

**IMPROVING STUDENTS' VOCABULARY BY USING RETELLING
FABLE AT THE ELEVENTH YEAR STUDENTS OF MAN PALOPO**



THESIS

**Submitted to the S1 Tarbiyah Department of State College for Islamic Studies
of Palopo in Partial Fulfillment of Requirement for S.Pd.
Degree in English Teaching**

BY,

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**ENGLISH EDUCATION PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PALOPO
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THESIS APPROVAL

This thesis entitled *“Improving Students’ Vocabulary by Using Retelling Fable at the Eleventh Years Students of MAN Palopo”* which is written by **Supri Bahtiar**, REG. NUM. **05.19.3.0018**, English S1 Study Program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Monday, **December 20th 2010 M** coincide with **Muharram 14nd 1432 H**, and it is authorized and acceptable as partial fulfillment of the requirement for S.Pd. degree in English language teaching.

Palopo, 20 December 2010 M
14 Muharram 1432 H

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Assalamu 'Alaikum Wr. Wb.

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Judul Skripsi : ***“ Improving Students’ Vocabulary By Using Retelling Fable at
The Eleventh Year Students of MAN Palopo”***

Menyatakan bahwa skripsi tersebut telah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu 'Alaikum Wr. Wb.

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ABSTRACT

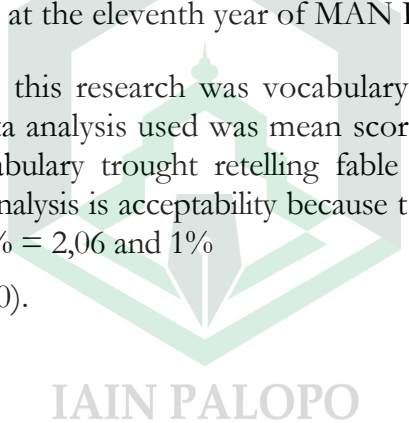
Supri Bahtiar 2010, Improving *Students' Vocabulary By Using Retelling Fable at The Eleventh Year Students of MAN Palopo*. Thesis, English Study Program Educational Departement in The State College for Islamic Studies. Consultant (1) Dr. Rustan S, M.Hum. Consultant (2) Masruddin, S.S.,M.Hum.

Key Words: Improving Students' Vocabulary, Retelling Fable

This Thesis studies about Improving students' Vocabulary By Using Retelling Fable at The Eleventh Year Students of MAN Palopo in 2009/2010 academic year. The population of the research is the eleventh year of MAN Palopo that consist of 142 from 6 classes and the writer used random sampling. The researcher applied an experimental research method, it involved one group, namely experimental group. The experimental group was treated retelling fable. This research was employed pre-experiment method wich apply one group pre-test and post-test. This research consisted of two variables, namely independent variable and dependent variable. Independent variable is retelling fable, and dependent variable is improving students' vocabulary at the eleventh year of MAN Palopo.

The instument used in this research was vocabulary test wich consists of retelling fable. The technique of the data analysis used was mean score formula in order to know the development of students' vocabulary trough retelling fable at the eleventh year of MAN Palopo. The result of the data analysis is acceptability because t value is bigger thant table, with df 24 and standard significant 5% = 2,06 and 1%

2,80 ($2,06 < 10,4935062 > 2,80$).



CHAPTER I INTRODUCTION

A. Background

Language is the means of communication, without it we can't communicate to another people. There are four skills in learning language, they are writing, reading, speaking, and listening. Those component can't be separated they are related one another.

A person's vocabulary is the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.¹

Even if we learn a word, it takes a lot of practice and context connections for us to learn it well. A rough grouping of words we understand when we hear them encompasses our "passive" vocabulary, whereas our "active" vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak. In this case, we often have to come up with a word in the timeframe of milliseconds, so one has to know it well, often in combinations with other words in phrases, where it is commonly used.²

¹*Vocabulary*, Online:<http://en.wikipedia.org/wiki/Vocabulary>. Tembolok - Mirip, Accessed on 3rd 2010.

²*Passive and Active Vocabulary*, Online:<http://en.wikipedia.org/wiki/Vocabulary>. Tembolok - Mirip, Accessed on 3rd 2010.

Speaking is so much a part of daily life that we take it for granted. Especially a teacher has to speak normally in the course of a natural communication interaction we do not only use our vocal organs, but also the use of gesture, the movements of the muscles of the face. Indeed of the whole body.³ But the first thing that must be done for the learner is how to memorize vocabulary as many as possible because without vocabulary the people can not say anything.

There are some points that the learners should focus on in learning English. For example, how to make them into a good sentence or paragraph as the grammatical structure. Vocabulary is the main necessary for teachers and learners of language teaching. Teachers must take into account the way to upgrade students' vocabularies because there are many students who still lack of vocabulary, therefore they are still confused in speaking, writing, reading and listening. According to Harmer, vocabulary is incidental to the main purpose of language teaching. Namely the acquisition of grammatical knowledge about the language structures.

As a teacher, we must know in choosing correct method or technique to teach the material that we want to teach so that the students feel comfortable and motivated in learning vocabulary. In the teaching learning process, need skill communication all are teacher must realize if the some methods of a teaching are used all the time, it can build a barrier to learning. The teacher needs to be aware of at all time. To be effective teachers need to be on top thing at all times and to be interesting or amusing to the audience.

³Scott Thornbury. *Teach Speaking*. Person Edition Limited. 2005, p. 1.

Based on the assumption above, the researcher has to find out one method to improving students' vocabulary of MAN Palopo. The title of the research is "Improving students' vocabulary through telling fable at the eleventh year students of MAN Palopo"

B. Problem Statement

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

1. Can telling fable improve student's vocabulary of the eleventh year students of MAN Palopo?
2. How are the students' perceptions toward the technique used by the researcher?

C. Objective of the Research

Relevant of the problem statement, the researcher states specific the research as follow:

To find out the telling fable can improve students' vocabulary at eleventh year of MAN Palopo.

D. Significance of the Research

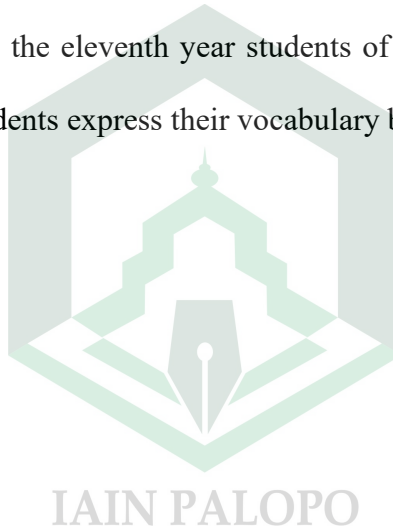
The significance of the research is expected to be useful information to the English teacher, student and reader to improving their Vocabulary through telling fable.

E. Definition of Term

1. Telling fable is a method will be used by the researcher to improve the students vocabulary or a short story whose content or plot containing something unreal.
2. Vocabulary is a list of words in alphabetical order with meanings.

