USING DESCRIPTIVE TEXT IN TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF SMPN 02 SABBANG

A THESIS

Submitted to The English Study Program of S1 Tarbiyah Department of State Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By:

SITTI KARTIA
Reg. 08.16.3.0107

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

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

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Finally, the researcher prays to the god the May Allah SWT., shower divine judgment of their service who has given to the researcher in the end. The researcher expects that this thesis can give a lot of contribution for all readers especially for the regional, national, and state. Therefore, it can be a charity.

Palopo, 20st April 2013

Researcher

IAIN PALOPO

CURRICULUM VITAE

Susmawati, She was born on 24rd Oktober 1987 in Sukamaju, as the second child from the happy and simple family. Her father's name is Tumirin and her mothers' name is Mudayana. She has two sister (Susanti and Ririn) who always give support to continue her studying.

She was starting her studying at the elementary School (SD) Num. 291 Sindu Agung in 1997 and graduated in 2003 and continued it in Islamic Junior High School Margolembo (SMP Islam) In 2005 she graduated it and then continued her studying in Islamic Senior High School Margolembo (SMA islam) and she graduated in 2008. After that, she continued her studying at the State College for Islamic Studies (STAIN) Palopo and taking English Department because English was her favorite subject during in Senior High School. She finished her studying at the State College for Islamic Studies (STAIN) Palopo in 2013.

During her studying in STAIN Palopo, she ever joined in some organization, namely:

1. English Students Association (HMPS BIG) STAIN palopo (2008 – 2010)

2. Institute Mission Campus (LDK) al misbah STAIN palopo (2009- 2011)

3. Forum al hikmah STAIN palopo (2008 – 2010)

4. Institute Wahdah Islamiyah (WI) Palopo (2009-2011)

5. Students Moslem Association Indonesia (IMM) (2008)

6. GET U club (2010)

7. Institute Necis Training Centre (NTC) Palopo (2010 – 2012)

DEDICATION

THIS THESIS IS DEDICATED FOR

MY BELOVED PARENTS, BROTHERS AND SISTER

ALL MY FRIENDS IN ENGLISH STUDY PROGRAM

ESPECIALLY FOR TADRIS BIG-C

ALL STUDENTS OF ENGLISH STUDY PROGRAM

IN STAIN PALOPO

AND FOR ALL PEOPLE WHO WANTS TO FIND OUT THE WAYS

TO INCREASE THEIR ENGLISH TEACHING

NOTA DINAS PEMBIMBING

Hal   : Skripsi

Lamp : -

Kepada Yth,

Ketua Jurusan Tarbiyah STAIN Palopo

Di,-

   Tempat

Assalamualaikum Wr.Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama   : Sukaesi Aminah

Nim   : 08.16.3.0106

Program Studi   : TADRIS INGGRIS

Judul Skripsi   : Teaching Vocabulary by Using Simon Says Game at
the Sixth

                    Year Students of Elementary School 373 Batu Putih
Cengkeh.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr.Wb.

Palopo 21st January2013

Pembimbing I

Dr. Masruddin,

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CONSULTANT APPROVAL

Thesis Entitled: Teaching Vocabulary By Using Simon Says Game At The Sixth Year Students Of Elementary School 373 Batu Putih Cengkeh.

Writing By:

Name   : Sukaesi Aminah

Reg. Number   : 08.16.3.0106

Faculty   : Tarbiyah

Study Program   : TADRIS INGGRIS

Has been corrected and approved to be examined.

Palopo, January 17th, 2013

Consultant I   consultant II

Dr. Masruddin,SS,M.Hum   Dr.Jumharia
Djamereng,M.Hum

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TABLE OF CONTENT

ABSTRACT

Sitti kartia, 2013. *Using Descriptive Text in Teaching Vocabulary to seventh Grade Students of SMP Negeri 02 Sabbang* Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Dr. Muhaemin, M.A and Dr. Syamsudarni, S.Pd.I.,M.Pd

Key Words : Teaching Vocabulary, Text Descriptive and picture

This thesis about teaching vocabulary by using descriptive text at the seventh grade students of SMP Negeri 02 Sabbang. The problem statement of this research was "what is the appropriate way in teaching vocabulary by using descriptive text the seventh grade students of SMP Negeri 02 Sabbang?" The objective of the research is to find out the appropriate way in teaching vocabulary by using descriptive text at the seventh grade students of SMP Negeri 02 Sabbang.

This research used Classroom Action Research method; the target of this research is Class A of the seventh grade students at SMP Negeri 02 Sabbang in 2011/2012 academic year.The procedure of the research used two cycles namely cycle 1 and cycle 2. The data is collected through vocabulary test by using English text, to find out the students' vocabulary ability and it is counted by giving five points for the correct answer and divide all their point with total items of question, The activities of students during learning process, it is analyzed by considering the students' participation

The result of this research finds that the appropriate ways in teaching vocabulary by using descriptive text namely:1) The researcher concludes that the appropriate way in using descriptive text with picture is through individual task with more colorful pictures in it;2) The teacher should give more attention to the students who have low ability by giving more guidance and motivation;3) Then a teacher should give more time to read and read the text;4) Then finally the teacher should give more time to found in the text. the way can be found in the second cycle.

CHAPTER I

INTRODUCTION

A. Background

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. The basic thing to known those skills is we have to know much vocabulary. According to tarigan, the quality of the person's language skill depends on the quality and the quality of the vocabulary possesing, the richer of the vocabulary that we have the bigger the possibility we will have language skill.[1]

In order to understand a language, we have to understand and learn vocabulary, which is considered as the core of language it self. It is considered as the core of a language because it can be used in all areas of communication namely: Reading, Speaking, Listening, and Writing. In addition, we cannot convey our ideas, express our feeling, and influence other people without vocabulary.

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[1] Tarigan,*pengajaran kosa kata (*Angkasa - Bandung 1993), 2004,p .2.

1

Vocabulary is knowledge of words and word meaning. However, vocabulary is more complex than this definition suggest first, words come in two forms : oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes these words that we recognize and use in reading and writing.

One of the important elements of English language that needs to be developed is vocabulary. Vocabulary is useful especially for understanding the English text, even the simple one. Without knowing most of the words, the students will find some difficulties to cope with the text. So we have to improve our vocabulary. Basically, there are many kinds of method and way to improve the vocabulary of students which are applied by teachers of English, such us memorize vocabularies list and teach them how to use the vocabulary in the sentence.

The real problem to study vocabulary is many students are lazy to study and memories of vocabulary because Vocabulary have different in way of writing, pronoun, and meaning. One reality in some school is that they still cannot convey their ideas in English well. It is believed that one problem that they have is related to their vocabulary. It is impossible for the student to speak English fluently without having enough vocabulary although they understand the patterns

When the research did teaching practice in SMP Negeri 02 Sabbang, she found that there are many students still lack of skill about vocabulary. They couldn't

answer the question when they were asked to translate some words in English into Indonesia and vice versa.   In fact as writer knows, the students must master vocabulary if they want to master English.

Because the awareness about the importance vocabulary in mastery English. In SMP Negeri 02 Sabbang, making curriculum as guiding for English teacher to make lesson planed in teaching vocabulary by using varieties method hopefully the learning process will be more exiting and the students can study vocabulary intensively, In order that they are able mastery of English.

In reference to the explanations above and the strong desire of finding the solution of these problems, so the students can improve their vocabulary, one of methods is teaching vocabulary by using descriptive text. Descriptive text is a text which says what a personal a thing is like. Its purpose is to describe and reveal a particular person, place or thing[2]. Descriptive text is a kind of text which can be used for teaching vocabulary. It is believed that in descriptive text the students will be easy to get a new vocabulary since they can understand it from the explanation in a descriptive text.

