observation there were still not active students in learning process, such us:

1) Some of the students were able to distinguish about noun, and verb.

2) Most of the students had not braveness in learning activities only 60% students active in the class.

3) The evaluation mean score was 68, 75

4) In the discussion, there were only some students active in giving respond

The solutions of the problems the researcher did some way in next cycle they were:

1) The researcher would motivate to the students in order to be active in learning process. So the students were realizing the purpose in learning vocabulary.

2) The researcher would more explanation about noun and verb.

3) The researcher would give games that relation with the lesson.

4) The researcher would give chances to the students' who got good score to share their knowledge about vocabulary to their friends.

#### 4. Cycle 3

Like the cycle 1 and 2, researcher did the same steps. But there were some reparation of cycle 1 and 2.

##### a. Planning

In the cycle 3 the researcher made the students to be more enthusiasm in learning vocabulary through translating text of fairy tale. In the cycle 3 the researcher and collaborator had a little different plan as it had been done in cycle 1 and 2. In the cycle 1 and 2, students study individually, while in the cycle 3 researchers placed the students in group for studying vocabulary through translating text of fairy tale. It was

purposed to make students to be cooperative in their group. The explanation was just the same with cycle 1 and 2 but in this cycle researcher repeat 2-3 times each explanation about translating text of fairy tale in learning vocabulary. The researcher also motivated students to concentrate in learning process and finished their business before starting teaching.

b. Action

The actions in this cycle 3 were based on the revised plan. The material in the cycle 3 was same with cycle 1 and 2. At the beginning of the meeting of this cycle, researcher divided students into four groups, when the students were ready to study; the researcher explained the same material in the cycle 1 and 2. Researcher started by explanation about the translating text of fairy tale in learning vocabulary, after that researcher gave text of fairy tale to each group, but before it, researcher asked students to read and translate text of fairy tale. Than the researcher gave students competence test to measure the students' mastery in vocabulary based the vocabulary in fairy tale.

c. Observation

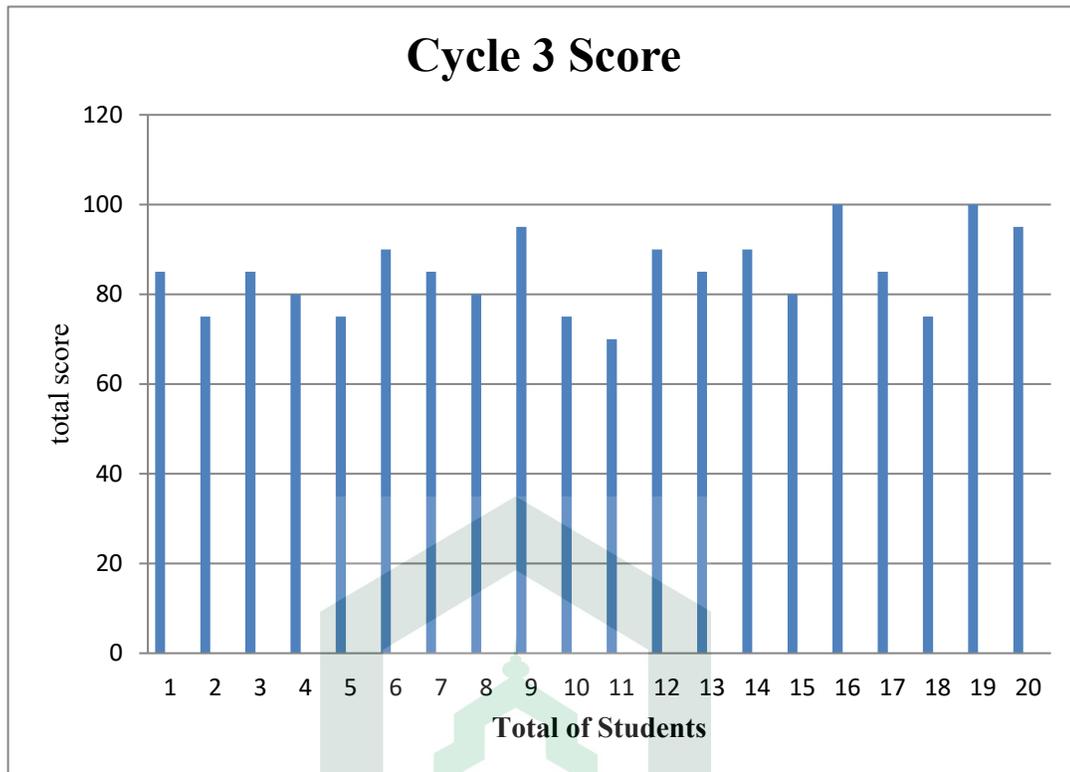
Based on observation activities made by researcher and collaborators in the cycle 3, the researcher and collaborator to observe the learning activity about condition class and students' activity, learning vocabulary by translating text of fairy tale got positive response. Even students who were less active in learning process at the cycle 3 very enthusiasm and have understood how to learn vocabulary through translating fairy tale, and also evaluation on the students' vocabulary showed that the