F. Scope of the Research

This research focused at the implementation of retelling fable in improving students' Vocabulary at the eleventh year students of MAN Palopo. In this case the researcher made the students express their vocabulary by using fable.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Definition of Vocabulary

A vocabulary is defined as "all the words known and used by a particular person."¹ Jeremy Harmer states the vocabulary was seen as incidental to the main purpose of language teaching. Namely the acquisition of Grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning it self.²

Vocabulary is all the words that a person knows or uses, all the words in a language, list of words with theirs meaning especially in a book for learning a foreign language.³

Vocabulary or word also called a base word or a word family is defined as including the base from (e.g., make) and its inflections and derivatives (e.g., makes,

¹*Definition of Vocabulary*, Online: <http://en.wikipedia.org/wiki/Vocabulary> - Tembolok - Mirip, Accessed on 3rd 2010.

²Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman, 1992), p. 154.

³Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), p. 482.

made, making, maker and markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them.⁴

Define vocabulary is the set of words used by a writer or speaker, or a list or word used in certain book arrange in alphabetical order.

Another definition suggested by several scholars (scientist) they are :

- a. Cronbach defines that learning is shown by a change in behavior as a result of experience.
- b. Harold spears give limit: lerarning is to observe, to read imitate to try something themselves, to listen, to follow direction. learning is change in performance as a result of practice. It would impossible to learn a language without vocabulary or word. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.⁵

2. Types of Vocabulary

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

a. Reading vocabulary

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

⁴ Jack C Richards and Willy A Renandya, *Methodology in Language Teaching* : An Anthology of Current Practice (United States of America : Cambridge University, 2002), p258.

⁵ *Ibid*

b. Listening vocabulary

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

c. Writing vocabulary

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

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.⁶

Vocabulary is essential to learn language. We need to learn what words and how they are used. For learning activities, vocabulary divides in two kinds:

- 1) Receptive vocabulary refers to language items which can only recognize and comprehend in the context of reading and listening;
- 2) Productive vocabulary refers to be language items which the learner can recall and use appropriately in speech and writing.⁷

⁶ *Types of Vocabulary*, Online: <http://en.wikipedia.org/wiki/Vocabulary> - [Tembolok](#) - [Mirip](#), Accessed on 3rd 2010.

⁷Ruth G. Michael Mc. Carthy and O'Dell *Facility. English Vocabulary In Use' Upper Intermediate*, Jakarta: Erlangga. p. 2

Sometimes the learners are able to recognize and understand the vocabulary that teachers give to them but they find difficult to recall or do not know sufficiently well to use accurately.

Through native speakers, receptive vocabulary far exceeds productive vocabulary. An educated speaker is able to understand between 45,000 and 60,000 items although no native speaker would pretend that his productive vocabulary would approach this figure.

There are two types of vocabulary, these are:

- 1) Active vocabulary refers to vocabulary that has been learned by the students and they are expected to be able to use.
- 2) Passive vocabulary refers to words which students will recognize when they find them but they will probably not be able to produce.⁸

From the explanation above, the researcher can summarize that vocabulary is not only to be known but it have to be understand and be applied In the other view, there are various criteria to select vocabulary. There are:

- 1) Frequency;

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

⁸ Jeremy Harmer, *The Practice of English Language Teaching*.(London: Longman Group,1991).p.159.

2) Cultural factors;

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

3) Need and Level

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

4) Expediency

Expedient vocabulary teaching occurs when the classroom demand it, engages the student interest, the students demands to know the meaning of a word and the course book dictates it.⁹

3. Different Types of Vocabulary Lists

In language teaching especially learning vocabulary there many types that can be used, by Using Word Champ, you can create five different types of vocabulary lists:

⁹ *Ibid.* p. 64

1. Translation

Translation lists contain flashcards with words, phrases, or sentences in one language on one side, and in a different language on the other side. You can use these vocabulary lists with most of the different drills, including translation, listening comprehension, verb conjugation, etc. (NOTE: This is the most common type of list that you will find on WordChamp)

2. Question and Answer

Question and answer lists contain flashcards that have a question on one side, and an answer on the other. You can use these lists to practice grammar, word choice, verb conjugations, analogies, etc. These lists can be used with the "Question and Answer" drill.

3. Synonyms

Synonym lists contain flashcards that have one or more words or phrases on one side, and synonyms for those words *in the same language* on the other side. You can use these to practice vocabulary entirely in the target language (otherwise, you would use a "Translation" list). Synonym lists can be used in the "Synonyms" drill.

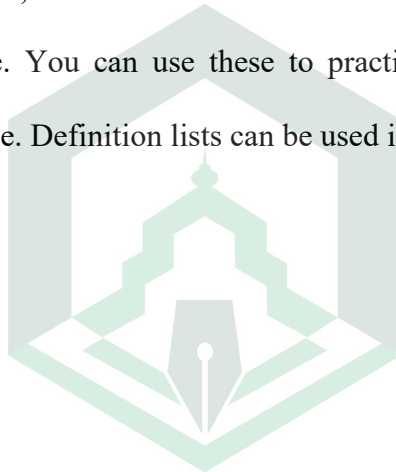
4. Antonyms

Antonym lists contain flashcards that have one or more words or phrases on one side, and antonyms (words with opposite meanings) for those words

(*in the same language*) on the other side. You can use these to practice vocabulary entirely in the target language, and to create linkages between opposite words for the same contexts. Antonym lists can be used in the "Antonyms" drill.

5. Definitions

Definition lists contain flashcards that have one or more words on one side of the flashcard, and definitions for those words (*in the same language*) on the other side. You can use these to practice vocabulary entirely in the target language. Definition lists can be used in the new "Definitions" drill.¹⁰



4. The Techniques used in the presentation of new vocabulary

The vocabularies that have been memorized before by the people of course must be presented in the real life. There are some approach and techniques that can be used in presenting a new vocabulary items as follows.

a. Visual techniques

¹⁰Types of Vocabulary list, online <http://www.brainyquote.com/words/vo/vocabulary237882.html>. Accessed on 3rd 2010.

These include flash cards, photograph, blackboard drawing, wallcharts and realia. They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as a food or furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions and activities (such as sport and verbs of movement). They often lend themselves easily to practice activities involving students interaction. For example, a set of pictures illustrating sporting activities could be used as a means of presenting items such as skiing, sailing, climbing, etc. These visual aids can then be used as a basic for a guide pair work dialogue.

b. Verbal Techniques

1). Use of illustrative situations (oral or written)

This is most helpful when items become abstract. To ensure that students understand, teachers often make use of more than one situation or context to check that learners have grasped the concept. To illustrate the meaning of 'I don't mind', the following context may be useful:

Ali likes Dallas and Upstairs, Downstairs equally. Unfortunately, they are both on television at the same time. It doesn't matter to him which programme he watches. How does he answer this question?

Teacher : Do you want to watch Dallas or Upstairs, Downstairs?

Ali : I...