Based on the statements above the researcher will conduct a research which entitled **"Using descriptive text in teaching vocabulary at the seventh grade students of SMP Negeri 02 Sabbang".**

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[2] http://sro.web.id/Deskriptive-text.htm. internet Online Available, accessed on 15th July 2012

B. Problem Statement

Based on the background above, the researcher formulates the research question as follow:

" What is the appropriate way in teaching vocabulary by using descriptive text at the seventh grade students of SMP Negeri 02 Sabbang ? "

C. Objective of the Research

Based on the problem statement above, the research would like to express the objective of this research is:

To find out the appropriate way in teaching vocabulary by using descriptive text at the seventh grade students of SMP Negeri 02 Sabbang.

D. Significance of the Research

The result of this research is expected to be useful contribution of :

1. Readers who want to improve the quality and ability in English especially vocabulary

2. The teacher can get some information how to use descriptive text to improve the students vocabulary.

3. The students can learning vocabulary and improving their knowledge through descriptive text.

E. *Scope of the Research*

This research will use descriptive text to improve the students vocabulary to the seventh grade students of SMP Negeri 02 Sabbang. and the kinds of vocabulary in this research are nouns and verbs.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Study

Many researchers have conduct the research about teaching vocabulary to improve and develop the vocabulary of the students. The relate research as follow:

1. Dewitary Linda A, in his thesis which is entitled of "Teaching Vocabulary to the first students of SMPN 8 Palopo through Encircle". A thesis of English Department Cokroaminoto University. In his research, she wants to find out the effectiveness of encircle in teaching vocabulary. The researcher used experimental method with instrument was vocabulary test. And she took 30 students at the first year students in SMP Negeri 5 Palopo as sampling that she took randomly. She got the result of means score in pre test was 2,75 and in post test was 8,62. It means that encircle method is effective to increase the students vocabulary.[1]

2. Innova Andulan, Improving the vocabulary of the first year students of SMA Frater Palopo through reading English text. The method of her research was descriptive method. She found that English text could improve students' vocabulary.

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[1] Dewitary Linda A, *Teaching Vocabulary to the first students of SMPN 8 Palopo through Encircle.* A thesis of English Department Cokroaminoto University. 2008

It was proved by the mean score of post-test (90,09) and t-test value was higher than the table (14,13 > 2,021).[2]

3. Nirwaty, did her research on "Improving students vocabulary through discovery techniques" she found that the students have positive attitude toward discovery techniques. Her research was restricted to the vocabulary teaching by discovery technique.[3]

Those above research are focused on vocabulary, but this current research will be different in the case of research method since this research will use classroom action research.

B. Some Pertinent Ideas

1. Vocabulary

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

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[2]Innova Andulan, *improving the vocabulary of the first year students of SMA Farter Palopo through reading english text*, A thesis of english departemen cokrominoto university.2008.

[3]Nirwaty, *Improving students vocabulary through discovery techniques.* Thesis S.I , (Palopo : STAIN Palopo,2008.

Richard and Renandya, states that Vocabulary is a core component is language proficiency and provides much of the basic for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around that such as listening to native speaker, using the language is different context, reading or watching television.[4]

As Steven Stahl state that, "Vocabulary is the knowledge of words and word meaning. Vocabulary is knowledge, the knowledge of a words not only implies a definition, but also implies how that word fits into the world."[5] Vocabulary knowledge is not something that can ever be fully mastered. It is something that expands and depend ove the course of a lifetime. Instruction in vocabulary is acquired incidentally through indirect exposure to words an intentionally through explicit instruction in specific words and word learning strategies. Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners.[6]

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[4] Richard, Jack C & Willy A Renandya, *"Methodology in Language Teaching"*. First Published ; America : Cambridge University Press, 2002.

[5] Linda diamond and Linda gutlohn, http://www.readingrockets.org>home>readingtopicsAZ.2005. Accessed On 28th April 2013

[6]Penny Ur, *A Course in Language Teaching*, (New York; Cambridge University Press 1996). p.60-62.

According to the Martin Manser in his Dictionary Oxford Learners 'Pocket Dictionary, that: 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.[7]

Donna Young, states that Vocabulary is vital to communicating with others and understanding what are is reading. We know that information is known to everyone but unknown ledge it instead of talking for grated add important goals to your child list of basic skills to master.[8]

Harmer states the vocabulary is a list of words in alphabetical order and with explanation of their meaning, less complete than dictionary.[9]

While Jack C Richard and Willy A Renandya in their book *Methodology in language teaching state :*

Vocabulary or word also called a base word or a word family is defined as including the base from (e.g.: make) and its inflection and derivatives (e.g.: makes, made, making, maker, and markers). Since the meaning of these different forms of

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[7] Martin,Manser. *Oxford Learner's Pocket Dictionary*. New York:Oxford University P. 1998

[8] Young, Donna, *"Vocabulary is Important"*, http://www.donnayoung.org/forms/help/vocabulary.html. Accessed On Juny, 15th 2012.

[4]Harmer ,Jeremy. *The practice of english language teaching*, new york : Longman.1991. p.154.

the word is closely related, it is assumed that title extra effort is needed to learn them.[10]

According to Hornby, Vocabulary is:

a) Total numbers of words (either rules for combination them)

b) Range of word known to, or used by a person in a trade, profession, etc.

c) Book containing a list words, list of words used in the book etc, usually with definition or translation.[11]

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 structure, but is frequently not a focus for learning itself.[12]

Vocabulary is one language element that need to require by English learners. This opinion indicates that the vocabulary has the some level as phonology and grammatical in supporting the English learning to master a language skill mastery of receptive vocabulary is usual related. While, the mastery of receptive vocabulary is usual relate to the reading and listening.

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[10] Jack C. Richard and Renandya,Methodology in Language Teaching,(USA : Cambridge University Press,2002), p.258

[11] A.S.Hornby,Oxford Advanced Learners Dictionary,(New York : Oxford University Press,1995),p.1331

[12] Harmer, Jeremy. p.155.

As we know that, before the students know to speak and 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 animals, adjective, for people, clothes, geography, building, places, banks, cooking, restaurant, down town, etc.

Based on the explanation above we can say that vocabulary is not merely a list of words with definition or stock of words known to a person, etc. But also every word we find, read, listen or that is used in listening speaking and writing.

2. Noun

a. Definition of Noun

Hornby, states that noun is a word used to name or identify any of class of things, people, places or ideas, or a particular one of these.[13]

Giles, in Dewitary thesis states that noun is the name of anything person, place or animals.[14]

According to Rudy Hariyono. Noun is the word that we use to point name of people, place, animal, or the name of thing of something that become noun.[15]

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[13] Hornby, *Oxford Advance Learner's Dictionary Of Current English*, University Press, 1995. p.791.

[14] Giles,*Middle. And Secondary School Grammar and Compositions*, Indian : Pentagon Press, 2004.p. 18.

[15] Hariyono, Rudy. *Complete English Grammar*, Surabaya, Gitamedia Press, 2002. p. 13.

Based on the definition above about definition vocabulary, the writer concluded that noun is a word that replaces the name, thing, places, or person.

b. The kinds of Noun

According to Rudy Hariyono, the kind of noun can be divide become two parts based on it form, namely: [16]

1). Concrete noun

Concrete noun is noun that has form, we can see it, we can touch it, and we can feel it with our physical sense. There are four kinds of noun, they are:

2) Common noun

Common noun is noun that we always found in our daily life or noun that point a common thing.

Example :

Cat	dog	teacher	lawyer
Boy	girl	car	tree

In common noun we use an article such as *a, an and the.*

3) Proper noun

Proper noun is noun that point name of people, country, city, school, day, month, and religion.

Example:

Ina	Ani	Indonesia	Palopo

---

[16] Hariyono, Rudy.p .14.