students' master in vocabulary were mostly in good score. The mean score was 84,75.

Seen table below:

**Table 6: The result of the students' test vocabulary in cycle 3.**

No	Respondent	Score
1	001	85
2	002	75
3	003	85
4	004	80
5	005	75
6	006	90
7	007	85
8	008	80
9	009	95
10	010	75
11	011	70
12	012	90
13	013	85
14	014	90
15	015	80
16	016	100
17	017	85
18	018	75
19	019	100
20	020	95
Mean Score		84,75



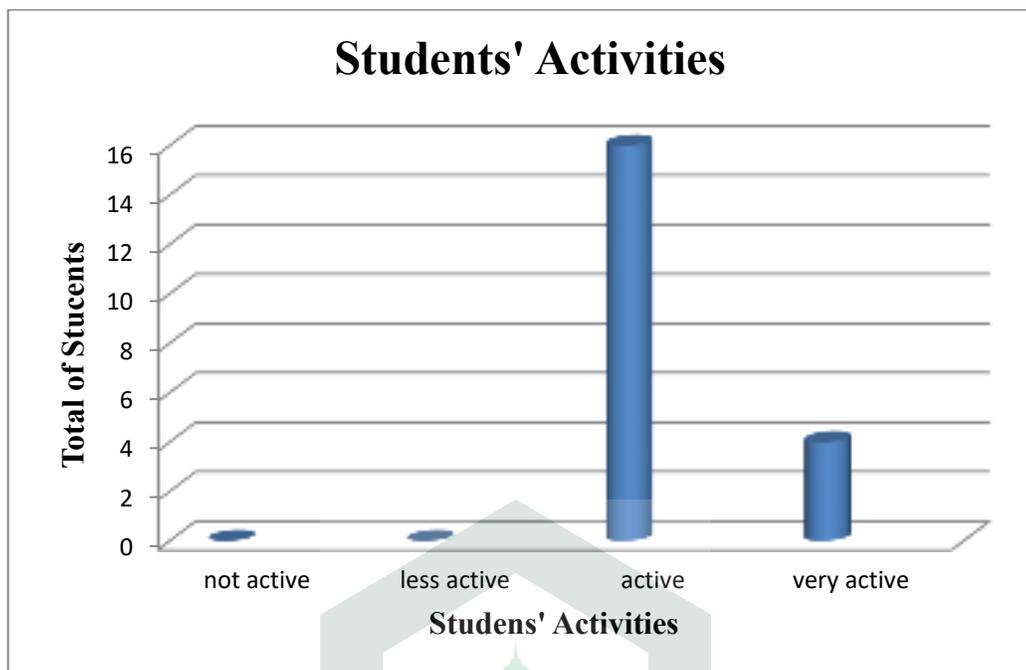
The table above explained that the highest score is 100 and the lowest score is 70. Two students' who got score of 100. Two students who got score of 95, three students who got score of 90, five students who got score of 85, three students who got score of 80, four students who got score of 75 and one students' who got score of 70. It means that the criteria of success in the cycle 3 the students had better achievement

The result of observation on students' activities during the teaching and learning process. It can be seen in table below:

**Table 7: The result of observation on students activity in cycle 3**

No	Respondents	Students participation			
		Not active	Less active	Active	Very active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
<b>Total</b>		-	-	<b>16</b>	<b>4</b>
<b>Percentage</b>				<b>80%</b>	<b>20%</b>

Based on the table above, there was increase the students' activity in cycle 3. Learning vocabulary by translating text of fairy tale got positive response. Even students who were less active in learning process at the cycle 3 very enthusiasm. In cycle 3 there were sixteen active students and four students got very active. Its mean that the criteria of success in the cycle 3 the students had better achievement.