The teacher could then follow this with a check question to ensure that the concept has been grasped: Does he want to watch one programme more

than another? He may then encourage students to use the idiom in different context, for instance: 'Do you want to tea or coffee? In order to elicit 'Tea, please, or 'coffee, please' or 'I don't mind'.

2). Use of synonymy and definition

Teacher often use synonymy with low level students, where inevitably they have to compromise and restrict the length and complexity of their explanations. It would, for example, be justifiable at low levels to tell students that 'miserable' meant 'very sad'. Secondly, it is commonly used with higher level students and subsequently qualified. 'Bloke', for instance, means the same as 'man', but is colloquial. This qualification is clearly very important.

Definition alone is often inadequate as a means of conveying meaning, and clearly contextualized examples are generally required to clarify the limits of the items. For example, 'to break out' in 'a fire broke out' has the sense of 'to start', but this would be misleading definition for a learner and might encourage him to think that 'the lesson broke out' was acceptable English.

3). Contrast and Opposite

As with synonymy, this a technique which students themselves use, often asking 'what's opposite of...? A new item like 'sour' is easily illustrated by contrasting it with 'sweet' would already be known by intermediate level students. However, it is vital to illustrate the contexts in which is true. Sugar is sweet and lemons are sour, but the opposite of sweet wine isn't sour wine, and the opposite of sweet tea isn't sour tea.

4). Scales

Once students have learnt two contrasting or related gradable items, this can be a useful way of revising and feeding in new items. If students know 'hot' and 'cold', for example, a blackboard thermometer can be a framework for feeding in 'warm' and 'cool' and later 'freezing' and 'boiling'

5). Example of the type

To illustrate the meaning of super ordinates such as 'furniture', 'vegetable', 'meat', and 'transport', it is common procedure to exemplify them e.g. table, chair, bed and sofa are all *furniture*. Some of these can of course also be dealt with through visual aids.

5. The Principles of Learning and Teaching Vocabulary:

In learning and teaching vocabulary there are some principles as follows:

1. Aims; the teacher should know the aims of the words taught.
2. Quantity; the number of new words, which students should possess and learn, must clear.
3. Need; it is necessary to select the words which teachers serve to students its selection process is based on the aims of the course and the objective of the individual lesson, students' background and language need.
4. Frequency exposure and repetition; there is a need of a certain amount of repetition until there is evidence that students learn the target words.

5. Meaningful Presentation; in presenting the vocabulary lesson, students should have a clear and specific understanding of what the words refer to or denote. Its presentation should be perfect, meaningful and unambiguous.
6. Situation Presentation; the way in presenting the words should be appropriate to students' situation.
7. Presenting in Context; through reading material, new words or unfamiliar words can be presented as a medium in teaching vocabulary.
8. Learning vocabulary in the mother tongue and target language; in teaching the target words, teacher may use words of the mother tongue as a tool of compare similarities and differences of the words.
9. Guessing produce in learning vocabulary; guessing is a way in learning vocabulary. It leads students to think the meaning of the word taught.¹¹

6. Vocabulary Selection

Teaching vocabulary is an important part of language and it must be done carefully. English teacher should know which words will not be useful to the student. One of the problems of vocabulary teaching is how to select what words to teach. Useful words are the word that occurs frequently in every day English. It is mean that, for beginner they only know from what they see, they hear, and so on.

There are two criteria used to determine which words to be taught:

¹¹ J. Michael Wallace, *Teaching Vocabulary*,(English Language Book Society: Heinemann Educational Books,1982),p.22

- a. Frequency is the common principle of vocabulary selection. We have to decide which word we should teach on the basis of how frequently are used by speaker of the language. The words which are most commonly used are the ones we should teach first.
- b. Coverage, a word which covers more things is more useful than it only has specific meaning.¹²

Beside that there some ways that must be paid attention for the learner foreign language especially in increasing their vocabulary systematically, namely:

1. Look for contextual clues to the meaning of unknown words as you read

The research team spent years investigating whales, dolphins,...,and other marine mammals.

From the information in the sentence, you can not deduce that the missing word must be another example of marine mammals. Being able to determine the meaning of unknown words from contextual clues can be used to expand your vocabulary efficiently as you read. You save time by not looking up every new words in a dictionary, and you see how and when word is used as well as understanding its meaning.

2. Notice the grammatical function of words as you read

¹² Jeremy Harmer, *The Practice of English Language Teaching*.(London: Longman Group,1991).p.159.

Recognizing the relationship in meaning and the difference in grammatical function among *attraction*: Noun, *attract*: verb, *attractive*: adjective, and *attractively*: adverb, will help you expand your vocabulary quickly. If you know that *persuasion* is a noun, when you are reading, you should be able to guess that *persuade* is verb, *persuasive* is an adjective, and *persuasively* is an adverb. Also, you should learn the three principal parts of verbs: the simple form, the past form, and the past participle form.

3. Learn the meaning of common Latin and Greek stems and affixes

Word derived from Latin and Greek stems and affixes appear very frequently in formal written English. Knowledge of these stems and affixes will enable you to decipher many of the new words that you find in your reading. Compared to the vocabulary of spoken English, the vocabulary items on the TOEFL are somewhat biased towards words derived from Latin and to a lesser extent, words derived from Greek. This bias appears both in the underlined words and in the possible answers. It is understandable since there is also very high percentage of such words in the type of formal written English involved in University studies. You can find list of Latin and Greek stems, prefixes and suffixes, with definitions and sample word in sample sentence. In some dictionaries and in most books written specifically for vocabulary study.

4. Look up words you don not understand in a college dictionary

It is essential that you become familiar with and use regularly an American English dictionary. Although bilingual dictionary are useful especially to students with only beginning proficiency in English. They re not suitable for students who are planning to take the TOEFL and enter an America university. If you can not buy or borrow a good college dictionary, you can find such a dictionary in the library.

5. Develop vocabulary study system and attempt to use new words

Each individual has a preferred learning style, you must line the best way for you to review and practice new vocabulary. In the following exercise, you will experiment with several different study systems. As long as it is you who decides, from your extensive reading, what new words you wish to add your active vocabulary, any study system will do. You should not, however, rely on someone else's list of words definition. Develop your own lists and your own systems. Attempt to use the new words that you choose in both speaking and writing, thus expanding your active English vocabulary. Remember, however that the average English native speaker has a passive vocabulary (words he can recognize the meaning of, even if he rarely or never uses them) that is about seventeen times as large as his active vocabulary. Even if you do not find opportunities to use many of the new words you

encounter, intelligent extensive reading will help develop your passive vocabulary as well as, or even more than, your active vocabulary.¹³

7. Types of vocabulary learning

Why do you want to learn vocabulary? What type of vocabulary do you want to learn? Below are the titles of our other advice sheets about vocabulary learning. Each one suggests useful materials and tips for vocabulary learning. Just look at the ones which match your own aims or interests.

a. Learning Vocabulary from list/ text book

Do you prefer to learn vocabulary from lists or English Language textbooks rather than from your normal daily reading or listening? This advice sheet refers you to some of the wordlists and textbooks currently available.

b. Learning Vocabulary from reading or listening

One of the best ways to increase your vocabulary is to read or listen as much as you can. If you prefer to learn vocabulary from your normal reading or listening rather than using specially prepared wordlists, this advice sheet suggests some learning tips that may be useful.

c. Learning Vocabulary for Speaking and Writing

This advice sheet will be useful if you want to use new vocabulary in your writing or speaking, but find that words which you 'know' are not available when you need them.