June   Saturday   Muslim

In proper noun we can't use *article*

    4) Collective noun

Collective noun is the think that show a certain group (people, animal) that it can be counted.

Example:

Committee   team   flock   class

People   constellation   fleet

Even in collective noun we use article but in collective noun we told as plural.

    5) Material noun

Material noun is a noun that shows material. Mostly this is an uncountable noun, we just measure it.

Example:

Gold   silver   water   sugar

Paper   iron   sand   meat

We can only use an article *the,* but we can not use article *a* and *an* but we can use another such as *some* and *any.*

    6) Abstract noun

Abstract noun is a noun that does not have form, we cannot see it and be felt by our physical sense but we can imagine. Mostly abstract noun is uncountable noun.

Example:

Love   hate   courage   friendship

Kindness   brotherhood   anger

      We can form abstract noun from *adjective* and *verb* on *noun*

  1. Add suffix – *ness; - y, -ty; - ion*, or we can replace suffix –*t* with – *ce* or –*cy* at the adjective.

Example:

Kind   -   kindness   =   kebaikan

Able   -   ability   =   kemampuan

Cruel   -   cruelty   =   kekejaman

Honest   -   honesty   =   kejujuran

Correct   -   correction   =   perbaikan

Distant   -   distance   =   jarak

Efficient   -   efficiency   =   efisiensi

Angry   -   anger   =   kemarahan

  2. Add suffix – ment,- ion, -ation, -cation, -ition,- ance,-ence,- *t, -y, -er ,-or, -ar, ist, -ant, -int, -al, -age, -ery, -ary ,-ing* at the adjective

Example:

Appoint   -   appointment   =   janji

Act   -   action   =   perbuatan

Nominate   -   nomination   =   pengangkatan

Compete   -   competition   =   persaingan

Apply	-	application	=	lamaran
Differ	-	difference	=	perbedaan
Enter	-	enterance	=	jalan masuk
Fly	-	flight	=	penerbangan
Deliver	-	deliver	=	kiriman
Beg	-	beggar	=	pengemis
Compose	-	composer	=	pengarang
Direct	-	director	=	direktur
Type	-	typist	=	juru ketik
Serve	-	servant	=	pelayan
Arrive	-	arrival	=	kedatangan
Carry	-	carriage	=	membawa
Rob	-	robbery	=	perampokan

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3. Add suffix-*ship,-hood,-let,-cy,-an,-ian* at the noun

Example:

Friend	-	friendship	=	persahabatan
Child	-	childhood	=	masa kanak-kanak
Agen	-	agency	=	perwakilan
Library	-	libration	=	pustakawan

According to Rudy Hariyono, the kind of noun can be divide become two parts based on the way to count, namely:[17]

a. Countable noun

Countable noun is noun that can we count. Common noun and collective noun are including in this part.

Example:

Car   door   house

Book   pen   a family

b. Uncountable noun

Uncountable noun is noun that cannot be counted. Material noun and abstract noun are including in this part.

Example:

Water   sugar   tobacco

Paper   darkness   milk

According to Rudy Hariyono, the kind of noun can be divide become two parts based on the amount, namely: [18]

a. Singular noun

Singular noun is noun that showing that the thing is only one. Mostly we use article *a* and *an*.

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[17] Hariyono, Rudy. p. 20.

[18] Hariyono, Rudy. p. 23.

Example:

A book   a car   an umbrella

A cat   a banana

b. Plural noun

Plural noun is noun that showing that the noun is more than one. Mostly we add suffix *s / es* behind the nouns.

1. With add suffix *–s*

Example:

Door   - doors   =   pintu

Umbrella   - umbrella   =   payung

2. With add suffix *–es* to the noun which have suffix *–ss,-s,-x,-z,-ch,-sh,-o*

Example:

Bus   -   buses   =   bis

Class   -   classes   =   kelas

Bench   -   benches   =   bangku

Box   -   boxes   =   kotak

Hero   -   heroes   =   pahlawan

Piano   -   pianos   =   piano

3. Change suffix *–y* is preceded by consonant at singular noun become suffix *–I* an that add *–es*.

Examples:

Enemy - enemies = musuh

Fly - flies = lalat

If the singular noun suffix –y which is proceded by vocal, the plural form add suffix –s

Example:

Day - days = hari

Play - plays = permainan

At the singular noun which suffix –*quy*, the plural noun can be formed with change suffix –y become –*I* and add –*es*.

Example:

Colloquy - colloquies = seminar

4. Change suffix –*f* or *fe* at singular noun become – *ves* at plural noun.

Example:

wolf - wolves = serigala

Knife - knives = pisau

There are some singular noun which suffix –*f* or –*ef,* only be added with –*s* in the plural form.

Examples:

Gulf - gilts = teluk

Safe - safes = lemari besi

5. Some of noun has the same plural with it own singular

Example:

Sheep	-	sheep	=	biri-biri
Swine	-	swine	=	babi

Proper noun with suffix –*sso* or *sh* has the same plural and singular.

Example:

English	-	English	=	orang inggris
Japanese	-	Japanese	=	orang Jepang

6. There are some noun always have plural form, they do not have singular form.

Example:

Shoes	-	shoes	=	sepatu
Arms	-	arms	=	senjata
Stocking	-	stokingg	=	kaos kaki wanita.

7. There are some noun always have irregular plural form

Example:

Man	-	men	=	laki-laki
Child	-	children	=	anak kecil
Mouse	-	mice	=	tikus

8. If the singular noun is compound noun, the plural form must be formed with add suffix – *s* at the infinitive.

Example:

Mother in law   -   mothers in law   =   ibu mertua

| Maid servant | - | maid servants | = | pelayan perempuan |
| Sister in law | - | sisters in law | = | ipar perempuan |

According to Rudy Hariyono, the kind of noun can be divide become four parts based on the gender, namely:[19]

a. Masculine and feminine gender

Example:

Masculine	feminine
Father	mother
Nephew	niece
Husband	wife
Actor	actress
Baron	baroness
Deacon	deaconess
Beau	belle
Sultan	sultans

---

[19] Hariyono, Rudy. p. 24.

b. Common gender

Common gender is noun which has masculine and feminine.

Example:

Parent   adult   guardian

Cousin   orphan   companion, etc

c. Neuter gender

Neuter gender is noun which does not have gender and especially for the died thing.

Example:

Bag   bread   door

Silver   window   coconut, etc

3. Verb

Verb is a word or phrase that express an action, an event, or a state. Verb is important items in part of speech, because without verb, words can not be said as a sentences. But without subject, we sometimes said that verb is a sentences.

There are many kinds of verbs, these are :

1) Auxiliary verb is a verb using to describe the time, the character or other suggestion. Example : Can, must, may.

2) Regular verb is or weak verb. Example : Hate – Hated – Hated

3) Irregular verb is not regular. Example : Pay – Paid – Paid

4) Transitive verb is a verb needs an object as a complement. Example : Please call me.

5) Intransitive verb is a verb did not needs an object. Example : Let's walk.

6) Copulative verb or linking verb. Example He looks tired.

7) Causative verb is a verb showing a caused by the action in the words.[20]

4. Adverb

Adverb is the word that explain noun or pronoun. The kinds of adverb are :

1) Adverb of time

That explain the time when something to do. Example : Yesterday, Tomorrow.

2) Adverb of place

That is explain about the place where something to do. Example : at home, here, there.

3) Adverb of manner

That is explain the manner something to do. Example : quickly, warmly.

4) Adverb of frequency

That is explain seldom or not something to do. Example : Always, Usually, Seldom.

5) Adverb of degree

That is explain about a job to do. Example : Very, Rather, Enough.