#### d. Reflecting

Based on the result of the observation and score of cycle I, 2 and 3, can be seen that learning by translating text of fairy tale can improve the students' learning skill especially vocabulary. If compared to cycle I, 2 and 3, can be seen that the mean score of cycle I was 57, 25. While the mean score of cycle 2 improve to be 68,5. There was increase the mean score of the cycle 3 was 84, 75, and also on the cycle 3 most of the students' were more active during the action. The students were very enthusiasm in learning vocabulary by translating text of fairy tale. It means that fulfilling pass standard, so the students' score of test in the cycle 3 was increasing and based on result observation made by observer to activities researcher execution learning vocabulary through translating text of fairy tale was a good.

The researcher concluded that the best ways in teaching vocabulary through translating text of fairy tale were:

1. Using group in learning process.
2. Involving students directly by asking students to practice and translating text in fairy tale.
3. Giving suitable games with material that was thought
4. Giving chance to students who got good score to share their knowledge to other friends.
5. Giving more motivation to the students. In order to be active in learning process. So the students were realize the purpose in learning vocabulary.

### ***B. Discussion***

Procedures implemented that improve the students' vocabulary through translating fairy tale and the problem statement for this research namely: What is the appropriate way of using translating fairy tale in teaching vocabulary. The researcher discussed the result of the data analysis in according with the scope of this research. The discussed is intended to know the students' improvement in vocabulary by translating text of fairy tale and it is emphasized of noun and verb.

In this research, the researcher use of translating fairy tale as a media in teaching vocabulary. According Maria Tatar, a professor at Harvard College, say that fairy tale is one of a good way to learn vocabulary. It has been shown that learning

delivered by way of fairy tale is not less interesting when compared to learning through visual aids or tools of advanced technology. And vocabulary can be easily known by the students through a fairy tale. Therefore the more reading, more to know. The teacher can use the fairy tale as a media to improve the students' vocabulary<sup>1</sup>

Looking at the findings, the researcher presented the discussion of data some of students. The section presents the result of data analysis. It aims describing the improvement of students' vocabulary through translating fairy tale.

Using translating text of fairy tale to improve the students' vocabulary and the researcher ask to students that they will practice as they prepare for carry out a vocabulary about noun and verb in fairy tale and explain how to translating text of fairy tale in learning vocabulary. According to Harmer said that there are three techniques or activities which are designed to teach and practice words or vocabulary, they are:<sup>2</sup>

#### 1. Presentation

Not all vocabulary can be learned through interaction and discovery techniques, even if such techniques are possible: However, they are not always the most cost effective.

---

<sup>1</sup> Maria Tatar, Why Fairy Tale Matter, Online: [http/ /www. education. com/ magazine/ article/Why\\_Love\\_Fairy\\_Tale/](http://www.education.com/magazine/article/Why_Love_Fairy_Tale/).Accessed at 10<sup>th</sup> September (2012).

<sup>2</sup> Jeremi Harmer, *The Practiced of English Language Teaching*, (New York: Prentice, 1992), P. 161.

## 2. Discovery

Students will be using their bilingual dictionaries; though some of them may know these words through do simple matching task to more complex understanding of connotation and context.

## 3. Practice

Using new words which are known in real communication so it will not be forgotten easily.

Using translating text of fairy tale to improve the students' vocabulary as which Yuanita Novikasari, in her research entitled *The Correlation between Students' Vocabulary Mastery and Their Translation Ability of the Second Year Students of Senior High School (A Case Study of the Eleventh Grade Students of SMA Negeri 1 Blora)*. She say that, which are the teachers should find an effective way to develop the students' mastery of vocabulary and similarly, the students have to try to improve their vocabulary in that order to get a good achievement in translation<sup>3</sup>. While Ade; C Hernawan, say that fairy tale is one of media to communication that very effective in order to convey some lesson. Fairy tale provide some benefits for students among others to develop vocabulary, exemplary, moreal messages, and problem solving.

---

<sup>3</sup> Yuanita Novikasari , *The Correlation between Students' Vocabulary Mastery and Their Translation Ability of the Second Year Students of Senior High School (A Case Study of the Eleventh Grade Students of SMA Negeri 1 Blora in the Academic Year of 2010/2011)*, <http://lib.unnes.ac.id/811/>. Accessed at 15 Desember (2012).