¹³Carol King & Nancy Stanley, *Building Skill for The TOEFL*, (London and Abingdon: Heinle and Heinle Publishers, 1983), p. 315.

d. Learning parts of words (word building)

This advice sheet focuses on learning prefixes, suffixes and common roots of English words (e.g. re-, -ment and -duct-). This will be useful if you are interested in guessing the meaning of new words, especially words which originally came from Latin (e.g. eject) or Greek (e.g. biography).

e. Learning Phrases or idioms

This advice sheet suggests material for learning vocabulary that consists of more than single words, i.e. phrases, phrasal verbs, idioms, proverbs etc.

8. Testing Vocabulary

There some way that used in testing vocabulary as follows:

a. Selection of Items

A careful selection, or sampling, of lexical items for inclusion in a test is generally a most exacting task. Many of the more traditional types of vocabulary test are designed in such a way that they test a knowledge of word which, though frequently found in many English textbooks, are rarely used in ordinary speech.

The first task for the writer of a vocabulary test is to determine the degree to which he or she wishes to concentrate on testing the student's active or passive vocabulary. The next task is to decide whether the lexical items in the test should be taken from the spoken or the written language.

b. Multiple Choice items

it is useful to distinguish between the following two major kinds of multiple choice vocabulary items:

Group A Choose the letter of the word which is the nearest in meaning to the word in italic.

He's been very *feeble* since his illness

A. Unwell B. Thin C. Foolish D. Weak

Group B Choose the letter of the correct or best word to complete each sentence.

Have you heard the planning committee's.....for solving the city's traffic problems?

A. Theory B. design C. Proposal D. Purpose

This section concentrates on grup A items and the next section on Group B. the following items types are examples of four vocabulary recognition items which fall within the first group.

c. Sets (associated words)

Many of the difficulties arising from the testing of collocations are avoided by the testing of word sets. In such tests the students' familiarity with a range of association is measured.

Type 1: Recognition

Read each of the following lists of four words. One word does not belong in each list. Put a circle round the odd word in each list.

Son happy arrive

Father	married	depart
Boy	engaged	go away
Brother	single	leave

Type 2: Production

Each group of words is related to a particular subject. Write down the particular subject which is connected with each group of words.

Hand	theatre	volume	nursery
Wrist	sister	track	lift
Dial	bed	head	slope
Face	ward	spool	snow
(=watch)	(=hospital)	(=tape recorder)	(=skiing)

d. Matching items

Type 1 of the following tests items suffers from testing lexical items from different word classes, while type 2 tests a mixed bag of tense forms, etc. the result is that for both types of test items grammatical clues assume great importance, since they are instrumental in limiting the range of choices facing the testers for each blank.

Type 1

Write the correct word from the following list at the side of each number on your answer sheet. Use each words one only.

Road	accident	travelling	turned	side
Broken	know	knocked	middle	looked

Lorry policeman pavement running hurt
 Lying crossed left forgot talk

Type 2

Complete the following sentences with the most suitable verb phrase from the list.

Came about pull through broken out falling out

Running into brought up get away put off

1. Did the prisoner manage to.....?'Yes, the police are still looking for him.'
2. The doctor through Mr. Benson would.....after the operation.
3. The couples are always.....and causing a disturbance.
4. And so it.....that we eventually parted.

a. More Objective items

This section contains examples of types of vocabulary items which have appeared in certain test.

1. Word formation test items

- a) Write a word in each blank. The word you write must be the correct form of the word on the left.

(i) CARE Be...when you cross the road.

(ii) CRUEL To mistreat animals is a form of...

(iii) INTEREST Do you think this book is...

(iv) ENTER Can you show me the...to the cave?

- b) Rewrite the following paragraph, putting in each blank the correct form of the word in capital letters.

MOMENT

‘Can you spare a ...?’ Peter asked his brother. He thought he could detect a ...look of impatience on his elder brother’s face, but it was gone in an instant.

2. Items involving synonyms

- (a) Write in each space the best word to replace the words underlined in each sentence.

- | | |
|--|-------------|
| (i) Tom went <u>at once to</u> the doctor’s. | immediately |
| (ii) <u>All of a sudden</u> there was a loud cry | |
| (iii) I <u>came across</u> an interesting book | |
| (iv) The boat is over fourteen <u>in length</u> | |

- (b) In each space write one word that means almost the same as the word on the left. The word write must rhyme with the word on the right.

Example: early *soon* moon

- (i) Purchase...die
(ii) Miserable...bad

A similar item may be constructed so as to involve antonyms rather than synonyms. The phonological element (rhyming) in 2 (b), however, may only confuse testers instead of helping them. Words are tested in isolation, so, apart from its sheer novelty, the items is of little use and is not to be

recommended for most purposes. The activity involved is more a game than a test.

3. Rearrangement items

Rearrange the following letters to make words. Then use each word in a sentence of your own so as to show the meaning of the word.

PLEAP	ROLRY	CELPA
SUHOE	IRACH	EGURA

As can be seen, this item is little more than a crossword puzzle. It may, perhaps, be of some use in an intelligence test, but it is of doubtful use in a language.

4. Definition

(a) Use each of the following words in a sentence so as to show the meaning of the word.

Economy politics industrious (etc)

(b) Explain the meaning of each of the underlined words in the following phrases.

An archaic word a fortuitous event

These items types are of very little use. They test writing ability in addition to knowledge of word meaning. Furthermore, it is extremely difficult even for native speakers to produce sentence 'to show the meaning' of words- and it is certainly not a useful task. A student may be familiar with the

meaning of a word and may use it correctly, without being able to express this meaning clearly in a sentence (especially under test condition).

b. Completion Items

The following types of completion items can be used for the testing of vocabulary. Test which present such items in a context are generally preferable to those which rely on single words or on definitions

Example:

Complete each blank with the most appropriate word to replace each number in the text.

ROSNAH : What's the (1) today (1)...

MOHAMED : It is seventh

ROSNAH : At what (2) does the concert start? (2)...

MOHAMED : seventh o'clock, I think just a moment.

I made a note of it in my (3) (3)...

ROSNAH : How long do you think it'll (4)? (4)...

MOHAMED : It finished about ten.

ROSNAH : That's quite a long (5), isn't it? (5)...

MOHAMED : I suppose so. It's three hours.¹⁴

¹⁴J.B Heaton, *Writing English language Test*, (Longman, London and New York, 1988), p. 51

8. The Ways to Learn Vocabulary

When the students learn the first language, they are developing concepts while learning the ways their language community expression. They may later use language in innovative ways to new concept.