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[20] Herpinus Simanjuntak, "Bahasa Inggris Sistem 52 M", (11th edition;Bekasi Timur, Percetakan KBI, 2003), P. 64

6) Adverb of sentence

Explain about all sentence an put in begin of sentence. Example : Actually, The last, In fact generally.[21]

5. Adjective

Adjective is word that describe a noun or pronoun. The kinds of adjective are :

1) Descriptive adjective

2) Limiting adjective.[22]

C. Concepts of Descriptive Text

Elizabeth Sonora, says that descriptive are word pictures. You tell how something looks, feels, smells, tastes and sounds. You need to become a sharp observer and notice many small details so that you can write a good word picture.[23]

According to Horby, descriptive is saying what somebody or something is like.[24] Harmer states that descriptive text can be used to explain the

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[21] Imam Baehaqi, *"Complete English"* (First Edition;Jakarta:Cakrawala Ilmu, 2009), P. 182-185

[22] Herpinus Simanjuntak, *"Bahasa Inggris Sistem 52 M",* P. 7

[23]http://www.teachingenglish.org.uk/transform/teachers/teacher-development-tools/action-research, Internet Online Available, accessed on 25 th august 2012

[24]Hornby, *Oxford Advance Learner's Dictionary Of Current English*, University Press, 1995, p. 412.

meaning of vocabulary items; teachers can draw things on the board or bring in descriptive taext.[25]

Descriptive gives some impression, the feel, sauna, taste, smell and many things. Descriptive helps the reader, through her/his imagination, to visualize a scene or person to understand a sensation or an emotion.

Leggett et.al says that the purpose of descriptive is to make readers see, feel, hear what the writer has seen or felt or heard.[26]

Descriptive text is the clear descriptive of people, place, object or events using appropriate details. Details used are usually sensory and selected to describe what the writer see, hear, smell, touch and taste.

Descriptive text has social function of descriptive text is to describe a particular person, place or thing. It has two generic structure, they are :

1. Identification :   identifies phenomenal to be describe.

2. Description   :   describe parts qualities characteristics.

Descriptive paragraph also has some significant lexica grammatical feature, as in following:

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[25] Harmer,Jeremy. *The Practice of English Language Teaching.* London:Longman. 1991. P. 161

[26]Et.Al, Leggett, *Hand Book For Writers*, Englewood Clifts, New Jersey: Prentile-Hall, 1982, p. 183.

1. Focus on specific participant

2. Use of attributive and identifying process

3. Frequent use of epithet and classifiers in nominal groups.

4. Use of simple present tense

CHAPTER III

# RESEARCH METHOD

A. *Type of the research*

CAR or action research has developed since the Second World War, this time CAR is growing with the rapid in developed countries such as Britain, America, Australia, and Canada. Education research experts recently put considerable attention to the CAR.

The types of this research. Is using classroom action research method, Car is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures. This means that classroom action research is an activity includes a series of procedures which has purpose to improve a teaching learning process in a classroom which is done by teachers.

According to Anne burns. Hopkins in his book entitled A Teacher's Guide to Classroom Research, stated that action research is a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of, their own social or educational practices justice, their understanding of these practices, and the situations in which practices are carriedout.[1]

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[1] Anne Burns, *Doing Action Research in English Language Teaching* . 2000, p. 2.

To achieve these objectives perform the CAR review process cyclical, which comprises four stages as follows:

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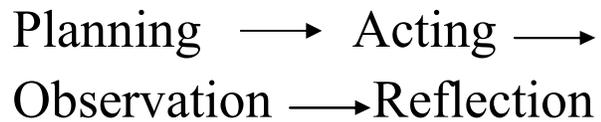
In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observing, and reflection.

1. Procedure classroom action research is the assessment process through the system cycle of various learning activities, according to Leny, there are five stages, namely:[2]

a. The development focus of the research problem

b. Planning corrective actions

c. Implementation of corrective action, observation and interpretation

d. Analysis and reflection

e. Planning follow-up.

In practice, PTK begins with an awareness of the problems which disturb perceived and which is considered hinder the achievement of educational objectives

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[2] Leny, *Teaching Vocabulary trough pictures to the Kindergarten Students*, (Jakarta : Syarif Hidayatullah state Islamic university, 2006), P.19.

that have been identified unfavorable impact on the process and / or learning outcomes audiences students.and school programs or implementation of something. Starting from the awareness of the existence of these problems, which still reflected the possibility of a blur, teachers - either alone or in collaboration with faculty LPTK who became his partner and then define the problem in a more sharply if focused necessary to collect additional field data in a more systematic and / or conduct studies relevant literature.

2. Why Classroom Action Research Important ?

There are several reasons why PTK is a need to improve the professional a teacher   ;

a. PTK is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class.

b. PTK 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 implementing PTK 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.

d. Implementation of PTK in education and learning has a purpose to improve and or enhance the practices 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.

e. By carrying out the stages in the PTK, teacher are able to improve the learning process through a review in to what happens in class,acts committed teachers solely based on the actual and factual issues that developed in its class.

f. By implementing PTK 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.

B. Setting

The researcher did her research in SMP Negeri 02 sabbang, especially in the seventh grade. The total number of students is 26 students. This research was done in 2 cycles, in order to find out the best way to teach vocabulary by using descriptive text to students.

C. Preparation for the Action Research

The basic competence which focused in this classroom action research. Namely, the competence to find some of nouns in descriptive text. The preparation for the action was preparation of the form of paragraph descriptive text.

D. Data Source

1. Students

2. Teacher

3. Partner and collaborators

E. *Technique and Instruments of Collecting Data*

1. Techniques

The collecting data techniques in this classroom action are :

a. Test   : To find out the students score.

b. Observation   : To find out the students participation during the using descriptive   text in teaching vocabulary.

2. Instrument

The instrument used in collecting data in this classroom action research are :

a. Test descriptive text : Asking the students to find some of nouns in the text.

b. Observation list   : it will be useful to observe the students participation during the use of descriptive text in teaching vocabulary. Also, as the basic instrument in discussion part among the teacher and the collaborators as a way to make reflection in each cycle.

F. Data analysis

The data which collected in every observation in each cycle will be analyzed descriptively through percentage technique.

1. Test result : Students score of descriptive test will be counted by using the formula.

2. The level of the students score the following classification was used.[3]

No	Score	Classification
1	96 – 100	Excellent
2	86 – 89	Very good
3	76 – 85	Good
4	66 – 75	Average
5	56 – 65	fair
6	46 – 55	Poor
7	0 – 45	Very poor

3. Activities of students during the learning process: will be analyzed by considering the students participation and classified into high, average and low classification.

4. Implementation of learning by using descriptive text in teaching vocabulary by analyzing the successful level of implementation, then it categorized into success, less success and not success.

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[3]Jumran sila. *Teaching simple past by using picture at SMP Neg.8 palopo*. A Thesis,English departement cokrominoto university Palopo.2010

G. Procedures of the Research

Cycle 1

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

a. Planning

1. Analyzing the curriculum, especially the basic competence after doing the need analysis of the students at seventh grade students of SMP Negeri 02 sabbang.