Thus, students are expected to apply what they hear in everyday life.<sup>4</sup> And there are four benefits of fairy tales, namely:

1. Fairy tale can hone the imagination and the intellect of students. When dealing with fairy tales, students will visualize the story according to his imagination.
2. Fairy tale communication can strengthen the bond between the storyteller and the audience.
3. Fairy tale is an effective medium to instill values and ethics.
4. Fairy tale can help increase the students' vocabulary.<sup>5</sup>

According Thobroni, fairy tale can be a communication activity with students easier and cheaper. In addition, fairy tale also can be an effective tool in improving the students' vocabulary. The material of fairy tale can be taken from the story books of fairy tale. Fairy tale also fosters a love of books for the students to find a lot of positive things to be gained by reading books. Fairy tale can affect the physical, intellectual, mental and also improve the students vocabulary. This is due to the involvement of all senses of the students when they reading of fairy tales. Active involvement in the activities of fairy tales will provide concrete experiences to students so that the students can be easy to know and understand the vocabulary in a fairy tale.<sup>6</sup>

---

<sup>4</sup> Ade' C Hermawan, *Dongeng Sebagai Media Belajar*, <http://awanadec.wordpress.com/2011/05/13/dongeng-sebagai-media-belajar/>. Accessed on march 6<sup>th</sup> (2013).

<sup>5</sup> Ade'C hermawan, Op.,cit.

<sup>6</sup> Thobroni , *Berbagai Jenis Media Pembelajaran*, online: <http://www.scribd.com/doc/29361106/Definisi-Dongeng>. Accessed on March 20<sup>th</sup> (2013).

Therefore, in this research the researcher using translating text of fairy tale in improving students' vocabulary. The subject in this research was the class XI IPS1 MAN Palopo. In this research, researcher explain about how to translating text of fairy tale in learning vocabulary and the researcher gave the material and time to read and translate text of fairy tale during 30 minutes.

Based on the analysis from the students' test in cycle 1, the mean score in the cycle 1 is 57, 25. It is low score by the standard score. In the fact, from the result of students' activities in the cycle 1, some students seemed confuse with their new lesson.

Based on activities made by researcher and collaborators in the cycle 1 the researcher found some weakness in teaching vocabulary by translating text of fairy tale. They are: (a) Condition of the class of the class was noisy when the researcher gave explanation about translating text of fairy tale in learning vocabulary.(b) the students did not understand how to learn vocabulary through translating text of fairy tale.(c) there were some students was able to not accept quickly explanation the teacher.

The next, the solution of the problem the researcher did some way in next cycle they were: (1) The researcher would more explain about the material (2) the researcher would give guidance to the students to understand how to learn vocabulary through translating text of fairy tale (3)the researcher would observer the students more intense (4) The researcher gave the students home work that was study about all

of the material and give vocabulary to memorize in their home, because the students' vocabulary did not improve in cycle 1.

The students' attitude in learning English vocabulary through translating text of fairy tale to the data analysis based on the test, he researcher presents the students' attitude in learning vocabulary through translating text of fairy tale in cycle 1 is low interest. In relation to the observation checklist to know the students' active participation in learning vocabulary by translating text of fairy tale in cycle 1, the first meeting it was found that there were 4 students *active* in the class, 10 students *less active* and 6 students *not active*. And in the second meeting, it was found that 10 students *active*, 8 students *less active* and 2 students *not active*. It means that the students did not really active. The evaluation from the result of observation made by collaborator to activities researcher execution learning vocabulary through translating text of fairy tale that the students' vocabulary was still low, it show the researcher did cycle 2 and must be increase some aspect in the next cycle. Especially the students' vocabulary.

The problem in the cycle 1 attracted the researcher and collaborator to continue the next cycle. In the cycle 2, the research observed the students more intense and did new plan such us: researcher asked students to change their seat position to be "U" form, then researcher asked students to practice the vocabulary in fairy tale about noun and verb in front of the class.

In the cycle 2 researchers hoped the students more active in class than before. Planning in the cycle 2 different with the cycle 1, At the beginning of the meeting of

this cycle the researcher asked students to change their seat position to be “U” form, then researcher asked students to practice the vocabulary in fairy tale about noun and verb in front of the class.

Based on the result of the observation and score in cycle 2, they were seen there were decrease numbers of the students have still low score. in the cycle1 total of the students that have low score were 18 students and in the cycle 2 the low score decreased to 13 students of 20 students, the mean score of the class increase 57,25 to 68,75. The total of the students who had highest score in the cycle 2 have improvement than in cycle 1. Based on the result above it is concluded that teaching vocabulary through translating text of fairy tale improved the students’ vocabulary, although there were increase but the result was not optimal and also it is low score by the standard score.