These are some ways to learn vocabulary:

- 1) Students need to learn how to commit vocabulary to long term memory.
- 2) Students must learn to discriminate variations in distribution and new bounds of meaning.
- 3) Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.
- 4) Students should learn to penetrate disguises.
- 5) Student must learn how to discover new words for themselves.
- 6) If they are not become discouraged, they need to learn that vocabulary is elastic and they can make much of the little they know by paraphrase, circumlocution and definition.
- 7) They must learn how to augment their own vocabulary steady and systematically.¹⁵

There are two criteria used to determine which words to be taught:

- a. Frequency is the common principle of vocabulary selection. We have to decide which word we should teach on the basis of how frequently are used

¹⁵ Wilga M. Rivers, *Teaching Foreign Language Skills*,(Chicago and London: The University of Chicago Pres,1981),p.464

by speaker of the language. The words which are most commonly used are the ones we should teach first.

b. Coverage, a word which covers more things is more useful than it only has specific meaning.¹⁶

Beside that there some ways that must be paid attention for the learner foreign language especially in increasing their vocabulary systematically, namely:

1. Look for contextual clues to the meaning of unknown words as you read

The research team spent years investigating whales, dolphins,...,and other marine mammals.

From the information in the sentence, you can not deduce that the missing word must be another example of marine mammals. Being able to determine the meaning of unknown words from contextual clues can be used to expand your vocabulary efficiently as you read. You save time by not looking up every new words in a dictionary, and you see how and when word is used as well as understanding its meaning.

2. Notice the grammatical function of words as you read

Recognizing the relationship in meaning and the difference in grammatical function among *attraction*: Noun, *attract*: verb, *attractive*: adjective, and *attractively*: adverb, will help you expand your vocabulary

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*.(London: Longman Group,1991).p.159.

quickly. If you know that *persuasion* is a noun, when you are reading, you should be able to guess that *persuade* is verb, *persuasive* is an adjective, and *persuasively* is an adverb. Also, you should learn the three principal parts of verbs: the simple form, the past form, and the past participle form.

3. Learn the meaning of common Latin and Greek stems and affixes

Word derived from Latin and Greek stems and affixes appear very frequently in formal written English. Knowledge of these stems and affixes will enable you to decipher many of the new words that you find in your reading. Compared to the vocabulary of spoken English, the vocabulary items on the TOEFL are somewhat biased towards words derived from Latin and to a lesser extent, words derived from Greek. This bias appears both in the underlined words and in the possible answers. It is understandable since there is also very high percentage of such words in the type of formal written English involved in University studies. You can find list of Latin and Greek stems, prefixes and suffixes, with definitions and sample word in sample sentence. In some dictionaries and in most books written specifically for vocabulary study.

4. Look up words you don not understand in a college dictionary

It is essential that you become familiar with and use regularly an American English dictionary. Although bilingual dictionary are useful especially to students with only beginning proficiency in English. They re not suitable for students who are planning to take the TOEFL and enter an

America university. If you can not buy or borrow a good college dictionary, you can find such a dictionary in the library.

5. Develop vocabulary study system and attempt to use new words

Each individual has a preferred learning style, you must line the best way for you to review and practice new vocabulary. In the following exercise, you will experiment with several different study systems. As long as it is you who decides, from your extensive reading, what new words you wish to add your active vocabulary, any study system will do. You should not, however, rely on someone else's list of words definition. Develop your own lists and your own systems. Attempt to use the new words that you choose in both speaking and writing, thus expanding your active English vocabulary. Remember, however that the average English native speaker has a passive vocabulary (words he can recognize the meaning of, even if he rarely or never uses them) that is about seventeen times as large as his active vocabulary. Even if you do not find opportunities to use many of the new words you encounter, intelligent extensive reading will help develop your passive vocabulary as well as, or even more than, your active vocabulary.¹⁷

¹⁷Carol King & Nancy Stanley, *Building Skill for The TOEFL*, (London and Abingdon: Heinle and Heinle Publishers, 1983), p. 315.

B. Telling Fable

1. Definition of Fable

According to Jean de la Fontaine. Fable can be described as a deducted mode of literature. That is, whether a fable has been handed down from generation to generation as oral literature, or constructed by a literary tale-teller, its purpose is to impart a lesson or value, or to give sage advice. Fable also provide opportunities to laugh at human folly, when they supply example of behavior to be avoided rather than emulated.¹⁸

According to David Emery, fable is a short allegorical narrative a moral point, traditionally by means of animal character who speak and act like human beings.¹⁹

A fable is a short, pithy animal tale, most often told or written with a moral tagged on in the form of a proverb. Thus to convey a moral is the aim of most fables, and the tale is the vehicle by which this is done.²⁰

Fables can be described as a didactic mode of literature. That is, whether a fable has been handed down from generation to generation as oral literature, or constructed by a literary tale-teller, its purpose is to impart a lesson or value, or to give sage advice. Fables also provide opportunities to laugh at human folly, when they supply examples of behaviors to be avoided rather than emulated.

¹⁸ <http://google.com.Wikipedia>, the free encyclopedia, 26/5/09.

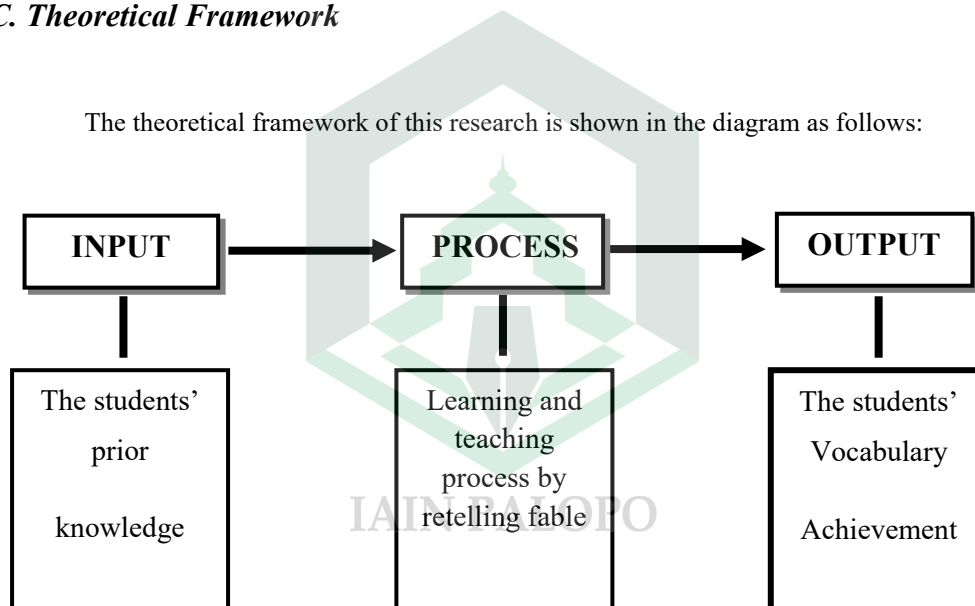
¹⁹*Ibid.*

²⁰Collins Essential English Dictionary 2nd Edition 2006 © Harper Collins Publisher 2004, 2006.