2. Make a lesson plan about the use descriptive text in teaching vocabulary to find some nouns in the text.

3. Classroom management number of students are 26, make the classroom comfortable.

4. Prepare the text.

5. Making the instrument which used in cycle of classroom action research.

Continue to the next cycle if the first cycle not succes.

b. Acting

During the action, the researcher asked to the students how many kind plants and animals they know. Then, the researcher divided the students into four group. Then, distributing the text and the researcher gave instruction to find some nouns in the text. Then, each group presented their finding of nouns and giving the meaning for each word. After all of groups gave their answer, the researcher gave the correction on the mistake which had made.

c. Observation

　　1. Situation of learning and teaching process

　　2. Students' participation

　　3. Students' performance in peer evaluation and discussion.

d. Reflecting

This classroom action research is success if some of the following requirements are fulfill:

　　1. Most of the students (75%) have a good participation during the acting.

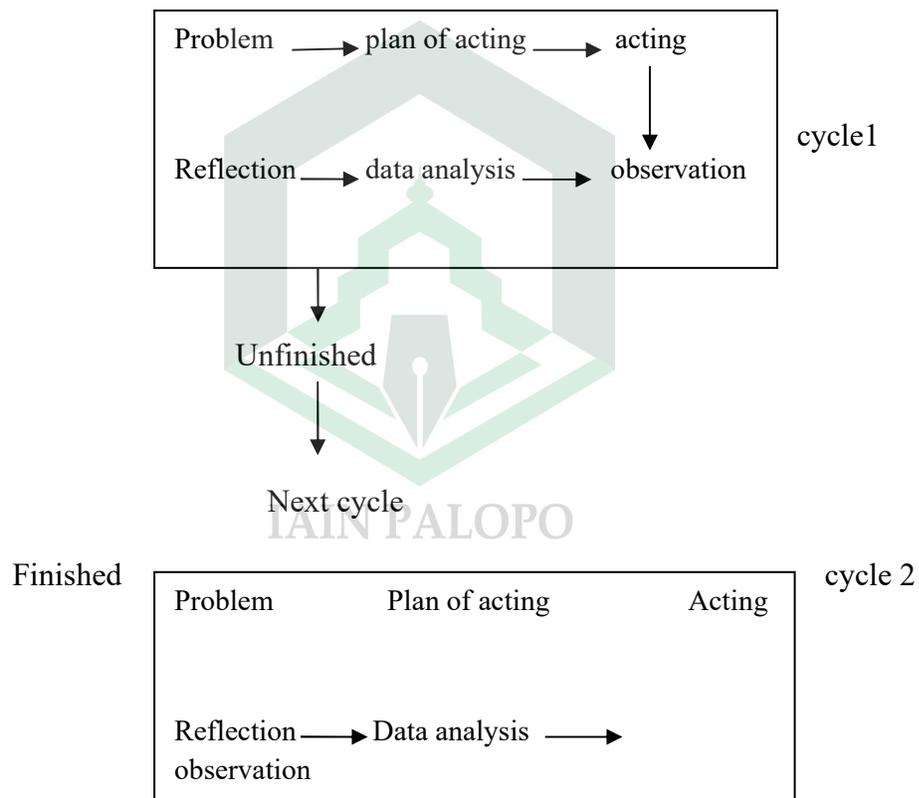　　2. Most of the students have a good score in evaluation (70).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:

Cycle 1

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

1. **Planning**

The classroom action research class required different tools that had been created and developed previously, namely: Lesson plan. In this research, the researcher prepared a lesson plan about the use of descriptive text with picture in teaching vocabulary. Then, in order to make the good management in the classroom and to create an effective learning process, the researcher took 26 students as the sample of this research. The main purpose of this classroom action is to find out the appropriate way in using descriptive text in introducing vocabulary to the students. In the end of the action, the vocabulary test used to find out the students' ability in mastering vocabulary.

2. **Acting**

During the action, the researcher explained the descriptive text and asked the students how many kinds' plants and animals that they had known. Then, the researcher divided the students into four groups. After that, distributing the text and the researcher gave instruction to find some nouns in the text. Then, each group presented their finding on nouns and giving the meaning for each word. After all of groups gave their answer, the researcher gave the correction on the mistake which had made.

3. Observation

In the first cycle the learning situation was still not conducive because they were little bit noisy when the researcher explained in front of class, and there were some students were lazy to find some words from the text. The students seem just hope the other to do the task in the group. Therefore they could not master some vocabulary well during the teaching process.

Picture 1 Cycle 1: the class condition was not conducive and they were still confused about the use of descriptive text

.

Evaluation on students' vocabulary showed that the students' mastery on vocabulary were mostly in low scores. The mean score was only 69.23 (see table 1).

Cycle I

No.	Respondents	Score
1.	001	60
2.	002	65
3.	003	65
4.	004	60
5.	005	50
6.	006	80
7.	007	70
8.	008	80
9.	009	70
10.	010	50
11.	011	70
12.	012	60
13.	013	70
14.	014	60
15.	015	80
16.	016	80
17.	017	70
18.	018	80
19.	019	80

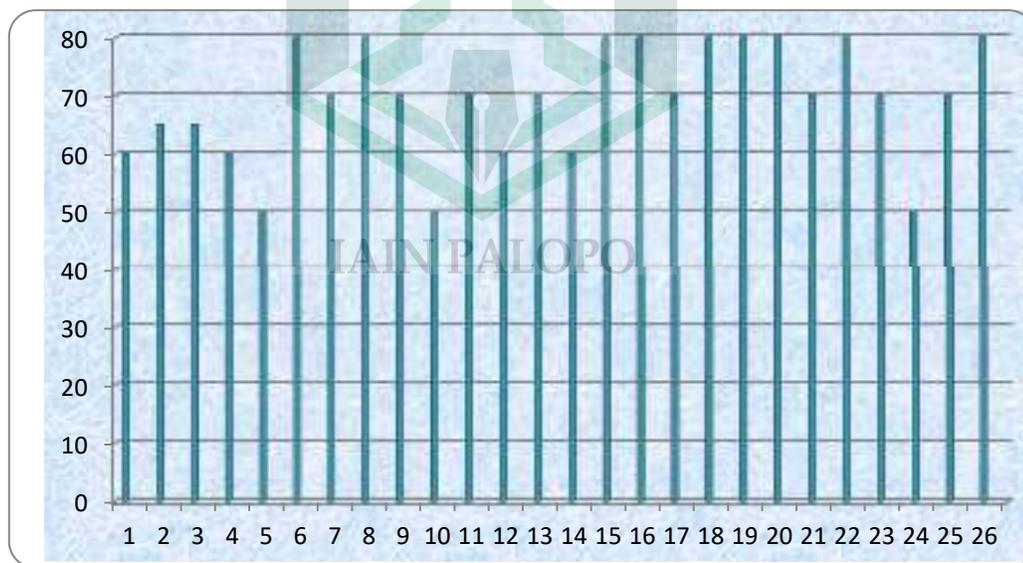| 20.	020	80
21.	021	70
22.	022	80
23.	023	70
24.	024	50
25.	025	70
26.	026	80
MEAN SCORE		69,23

Table 1: The result of the vocabulary test in cycle 1

Diagram 1 : Diagram Result of The vocabulary Test in Cycle I

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

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				
21.	021				
22.	022				
23.	023				
24.	024				
25.	025				
26.	026				
	Jumlah	7	10	9	0

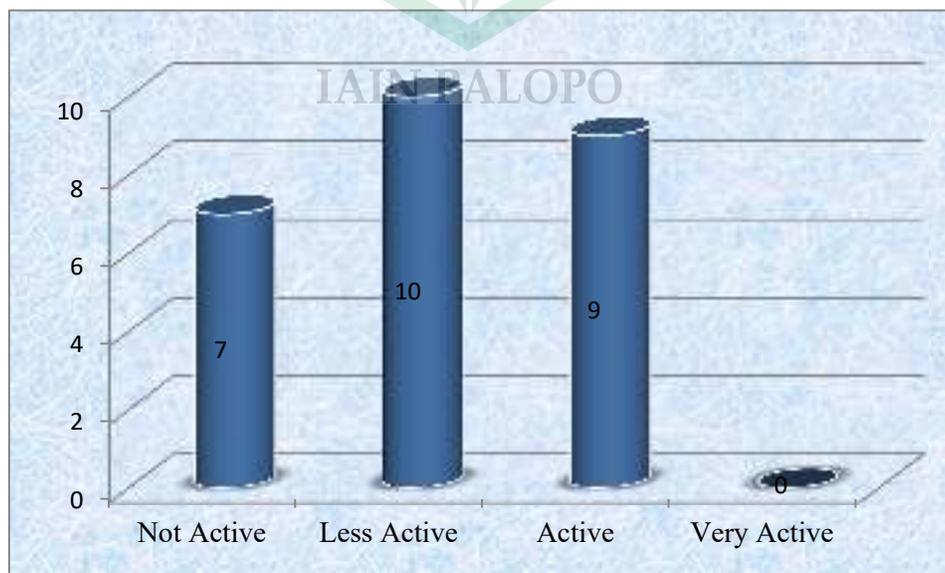**Table 2: The observation of students' activity in cycle 1**