In observation activities made by researcher and collaborators in cycle 2 researchers found some weakness in teaching vocabulary by translating text of fairy tale. They are (1) some students were not interested because they were confused and did not understand about the teaching vocabulary by using translating text in fairytale. (2) Some of students one in a while go out for a reason friends called them outside. (3) Some of the student cannot distinguish about noun and verb. (4) Some of the students who sat behind always talked to her/his friends in her/his beside. It makes a crowded in the classroom. It was because they felt questioning to a friend was easily than answer the question by them self.

In this research, the researcher explained how to translating text of fairy tale to improve their vocabulary in next cycle, are: (1) the researcher would motivate to the students in order to be active in learning process. So the students were realizing the purpose in learning vocabulary. (2) The researcher would give more explanation about noun and verb. (3) The researcher would give games that relation with the lesson.(4) The researcher would give chances to the students' who got good score to share their knowledge about vocabulary to their friends.

The students' attitude in learning English vocabulary through translating text of fairy tale to the data analysis based on the test, he researcher presents the students' attitude in learning vocabulary through translating text of fairy tale in cycle 2 still low interest. In relation to the observation checklist to know the students' active participation in learning vocabulary by translating text of fairy tale in cycle 2, it was found that there were 12 students *active* in the class, 8 students *less active* and none students *not active*.. It means that the students did not really active. The evaluation from the result of observation made by collaborator to activities researcher execution learning vocabulary through translating text of fairy tale that the students' vocabulary was still low, it show the researcher did cycle 3 and must be increase some aspect in the next cycle. Especially the students' vocabulary.

The problem in the cycle 2 attracted the researcher and collaborator to continue the next cycle. In the cycle 3 the researcher made the students to be more enthusiasm in learning vocabulary through translating text of fairy tale. In the cycle 3 the researcher and collaborator had a little different plan as it had been done in cycle 1 and 2. In the

cycle 1 and 2, students study individually, while in the cycle 3 researcher placed the students in group for studying vocabulary through translating text of fairy tale. It was purposed to make students to be cooperative in their group. According to Brumfit a group is well defined in the work. Groups can be affective in the tendency to reduce anxiety and increase attachment to learning. He claims that by using group work teacher can increase the likelihood of students to produce and receive language. It means that students like cooperate with their classmates more than work individually or compete with others in the lessons. And according to him fairy tale is one of effective media in teaching vocabulary through group work.<sup>7</sup>

In observation activities made by researcher and collaborators in the cycle 3, the researcher and collaborator to observe the learning activity about condition class and students' activity, learning vocabulary by translating text of fairy tale got positive response. Even students who were less active in learning process at the cycle 3 very enthusiasm and have understood how to learn vocabulary through translating fairy tale.

Based on the result of data analysis in cycle 3, the researcher found that the in cycle 3 score was better than the result in cycle 1 and 2, the mean score of the students' test in the third cycle 3 is 84,75. And to reach the criteria of success which is determined 75%. In cycle 3, there were sixteen active students and percentage reached 80% and four students got very active and percentage 20%. The

---

<sup>7</sup>Brumfit, *An English Fairy-Tale in the Process of Teaching English in a Czech Classroom*, online [http:// is.muni.cz/ th/ 104322/pdf\\_b/ Bachelor\\_ thesis. txt](http://is.muni.cz/th/104322/pdf_b/Bachelor_thesis.txt). Accessed on march 24, 2013.

accumulation of active and very active reached 100%. It means that the criteria of success in the cycle 3 the students had better achievement and the researcher has known in the application to appropriate way teaching vocabulary through translating fairy tale was focused in learning and the students fun and easy to learning vocabulary.

It was closely related to the previous study done by Abdul Basir in his research, he say that based result of his research which entitled “Developing Students Vocabulary Power on Past Form through Fairy Tales” he say that fairy tales is an effective media to improve students vocabulary. There were third cycle in his research and third cycle there were 76% or majority of students were active in the class, the average of the students achievement was 73.5. It can be said that fairy tales is an effective media to improve students vocabulary power on past form<sup>8</sup>.