Fables frequently have as their central characters animals that are given anthropomorphic characteristics such as the ability to reason and speak. In antiquity, Aesop presented a wide range of animals as protagonists, including "the Tortoise and the Hare" who famously engage in a race against each other; and, in another classic fable, a fox which rejects grapes that are out of reach, as probably being sour ("sour grapes").

C. Theoretical Framework

The theoretical framework of this research is shown in the diagram as follows:



Following:

1. Input refers to the students' prior knowledge.
2. Process refers to learning and teaching process by using telling fable.
3. Out put refers to the students' achievement.

D. Hypothesis

The hypothesis of this research is formulated as follows:

Null Hypothesis (Ho): There is no a significant difference on the Vocabularies achievement between the Students who use retelling fable and those who are taught through verbal explanation.

Alternative Hypothesis (Ha): There is a significant difference on the Vocabularies achievement between the students who use retelling fable and those who are taught through verbal explanation.

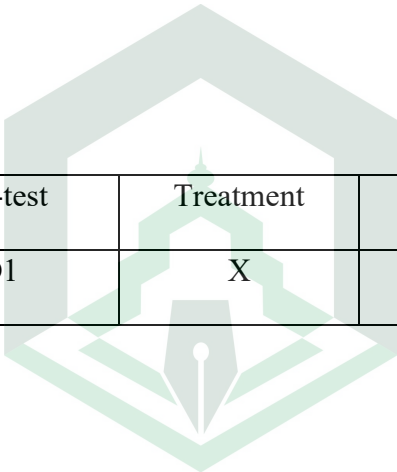


CHAPTER III

METHODOLOGY

A. Method and Design

The method will be applied in this research is experimental research which consists of pre-test, treatment and post-test it's aim to find out whether by using retelling fable technique can improve students vocabulary. It will be designed as follows:



Pre-test	Treatment	Post-test
O1	X	O2

Where:

O1 : Pre-test

X : Treatment

O2 : Post-test¹

B. Variable of the research

In this research, the writer will classify two kinds of variable namely

1. Independent variable is retelling fable.
2. Dependent variable is students' vocabulary of senior high school at the eleventh year of MAN Palopo.

¹Suharsimi Arikunto, *Prosedure Penelitian*, (Cet.IV: Rineka Cipta, 1997), p. 78.

C. Population and Sample

1. Population

Base on the scope of problem, the writer took the population of this research is the students of MAN Palopo at the eleventh year class.

2. Sample

This research used a random sampling technique in six classes in the eleventh year students. And the researcher took twenty five students as the sample of the research each class.

D. Procedure of Collecting Data

In this research, the researcher will collect the data by using some steps as follows:

a. Pre-test

Pre-test is the test which that used by the researcher in the first meeting before giving the treatment to the students, it is done to know the student's ability about their vocabularies by giving an example of fable and some vocabularies that has been prepared by the researcher. In this case the Researcher gives the students a paper that contains some vocabularies that must be translated into Indonesian language.

The aim of this test is to make the researcher easy to measure and know students' prior ability in mastering vocabularies.

b. Treatments

Having observed students' prior ability of speaking in pre-test, the researcher then gave treatments to the students in next eight times meeting. The treatments' steps of this research which were undertaken as follows:

1. The first meeting, the researcher will give explanation about Fable and how to retell Fable.
2. The second meeting, the researcher explained about simple past and gave exercise to the students.
3. The third meeting, the researcher explained about past continuous tense and gave exercise to the students.
4. The fourth meeting, the researcher gives a fable to the students and gives correction to the students after retelling fable.
5. The fifth meeting, the researcher gives a fable to the students and gives correction to the students after retelling fable.
6. The sixth meeting, the researcher gives a fable to the students and gives correction to the students after retelling fable.
7. The seventh meeting, the researcher gives a fable to the students and gives correction to the students after retelling fable.
8. The eighth meeting, the researcher gives a fable to the students and gives correction to the students after retelling fable.

c. Post-test

Post-test is the test will be done after giving the treatments to the students. And the aim of the post-test is to know whether students get improvement about their vocabulary or not after doing the treatment that is given by the researcher.

E. Data Analysis Technique

The data analysis technique involves some steps that are elaborated as follows:

1. *Scoring the students' correct answer by the following the formula:*

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Number}} \times 10$$

2. *Classifying the students' score by using percentage below:*

$$P = \frac{F}{N} \times 100$$

Where

P = Percentage

F = Cumulative Frequency

N = Total Number²

To understand the level of the students' score the following classification were used :

- a. Excellent = 9,5 – 10 is classified as excellent
- b. Very Good = 8,6 – 9,5 is classified very good

² Ridwan, *Dasar – Dasar Statistika*, (Bandung : Alfabeda, 2003), p.41.

- c. Good = 7,6 – 8,5 is classified as good
- d. Fairly good = 6,6 – 7,5 is classified as fairly good
- e. Fairly = 5,6 – 6,5 is classified as fairly
- f. Fairly poor = 3,6 – 4,5 is classified as fairly poor
- g. Poor = 0 – 3,5 is classified as poor³

3. Calculating the mean score of the students

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

Where

\bar{X} = Mean Score

$\sum X$ = Total score

N = Total sample.⁴

4. Looking for standard deviation from difference (SDD)

$$SDD = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)^2}}$$

5. Looking for error standard from mean of difference, by using following formula

$$t_o = \frac{SD}{\sqrt{N-1}}$$

³ Rahmawati Upa', *The Ability of the Second year Students of SMK Telkom Palopo in Using Possesive Case*, A Theseis S1 (STAIN Palopo, 2006), p. 25.

⁵ Suharsimi arikunto *Prosedur Penelitian suatu Pendekatan praktek*, (Cet.XI; Jakarta: PT. Rineka Cipta, 1998), p. 306.

6. *Looking for error standard from mean of difference, by using following formula:*

$$t_0 = \frac{MD}{SE_{MD}}$$

Where

MD = Mean of Difference

SE_{MD} = Error Standard from MD

7. *Criteria of hypothesis acceptability*

This research used 95⁰ level of improvement and the consolation is on 5% of significance column.

If $t_0 \geq t_t$ = Reject null hypothesis

If $t_0 \leq t_t$ = Receive null hypothesis⁵

IAIN PALOPO

⁵ Sudrajat Subana dan Rahardi Muersetio, *Statistik Pendidikan* (Cet I. Bandung: CT. Pustaka Setia, 2001), p. 173

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. The first part is the finding of data analysis and the second part is discussion or the description of finding.

A. Finding

1. Students' score in pre-test and post test

The score of students were observed based on their test result. The data can be seen in the following table.