Diagram 2 : Diagram the Students Participation

4. Reflecting

Based on the observation in the first cycle the researcher found some weakness in this cycle namely: Most of students were still not familiar with the learning by using descriptive text with picture. The students' participation during learning process was low, only 9 students were active, no students was very active, 10 students were less active and 7 students were not active. The evaluation mean score was only 69.23%, it means that the result in the first cycle was still low.

After making observation in the first cycle, the researcher concluded that learning process was still not effective. Most of the students did not pay attention and followed the learning process optimally; some of students just disturb their friends. After doing interview, they said that their friends did not follow learning process optimally because the researcher was not their teacher. It was challenged for researcher to develop teaching technique hopefully they were interest in learning process. In addition, they hope their friends in finding the words in the descriptive text; therefore, they were lazy to find the words in the text.

Cycle 2

After doing observation and reflection in the first cycle, there were still weaknesses in this cycle. Then, in order to decrease the weaknesses and to create the successful in the second cycle, therefore, in the second cycle was done based on the preparation as follows:

1. **Planning**

   The planning in the second cycle as follows:

a. Setting the classroom to create learning process better.

b. Giving motivation to the students in order to be active in learning process.

c. Telling their scores they got in the first score, and motivating students who get low score to increase their score.

d. Giving more intensive guidance to the students in order to understand the meaning and pronounce the vocabulary correctly

e. Preparing descriptive text for teaching vocabulary.

2. **Acting**

   In this action the students' sit position changed into other position. They are put not in group but individual position. This was done since in group at first cycle, some students hope their friend in doing the task in finding the words in descriptive text. Then, the researcher distributed the descriptive text for every student. Then asked them to read, and asked them to find the certain words. Then asked them individually to write in the black board the words that they have already found. After that, the teacher giving feedback, then do drill about the vocabulary chosen.

3. **Observation**

a. In the second cycle the class had been better and exiting. The students looked enjoyed in learning vocabularies by using descriptive text with pictures. They were more active in class during learning process. They could be focused in learning process when they practiced individually than in the group by using of this media.

In addition, the teacher keep giving them motivation and guide them individually in the student's sit. The students were not disturbing one another but they were focused on their own descriptive text with colorful picture to find the words.

Picture 2 Cycle 2: *Students had active during learning process*

Evaluation on students' vocabulary showed that the students mastery on vocabulary were mostly in good scores. The mean score was 83.18 it can be seen in the table 3

Cycle II

No.	Respondents	Score
1.	001	80
2.	002	90
3.	003	85
4.	004	100
5.	005	95
6.	006	85
7.	007	90
8.	008	83
9.	009	90
10.	010	75
11.	011	75
12.	012	95
13.	013	85
14.	014	80
15.	015	90
16.	016	80
17.	017	70
18.	018	80
19.	019	80

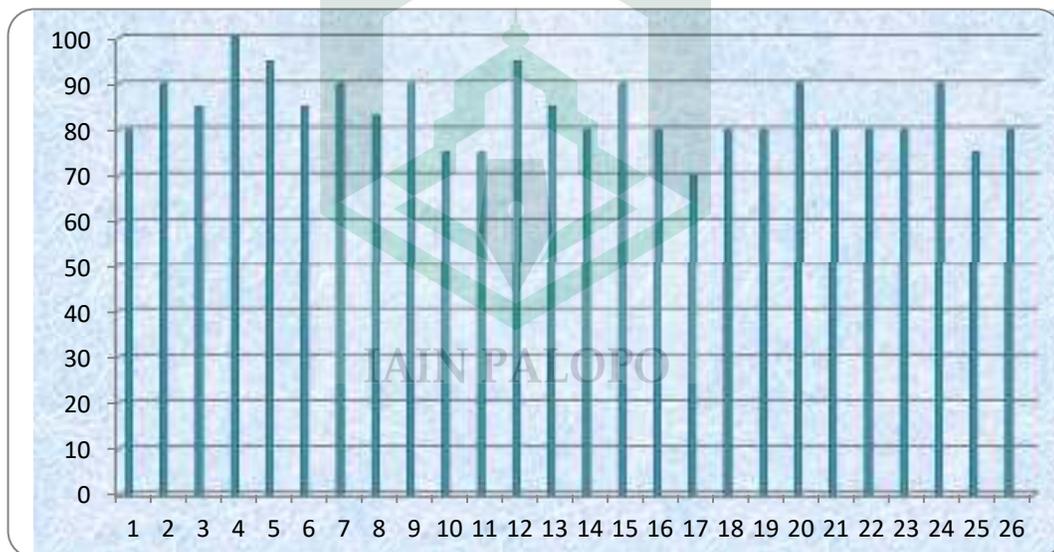| 20.	020	90
21.	021	80
22.	022	80
23.	023	80
24.	024	90
25.	025	75
26.	026	80
MEAN SCORE		**83,96**

Diagram 3: Diagram Students Score in Cycle II

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

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				✓
21.	021			✓	
22.	022				✓
23.	023			✓	
24.	024				✓
25.	025			✓	
26.	026				✓
	Jumlah	**0**	**1**	**13**	**12**

Table 4: The observation of students participation in cycle II
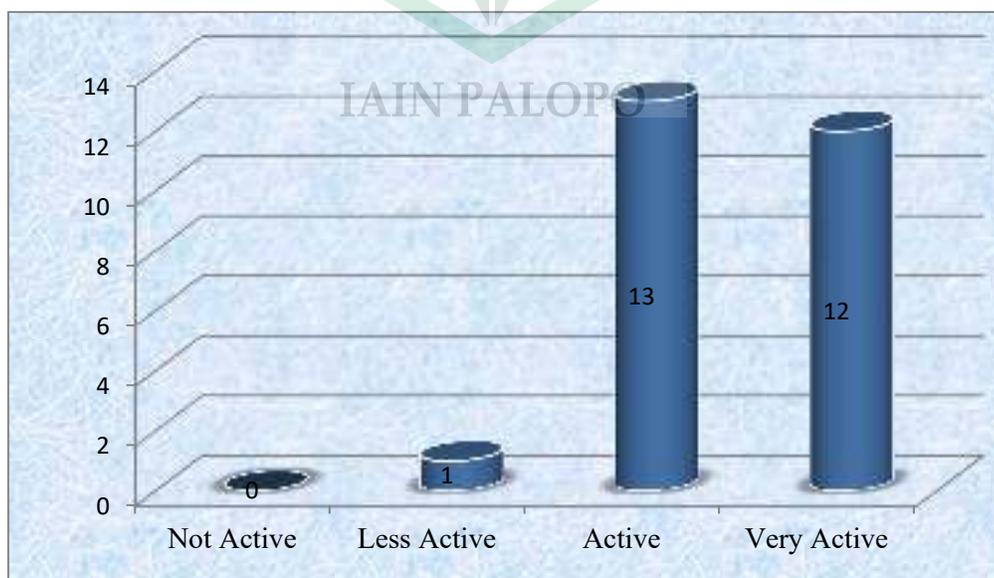
4. Reflecting

Some successful points in the second cycle namely: most of students more easily in memorizing vocabularies, even though they found new words. The students had been familiar with this media. More of students active in learning activities, 13 students were active, 12 students were very active, 1 student was less active, and no students was not active. The students score had achieved 83.96.