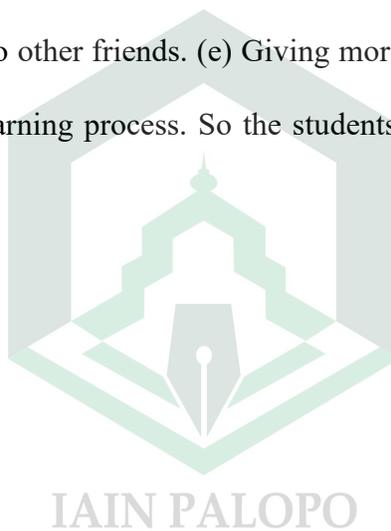
The researcher also believes that the best ways in teaching vocabulary through translating fairy tale were: (a) using group in learning process, according to Brumfit fairy tale is one of effective media in teaching vocabulary through group work.<sup>9</sup>b) Involving students directly by asking students to practice and translating text of fairy tale, according Jeremi Harmer one of the techniques or activities which are designed to teach vocabulary is practice, using new word which are known in real

---

<sup>8</sup>Abdul Basir, *Developing Students Vocabulary Power on Past Form through Fairy Tales at Eighth Grade of SMPN 23 Semarang*,( IAIN Walisongo,2010). <http://library.walisongo.ac.id/digilib/gdl.php?mod=browse&op=read&id=jtptiain-gdl-abdulbasir-6092>. Accessed at 20 januari (2012).

<sup>9</sup>Brumfit, *An English Fairy-Tale in the Process of Teaching English in a Czech Classroom*, online [http://is.muni.cz/th/104322/pedf\\_b/Bachelor\\_thesis.txt](http://is.muni.cz/th/104322/pedf_b/Bachelor_thesis.txt). Accessed on march 24, 2013.

communication so it will not be forgotten easily.<sup>10</sup> While Jack C Richard say that vocabulary list can be an effective way to quickly learn word pair translation, however it is more effective to use vocabulary because learner's can control the other in which they study the word<sup>11</sup> (c) Giving suitable games with material that was thought, as Gary Kroehnert say that the learning process can be speeded up by the use of games. Simulation and role plays. It is well known that people learn better when they are enjoying themselves.<sup>12</sup> (d) Giving chance to students who got good score to share their knowledge to other friends. (e) Giving more motivation to the students. In order to be active in learning process. So the students were realizing the purpose in learning vocabulary.



---

<sup>10</sup>Jeremi Harmer, *The Practiced of English Language Teaching*, (new York: Prentice, 1992),P.161.

<sup>11</sup>Jack.C Ricahard, and Renandya , *Methodology in Teaching*, ( USA) : Cambridge University press, 2002), P. 258.

<sup>12</sup>Gary Kroehnert, *Basic Training for trainer*, (MCGRAW-Hillbook Company Sydneys, 1990), P.87.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. *Conclusion*

After finishing the research, the writer concludes that advantages of using fairy tale to teach vocabulary to the eleventh year students' of MAN Palopo. The advantages could be described as follows:

1. Using fairy tale is an effective way in improving students' vocabulary especially MAN Palopo. It is supported by the achieving of the ideal score in the third cycle (1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>th</sup>) namely in participation 80% active and 20% very active and the mean score 84, 7, the score of the students increase in every cycle. Furthermore, translating fairy tale makes classroom situation interest and students enjoy the teaching and learning process during the acting.

2. Teaching vocabulary through translating text of fairy tale effective and interesting way that can be applied in any classroom.

3. The researcher concluded the best way in teaching vocabulary through translating fairy tale are:

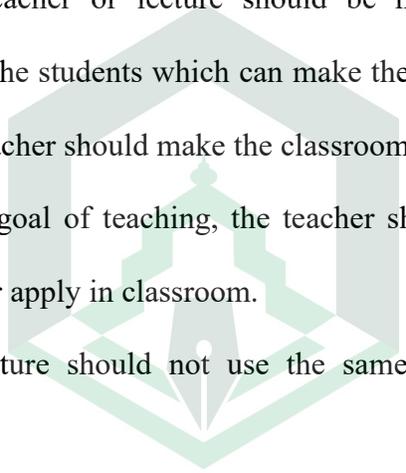
(a) Using group in learning process. (b) Involving students directly by asking students to translating and practice vocabulary in text of fairy tale. (c) Giving suitable games with material that was thought (d) Giving chance to students who got good score to share their knowledge to other friends. (e) Giving more motivation to the students. In

order to be active in learning process. So the students were realizing the purpose in learning vocabulary.