Table 4.1

The score of students' vocabulary in pre-test

No	Respondent	Correct answer	Score
1	Respondent 1	8	4
2	Respondent 2	12	6
3	Respondent 3	11	5,5
4	Respondent 4	8	4
5	Respondent 5	15	7,5
6	Respondent 6	14	7
7	Respondent 7	13	6,5
8	Respondent 8	14	7

9	Respondent 9	15	7,5
10	Respondent 10	5	2,5
11	Respondent 11	7	4,5
12	Respondent 12	9	4,5
13	Respondent 13	10	5
14	Respondent 14	7	5
15	Respondent 15	9	4,5
16	Respondent 16	10	5
17	Respondent 17	13	6,5
18	Respondent 18	10	5
19	Respondent 19	11	5,5
20	Respondent 20	10	5
21	Respondent 21	9	4,5
22	Respondent 22	7	4,5
23	Respondent 23	11	5,5
24	Respondent 24	12	7
25	Respondent 25	7	3,5

The table above shows that there were 5 students got score (5), there were 5 students got score (4,5), there were 3 students got score (7), there were 3 students got score 5,5, there were two student got score (7,5), there were 2 students got score 6,5, and there were 2 students got score (4), and there was 1 student got (6), (3,5), and (2,5).

Table 4.2

Score classification of the students' vocabulary in pre-test

Classification	Score	Frequency	Percentage
Excellent	9,6 – 10	-	-
Very good	8,6 – 9,5	-	-
Good	7,6 – 8,5	-	-
Fairly good	6,6 – 7,5	5	20%
Fairly	5,6 – 6,5	3	12%
Fairly poor	3,6 – 5,5	15	60%
Poor	0 – 3,5	2	8%
Total		25	100 %

The table shows that the eleventh year students of MAN Palopo in answering vocabulary test, there was no students having excellent, very good, and good category. There were 5 students (20%) got fairly good, 3 students (12%) got fairly, 15 students (60%) got fairly poor and there were 2 students (8%) got poor.

Table 4.3

The score of students vocabulary in post-test

No	Respondent	Correct answer	Score
1	Respondent 1	14	7
2	Respondent 2	17	8,5
3	Respondent 3	14	7
4	Respondent 4	11	5,5
5	Respondent 5	18	9
6	Respondent 6	19	9,5
7	Respondent 7	15	7,5
8	Respondent 8	19	9,5
9	Respondent 9	18	9
10	Respondent 10	10	5
11	Respondent 11	15	7,5
12	Respondent 12	14	7
13	Respondent 13	14	7
14	Respondent 14	15	7,5
15	Respondent 15	14	7
16	Respondent 16	12	6
17	Respondent 17	13	6,5
18	Respondent 18	15	7,5

19	Respondent 19	14	7
20	Respondent 20	17	8,5
21	Respondent 21	17	8,5
22	Respondent 22	14	7
23	Respondent 23	14	7
24	Respondent 24	14	7
25	Respondent 25	10	5

The table above shows that there were 9 students got score 7, there were 4 students got (7,5), 3 students got score (8,5), there were 2 students got score (9), (9,5),and (5). And 1 student got score (5,5), (6), and (6,5).

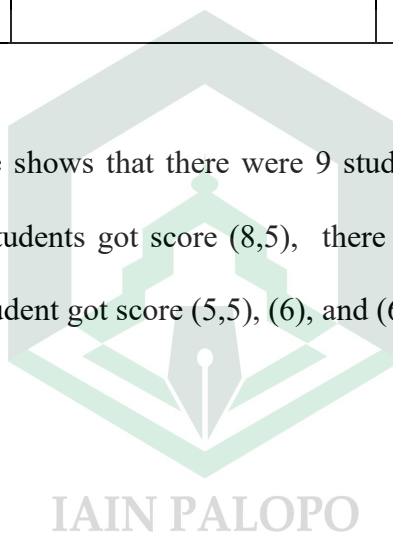


Table 4.4

Score classification of the students' vocabulary in post-test

Classification	Score	Frequency	Percentage
Excellent	9,6 – 10	-	0%
Very good	8,6 – 9,5	4	16%
Good	7,6 – 8,5	3	12%
Fairly good	6,6 – 7,5	13	52%
Fairly	5,6 – 6,5	2	8%
Fairly poor	3,6 – 5,5	3	12%
Poor	0 – 3,5	-	0%
Total		25	100 %

The table above shows that the eleventh year students of MAN Palopo in answering vocabulary test, there was not students having poor category. There were 4 students (16%) had very good category, 3 students (12%) had good category, 13 students (52%) had fairly good category, 2 students (8%) had fairly category and there were 3 students (12%) got Fairly poor category.

Table 4.5

The score of students vocabulary in pre-test and post-test

Respondent	Variable X (pre-test)	Variable Y (post-test)	$D = (X - Y)$	$D^2 = (X - Y)^2$
R ₁	4	7	-3	9
R ₂	6	8,5	-2,5	6,25
R ₃	5,5	7	-1,5	2,25
R ₄	4	5,5	-1,5	2,25
R ₅	7,5	9	-1,5	2,25
R ₆	7	9,5	-2,5	6,25
R ₇	6,5	7,5	-1	1
R ₈	7	9,5	-2,5	6,25
R ₉	7,5	9	-1,5	2,25
R ₁₀	2,5	5	-2,5	6,25
R ₁₁	4,5	7,5	-3	9
R ₁₂	4,5	7	-2,5	6,25
R ₁₃	5	7	-2	4
R ₁₄	5	7,5	-2,5	6,25
R ₁₅	4,5	7	-2,5	6,25
R ₁₆	5	6	-1	1
R ₁₇	6,5	6,5	0	0
R ₁₈	5	7,5	-2,5	6,25

R ₁₉	5,5	7	-1,5	2,25
R ₂₀	5	8,5	-3,5	12,25
R ₂₁	4,5	8,5	-4	16
R ₂₂	4,5	7	-2,5	6,25
R ₂₃	5,5	7	-1,5	2,25
R ₂₄	7	7	0	0
R ₂₅	3,5	5	-1,5	2,25
N=25	$\sum X_1=133$	$\sum Y_1=183,5$	$\sum D=-50,5$	$\sum D^2=124,25$

From the table 4.5, $\sum D = -50,5$ and $\sum D^2 = 124,25$. The next finding the different between variable X (pre-test) and variable Y (post-test) as follow :

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 &= \sqrt{\frac{124,25}{25} - \left(\frac{50,52}{N25}\right)^2} \\
 &= \sqrt{4,97 - (2,02)^2} \\
 &= \sqrt{4,97 - 4,0804} \\
 &= \sqrt{0,8896} \\
 &= 0,9431
 \end{aligned}$$

After standard deviation of difference (SD_D) about 0,94318609, the next looking for standard error of mean difference (SE_{MD}) between variable X (pre-test) and variable Y (post-test) as follow :

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{0,9431}{\sqrt{25-1}} \\
 &= \frac{0,9431}{\sqrt{24}} \\
 &= \frac{0,9431}{4,899} \\
 &= 0,1925
 \end{aligned}$$