From the result above the researcher concluded that one of the best ways in teaching vocabulary is by using descriptive text with because the students would be more enjoyable during learning process.. The more they have, the more they learn. During following this activity the students did not feel that they were memorizing vocabulary because after identifying vocabularies they practiced the words directly. So it would be easier for students to remember it although the vocabularies were unfamiliar for them.
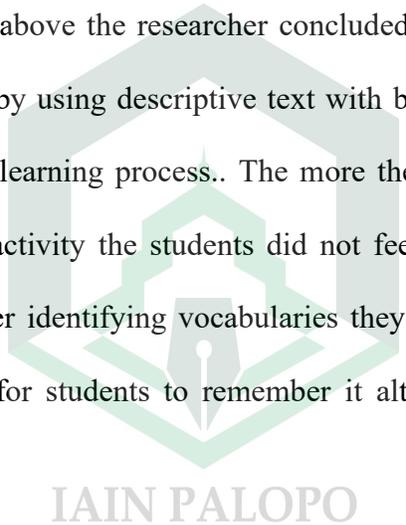
B. Discussion

In this part, the researcher presents the discussion of data findings of this research, in relation to the theory of vocabulary teaching and media. This research found that the students' vocabulary can be improved through the use of descriptive text as teaching media. The achievement of students of the seventh year students of SMP Negri 02 Sabbang was lower than the second cycle. It can be identified from the result cycle 1 and cycle 2. Therefore, it can be said that the use of descriptive text can

be a good way in teaching vocabulary at the seventh year students of SMP Negri 02 Sabbang.

1. The first cycle

In cycle 1 the researcher did the acting according planning prepared, where ; 1) explain about descriptive text with picture and explain the instruction in finding verbs and nouns in the text given. 2) Dividing the students into some groups. 3) Giving time to read about 15 minutes then choose some verbs and nouns in the text. 4) Asking the students to translate those words into Indonesian. 5) One of the representatives from each group presents their words chosen in white board. 6) All group write all the words from the result of each group presentation. Especially the different words. 7) Drilling those words choosen.8) Asking the students the meaning. (Oral exercise), 9) Closing.

Based on the analysis from the students' test and observation in the cycle 1,it is found that the students still cannot achieve the standard goal that have been planned previously in the lesson plan. The students were still low participation in learning process. This reality challenged the researcher to create the better atmosphere for the next cycle in using descriptive text with picture in teaching vocabulary.

The students' attitude in learning vocabulary through the use of descriptive text with picture relating to the data analysis based on the observation, the researcher present the students' attitude in learning vocabulary in cycle 1 was low interest..

In reality, from the result of students' activities in the first cycle many students still confuse and lazy to follow the instruction to find the words in descriptive text. Then it is found that the students just hope the other students to do the task. Beside that the strategy unfamiliar for them during learning process in their school.

Based on observation activity made researcher and observer in the first cycle. It was found some weakness in teaching, they were: a) The class situation was not effective during teaching process, , they disturb each other students, beside that they did not pay attention to the researcher's explanation. b) Most of students were still not familiar with the learning by using descriptive text in groups, c) Most of students were still confused with the roles of task, eventhough the researcher had explained. In the first cycle the students had not been able to practice this activity well.

d) Some students did not know the meaning of the vocabularies mentioned as the result of finding from descriptive text. The students have poor ability in vocabularies, so they did not know the meaning of word that researcher given in the evaluation. e) The evaluation mean score was 69.13, it means that the students' scores in the first cycle were still low because almost students had poor ability in vocabularies skill.

The average scores that students got in the first cycle had not reached the criteria of success in working indicator, The problem in the first cycle attracted the researcher to continue to the next cycle In the second cycle, the researcher observed the students more intense and did new plan such as rearranged the students' position into individual work, giving more explanation about the material, so the students' score in second cycle must be increased and the result of observation made by observer to activities researcher conclude the learning vocabulary through text descriptive that the students' vocabulary was still low.

The problems in the first cycle attracted the researcher to continue the next cycle, and made some different strategies in the second cycle, the researcher observed the students more intense and did new plan such rearranged students' sit position from group into individual work, and to do it to correct their mistake and gave more explanation about descriptive text with picture.
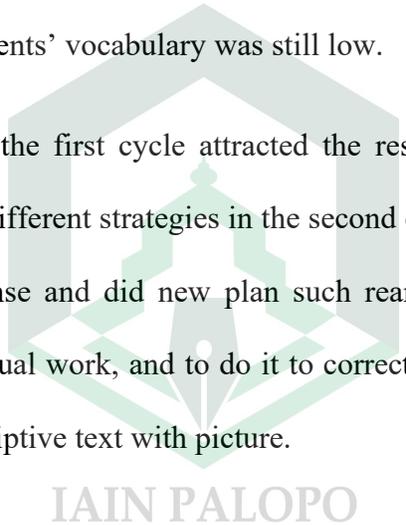
2.The Second Cycle

Based on research data the students got scores in cycle 1 did not reach the criteria of success in working indicator, so the researcher made different plan. In the second cycle 1) explain about descriptive text with picture and explain the instruction in finding verbs and nouns in the text given. 2) The students are in their own sit individual. 3) giving time to read about 15 minutes then choose some verbs and nouns in the text, each students get his or her own description text. 4) Asking the

students choose the verbs and nouns from the text. 5) Asking the students to translate those words into Indonesian. 6) Every student should write on the whiteboard one vocabulary that they found the descriptive text. 7) Drilling those words chosen. 8) Asking the tudents the meaning .(oral axercise). 9) Closing.

In the second cycle made students to be more active in the class during teaching by using descriptive text with pictures, like giving task individually, if they were still confuse how to choose the words, the researcher gave more explanation and guidance to the students for understanding the task of finding words from the descriptive text..

In observation activities in the second cycle, observing the learning activity about situation class and students' activity during learning process by using descriptive text with pictures. The students motivation was increasing they were not lazy to find the words from descriptive text. The condition in classroom was more conducive than the first cycle; there were no students who did not active.

To solve the problem in the first cycle, the researcher planned to fix the lack, in the second cycle by giving students different technique to get the standard score based on success characteristic that had been considered previously. Students' vocabularies in the second cycle had been improved than the first cycle. It indicated that after giving the reflection based on the observation in the first cycle, the students had better achievement therefore the researcher had known in the application of effective joy ways in teaching vocabularies by using descriptive text with picture. The

students were focused and enjoy in learning process, they were spirit in choosing word.

The students score in second cycle were still varieties based on the test but it had improved than the first cycle, because the score success characteristic had been achieved 83.96. Meanwhile, the students' participation in learning vocabularies through the use descriptive text with pictures. It means standard scores was achieved, so the students' score of test in second cycle was increasing and based on result the observation the students' participant the researcher concluded that learning vocabulary by using descriptive text with pictures was good for students.

Then Briggs in Sadiman states that the media is all the physical tools that can present the message and stimulate students to learn[1].