### ***B. Suggestions***

Based on the conclusion above the researcher put some suggestion as follow:

1. To improve English Vocabulary, the English teacher or the lecture should apply teaching vocabulary through translating fairy tale.
2. The English teacher or lecture should be more creative in giving and appropriate strategy to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to the fun.
3. To achieve the goal of teaching, the teacher should adapt between material and strategy that teacher apply in classroom.
4. Teachers or lecture should not use the same fairy tale at each cycle in conducting a research.



IAIN PALOPO

## CURICULUM VITAE



The researcher, Darna was born in Masamba, July 31<sup>st</sup>, 1990. She is the third of three brothers and two sisters from her parents; Ranni' and Asma. In 1997, she started to study at SD Negeri 149 Tondok Tua and graduated in 2002. In the same year she continued her study at SMP Muhammadiyah Pangsidi (Pangkajene Sidrap) and graduated at 2005. In the same year she continued her study in MA Darunnajah Timampu and finally she graduated in 2008. In 2008 she continued her study at STAIN Palopo in English Department.

During her study at STAIN Palopo, she had ever joined some of training such as OSCAR in 2008, Freshmen Training Camp (FTC) in 2008, and Training Motivation. She also joined some of intra organizations such as HMPS-BIG and HMJ-TARBIYAH. Besides that she also joined in extra organization, Ikatan Mahasiswa Muhammadiyah (IMM), in it, she learned more about Islam, leadership, organization, and brother and sisterhood. Until the current time she still active in joining the organization as one of the member of Instructor of IMM Branch Board Kota Palopo.



## BIBLIOGRAPHY

- Arikunto, Suharsimi. *Prosedur Penelitian Suatu pendekatan Praktik*. Cet. Ke-14. Jakarta: Rineka Cipta, 2010.
- \_\_\_\_\_, *Dasar-dasar Evaluasi pendidikan*. cet.11, Jakarta: Bumi Aksara 2010.
- Arsyad, Azhar. *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada, 2000.
- Azar, Betty Schramper. *Basic English Grammar*. Second Edition; Jakarta: PT Premhalindo, 1996.
- Baedhowi, *Bimbingan Guru dalam Penelitian Tindakan Kelas*. Jakarta: Direktorat Jendral PMPTK, 2010.
- Basir, Abdul. *Developing Students Vocabulary Power on Past Form through Fairy Tales at Eighth Grade of SMPN 23 Semarang*. IAIN Walisongo, 2010. <http://library.walisongo.ac.id/digilib/gdl.php?mod=browse&op=read&id=jtptiain-gdl-abdulbasir-6092>. Accessed at 20 januari. 2012.
- Beth, Mary. Adomaitis. *Short Easy fairy tale*. At online: [http:// childrens-books-lovetoknow.com/ 2006-2007/ Short\\_Easy\\_Fairy\\_Tales](http://childrens-books-lovetoknow.com/2006-2007/Short_Easy_Fairy_Tales). Accessed on 10<sup>th</sup> September 2012.
- Bezerr, Gimara. *Teaching English Through Translation*, Online: [http:// gilmaraelit.wordpress.com /2010/01/10/ teaching- english-through -translation /](http://gilmaraelit.wordpress.com/2010/01/10/teaching-english-through-translation/). Accessed on 13<sup>th</sup>, September, 2012.
- C Hermawan, Ade' , *Dongeng Sebagai Media Belajar*, <http://awanadec.wordpress.com/2011/05/13/dongeng-sebagai-media-belajar/>. Accessed on march 6<sup>th</sup> 2013.
- Collier. *The Key to English Vocabulary*. London Memmilan Limited, 1965.
- C. Richard, Jack and Renandya. *Methodology in teaching*. USA: Cambridge University Press, 2002.
- C. Richards Jack and Charles Lockhart. *Reflective Teaching in Second Language Classroom*. (New York: Cambridge University Press, 1996.
- Choliluddin. *The teaching of Making Idiomatic Translation*. Jakarta: 2009.
- Harmer. *Practice of English language*. New York: Longman, 1992
- Hornby. *Oxford advanced learner's Dictionary of current English*. London: Oxford University press, 1974.

- Itami Idrus, A. Uni. *Developing writing ability of the fifth (5<sup>th</sup>) semester students at STAIN Palopo through critical thinking skill*. Thesis. Sarjana Jurusan Tarbiyah STAIN Palopo. Palopo, 2011.
- Kaye, Paul, Freelance Writer, Teacher , Trainer. *Translation Activities in the Language Classroom*. Online: [http://www. Teaching English./org.uk/.com/2009/03/25./articles/translation-activities-language-classroom](http://www.TeachingEnglish.org.uk/.com/2009/03/25./articles/translation-activities-language-classroom). Accessed on 13<sup>th</sup> September,2012.
- Kroehnert,Gary *Basic Training for trainer*. MCGRAW-Hillbook Company Sydneys, 1990.
- Lou, Robby. *English Tenses and How to use them: The first Step Toward Speaking English*. Jakarta: English Plus Series, 2006.
- Martin,Isabel. *Fairy Tale*. at online: [http://www.google .co.id/ 2002/03/ #hl=id&q= advantages +of+fairy+ tale&oq= advantages +of+ fairy+tale&gs\\_l=serp.3...4058. 47799.0.487](http://www.google .co.id/ 2002/03/ #hl=id&q= advantages +of+fairy+ tale&oq= advantages +of+ fairy+tale&gs_l=serp.3...4058. 47799.0.487). Accessed on 14<sup>th</sup> September 2012.
- Manser, Martin. *Oxford learner's dictionary*. New York: Oxford university Press, 1980.
- Muhadi. *Penelitian Tindakan Kelas*. Yogyakarta-Indonesia: Shira Media, 2011.
- Newnue *Fairytales Meaning And Types - Kind* <http://id.shvoong.com/writing-and-speaking/ self- publishing/ 2001011-arti-dongeng -dan-jenis-jenisnya/#ixzz2QTtx3IKt>. Accesedon march 17<sup>th</sup>,2013.
- Novikasari,Yuanita *The Correlation between Students' Vocabulary Mastery and Their Translation Ability of the Second Year Students of Senior High School (A Case Study of the Eleventh Grade Students of SMA Negeri 1 Blora in the Academic Year of 2010/2011*, <http://lib.unnes.ac.id/811/>. Accesed at 15 Desember (2012).
- Oxford University Press. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press, 2003.
- Pembayuni. *Penelitian Tindakan Kelas*. At Online: <http://www.sarjanaku.com /2011/07/contoh-proposal-ptk-penelitian-tindakan.html>. Accesed on 10<sup>th</sup> September 2012.
- Rahmatia. *The Effectiveness of Telling Story in Improving Students' Vocabulary at the eight year Students of MAN Makale*.Thesis. Sarjana Jurusan Tarbiyah STAIN Palopo. Palopo, 2007.
- Rivers, Wilga. *Teaching Foreign language*. Chicago and London: The University of Chicago Press, 1981.

Silama, Astiana. *Improving Students' Vocabulary Trough Translating Fairy Tale at the Eight year students of SMP 8 palopo*. STAIN Palopo, 2009.

SchoolPedia, *Dongeng*, <http://isfanl.blogspot.com/2011/05/pengertian-dan-contoh-dongeng.html>. Accessed on march 17, 2013.

Sudrajat, Akhmad. Wikipidia the Free Encyclopidia, *Media Pembelajaran* ([http://www.bing.com/search?q=media+pembelajaran&src=IE-Search Box & FORM = IE8SRC](http://www.bing.com/search?q=media+pembelajaran&src=IE-Search+Box+FORM=IE8SRC)). Accessed on march 17<sup>th</sup> (2013)

Syahrullah, Muh. *Developing the English Vocabulary of the Second year Students of MtS Batusitanduk Through English Song*. Thesis. Sarjana Jurusan Tarbiyah STAIN Palopo. Palopo, 2007.

Tatar, Maria. *Why fairy tale matte.*, online: [http://www.education.com/magazine/article/Why\\_Love\\_Fairy\\_Tales/](http://www.education.com/magazine/article/Why_Love_Fairy_Tales/). Accessed at 10<sup>th</sup> September 2012.

Usman, Basyiruddi., *Media Pembalajara.*, Jakarta: Ciputat Pers, 2002.

Wiley, Jhon. *Fairy Tale*. At Online: <http://www.yourdictionary.com/fairy-tale>. Accessed on 10<sup>th</sup> September 2012.

Wikipedia the free encyclopedia, Indonesian. *Fairytales*. [http://id.wikipedia.org/wiki/Dongeng\\_0103013](http://id.wikipedia.org/wiki/Dongeng_0103013). Accessed on march 17, 2013.



IAIN PALOPO