The students' vocabularies skill could be improved by using media that can make the students interested in learning process beause it creates more enjoyable situation in learning and every activities took place naturally. This study is relevant to some experts' opinion about media in learning such as Daryanto that the media is a tool that can help the learning process that serves to clarify the meaning of the message so that teaching objectives can be delivered with better and more perfect[2]

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[1]Sadiman,AriefS dkk *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya.* Jakarta: PT Raja Grafindo Persada.1993

[2]Daryanto. *Media Pembelajaran.* Jakarta:Direktorat Pendidikan Dasar dan Menengah Direktorat Tenaga Kependidikan. 2003

Learning vocabulary is important since Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no languages exist without words. Words are sign or symbols for ideas. They are the men by which people exchange their through. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. Then, Harmer states the vocabulary is a list of words in alphabetical order and with explanation of their meaning, less complete than dictionary.[3]

Pimsleur developed his system using four principles he regarded as important to forming memory associations and language recall:[4]

1. Anticipation ; Language courses commonly require a student to repeat after an instructor, which Pimsleur argued was not an aggresive way of learning. Pimsleur developed a "challenge and response" technique, where a student was prompted to translate a phrase into the target language. This technique is intended to be a more active way of learning, requiring the student to think before responding. Pimsleur held that the principle of anticipation reflected real-life conversations in which a speaker must recall a phrase quickly.

2. Graduated-interval recall ; Graduated interval recall is a method of reviewing learned vocabulary at increasingly longer intervals. It is a version of

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[3] Harmer, Jeremy. *The Practice of English Language Teaching*, New York : Longman. 1991. p.154

[4] http://en.wikipedia.org/wiki/pimsleur method. Accesed on april 25th 2013.

retention through spaced repetition. For example, if a student is introduced to the word *deux* (French for two), then *deux* is tested every few seconds, then every few minutes, then every few hours, and then every few days. The goal of this spaced recall is to help the student move vocabulary into long-term memory.

3. Core vocabulary ; The Pimsleur method focuses on teaching commonly-used words in order to build up a "core vocabulary". Word-frequency text analyses indicate that a relatively small core vocabulary accounts for the majority of words spoken in a particular language. For example, in English, a specific set of 2000 words composes about 80% of the total printed words. Pimsleur courses average 500 words per level (30-lessons). Some languages have up to 4 levels, while some lesser developed languages only have one level.

4. Organic learning ; The program is strictly auditory. Pimsleur suggested auditory skill, learned through hearing and speech, is different from reading and writing skill. He referred to his auditory system as "organic learning," which entails studying grammar, vocabulary, and pronunciation simultaneously. Pimsleur asserted that learning by listening also enjoins the proper accent.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves

far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves

The National Reading Panel concluded that there is no single research-based method for teaching vocabulary. From its analysis, the panel recommended using a variety of direct and indirect methods of vocabulary instruction.[5]

In addition, the result of the research support the ideas of Larsen and friends about how to make a good teaching program which has applied in this research namely there are some assumption about language learning that should be considered when teaching English to students. The assumption below different sources (Larsen Freeman, Mackey, Richard and Rodgers) in Bambang Setiadi[6]

a) Learning should be fun and natural for students. In order for them to be successful in learning the target language, there must be the absence of stress. Students are believed not to learn language forms directly commons are believed to be helpful for children to interpret meanings.

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[5] http://www.readingrockets.org/article/9943/. Accesed on April 25th 2013

[6] Setiadi, Ag. Bambang, *"Teaching English as A Foreign Language"*. Jakarta : Graha Ilmu, 2001.

b) The language should be first presented through sounds, not written symbols. After students can produce the sound with the truth, they may begin to read the symbol in target language.

c) Students more sensitive to anything that touches the senses, they read easily to physical object.

d) Meaning should be made perceptible through concrete object or by the presentation of experience.

e) The idea that teaching should start from what the students already know in order to encourage association processes seems to favor students.

The students' vocabularies skill could be improved by using media that can make the students interested in learning process beause it creates more enjoyable situation in learning and every activities took place naturally. This study is relevant to some experts' opinion about media in learning such as Daryanto that the media is a tool that can help the learning process that serves to clarify the meaning of the message so that teaching objectives can be delivered with better and more perfect[7]. Then Briggs in Sadiman states that the media is all the physical tools that can present the message and stimulate students to learn[8].

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[7] Daryanto. *Media pembelajaran*. Jakarta: Direktorat Pendidikan Dasar dan Menengah Direktorat Tenaga Kependidikan.2003

[8] Sadiman Sadiman, Arief S dkk. *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: PT Raja Grafindo Persada.1993.

Teacher needs something different to make students interested, mostly students they are easy to get bored, therefore teacher needs something interesting that can motivate them. It is based on the characteristic and attitude of children that they are curious and often seek something that teacher notices them and shows appreciation for what they are doing. So, to motivate them teacher needs something new that can stimulate their curiosity.

Based on the result above the researcher concluded that the appropriate way in teaching vocabulary by using descriptive text with pictures was in the second cycle lesson plan. There are some supporting ideas why a descriptive text can help the students in learning , such as Leggett et.al says that the purpose of descriptive is to make readers see, feel, hear what the writer has seen or felt or heard.[9] In addition, Descriptive text is the clear descriptive of people, place, object or events using appropriate details. Details used are usually sensory and selected to describe what the researcher see, hear, smell, touch and taste.

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[9]Et.Al, Leggett. *Hand Book For Writers*, Englewood Clifts, New Jersey : Prentile-Hall, 1982.p.183

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of findings and discussion,the researcher concludes that the appropriate way in using descriptive text with picture is through individual task with more colorful pictures in it.the teacher should give more ettention to the students who have low ability by giving more guidance and motivation. Then, a teacher should give more time to read and read the text. Then finally the teacher should give more drill on the verbs and nouns found in the text. The way can be found in the second cycle.

Having finished the researcher concluded that the appropriate way in teaching vocabulary by descriptive text are as follows ; 1) explain about descriptive text with picture and explain the instruction in finding verbs and nouns in the text given. 2) The students are in their own sit not in groups individual. 3) giving time to read about 15 minutes then choose some verbs and nouns in the text, each students get his or her own description text ,there were three kinds of text distributing to the students in a class . 4) Asking the students choose the verbs and nouns from the text. 5) Asking the students to translate those words into Indonesian. 6) Every student should write on the whiteboard one verb and one noun that they found the descriptive text. 7) Drilling those words chosen. 8) Asking the students the meaning,oral axercise. 9) Closing.

B. Suggestions

Related to the conclusion above, researcher gives some suggestions as follows:

1. Teacher

In learning process english should be more creative in giving an 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 be fun. One of ways is by descriptive text with picture as media in teaching vocabulary.

2. Students

In memorizing vocabularies the students should not use the general method that is memorizing word one by one but they can use other ways for example by using reading activities, they are not only reading for fun but also learning new vocabularies.

3. Other Researcher

This research is hoped can be model for other researcher who interested in continuing this research and to employ this research result as the compare material and first information.

Cycle I

1. Menjelaskan tentang descriptive text with picture. And explain the instruction in finding verbs and nouns in the text given.
2. Dividing the students into some groups.
3. Giving time to read about 15 minutes then choose some verbs and nouns in the text.
4. Asking the students to translate those words into Indonesian
5. One of the representative from each group presents their words choosen in white board.
6. All group write all the words from the result of each group presentation. Especially the different words.
7. Drilling those words choosen.
8. Asking the students the meaning. (oral exercise)
9. Closing

Cycle II

1. Menjelaskan tentang descriptive text with picture. And explain the instruction in finding verbs and nouns in the text given.
2. The students are in their own sit not in groups.
3. Giving time to read about 15 minutes then choose some verbs and nouns in the text. Each students get his or her own descriptive text , there were 3 kinds of text distributing to the students in all classes.
4. Asking the students choose the verbs and nouns from the text
5. Asking the students to translate those words into Indonesian
6. Every students should write two nouns and two verbs in the white boards..
7. All students write all the words from the result of each group presentation. Especially the different words.
8. Drilling those words choosen.
9. Asking the students the meaning. (oral exercise)
10. Closing

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