After finding SE_{MD} , the next looking for MD as follows :

$$\begin{aligned}
 MD &= \frac{\sum D}{N} \\
 &= \frac{50,5}{25} \\
 &= 2,02
 \end{aligned}$$

Now finding t value (t_0) as follows :

$$t_0 = \frac{MD}{SE_{MD}}$$

$$= \frac{2,02}{0.1925}$$

$$= 10,4935065$$

2. Questionnaires' Analysis

Some factors of students' motivation in learning vocabulary by using retelling fable were measured through questionnaire that consists of 12 items. Score of the students' motivation in learning vocabulary were elaborated through that table distribution frequency, percentage of each item, as follows:

Table 4.6

The students' attitude in learning vocabularies by using retelling fable

No	Statement	Item of choice	Frequency	Percentage
1	I like study vocabularies by using retelling fable	Strongly agree	1	4%
		Agree	20	80%
		Neutral	4	16%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.6 indicates that the students' attitude in learning vocabularies by using retelling fable is very high. This case is proven by the students' answer. 1 students or 4% choose strongly agree, 20 students or 80% choose agree, 4 students or 16% choose neutral and there were no students choose disagree and strongly disagree.

Table 4.7
The students' attitude toward retelling fable

No	Statement	Item of choice	Frequency	Percentage
2	Retelling fable is a good method in improving students' vocabulary	Strongly agree	6	24%
		Agree	18	72%
		Neutral	1	4%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.20 indicates that the students' attitude in determining that one of the good method in improving students' vocabularies by using retelling fable. This case is proven by the students' answer. 6 students or 24% choose strongly agree, 18 students or 72% choose agree, 1 student or 4% choose neutral, and there were no students choose disagree or strongly disagree.

Table 4.8
The students' attitude in attending the material (retelling fable)

No	Statement	Item of choice	Frequency	Percentage
3	The frequency of the meeting can influence the effectiveness of this method	Strongly agree	6	24%
		Agree	10	40%
		Neutral	9	36%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.8 indicates that the frequency in the meeting to the effectiveness of the technique. This case is proven by the students' answer. 6 students or 24% choose strongly agree, 10 students or 40% choose agree 9 students or 36% choose neutral, and there were no students choose disagree and strongly disagree.

Table 4.9

Students' attitude toward substitution drill in improving Students' speaking skill

No	Statement	Item of choice	Frequency	Percentage
4	Retelling fable is more enjoyable and interesting than another method	Strongly agree	3	12%
		Agree	9	36%
		Neutral	10	40%
		Disagree	3	12%
		Strongly disagree	-	0%
Total			25	100%

Table 4.9 indicates that retelling fable is more enjoyable and interesting than another technique in improving students' vocabulary. This case is proven by the students' answer. 3 students or 12% choose strongly agree, 9 students or 36% choose agree, 10 students or 40% choose neutral, 3 students or 12% choose disagree and there were no students choose strongly disagree.

Table 4.10
Students' attitude toward retelling fable method

No	Statement	Item of choice	Frequency	Percentage
5	Retelling fable can make the students be bored in practicing their vocabulary	Strongly agree	-	0%
		Agree	6	24%
		Neutral	9	36%
		Disagree	9	36%
		Strongly disagree	1	4%
Total			25	100%

Table 4.10 indicates that the retelling fable did not make the students boring in practicing their vocabulary. This case is proven by the students' answer. There were no student choose strongly agree, 6 student or 24% choose agree, 9 student or 36% choose neutral, 9 students or 36% choose disagree, 1 students or 4% choose strongly disagree.

Table 4.11
Students' attitude toward retelling fable in improving students' vocabulary

No	Statement	Item of choice	Frequency	Percentage
6	Retelling fable can improve students' vocabulary	Strongly agree	2	8%
		Agree	11	44%
		Neutral	10	40%
		Disagree	2	8%
		Strongly disagree	-	0%
Total			25	100%

Table 4.11 indicates that most of the students were agree that retelling fable can improve students' vocabulary. This case is proven by the students' answer. 2 students or 8% choose strongly agree, 11 students or 44% choose agree, 10 students or 40% choose neutral, and 2 students or 8% choose disagree and there were no students choose strongly disagree.

Table 4.12

Students' attitude toward retelling fable in learning English (bored)

No	Statement	Item of choice	Frequency	Percentage
7	This method just make the students be boring to study English than another technique	Strongly agree	-	0%
		Agree	-	0%
		Neutral	12	48%
		Disagree	12	48%
		Strongly disagree	1	4%
Total			25	100%

3.

Table 4.12 indicates that most of the students disagree that retelling fable can make the students be boring in practicing their vocabulary. This case is proven by the students' answer. There were no students choose strongly disagree, or choose agree. And there were 12 students or 48% choose neutral, 12 students or 48% choose disagree, and 1 students or 4% choose strongly disagree.

Table 4.13**Students' attitude in self confidence through retelling fable**

No	Statement	Item of choice	Frequency	Percentage
8	Retelling fable can not improve my self confidence in practicing vocabulary because I'm shy with my friends	Strongly agree	1	4%
		Agree	5	20%
		Neutral	6	24%
		Disagree	10	40%
		Strongly disagree	3	12%
Total			25	100%

Table 4.13 indicates that most of the students disagree if retelling fable can not improve the students' self confidence in practicing their vocabularies. This case is proven by the students' answer. 1 student or 4% choose strongly agree, 5 students or 20% choose agree, 6 students or 24% choose neutral, 10 students or 40% choose disagree, and there were 3 students choose strongly disagree.

Table 4.14**Students' attitude in learning vocabulary (students' time)**

No	Statement	Item of choice	Frequency	Percentage
9	Retelling fable just wastes my time in studying English.	Strongly agree	-	0%
		Agree	2	8%
		Neutral	2	8%
		Disagree	18	72%
		Strongly disagree	3	12%
Total			25	100%

Table 4. 14 indicate that most of students disagree if retelling fable just waste the time in studying English. This case is proven by the students' answer. There were no students choose strongly agree, 2 students or 8% choose agree, 2 students or 8% choose neutral, 18 students or 72% choose disagree, and 3 students or 12% choose strongly disagree.

Table 4.15

Students' attitude in learning vocabulary by using retelling fable

No	Statement	Item of choice	Frequency	Percentage
10	Retelling fable should be done every day	Strongly agree	2	8%
		Agree	15	60%
		Neutral	7	25%
		Disagree	1	4%
		Strongly disagree	-	0%
Total			25	100%

Table 4.15 indicates that retelling fable should be done every day. This case is proven by the students' answer. 2 students or 8% choose strongly agree, 15 students or 60% choose agree, 7 students or 25% choose neutral, 1 students or 4% choose disagree and there were not students choose strongly disagree.

Table 4.16**Students' attitude toward the material based on students' level.**

No	Statement	Item of choice	Frequency	Percentage
11	This material was suitable with your level.	Strongly agree	2	8%
		Agree	15	60%
		Neutral	4	16%
		Disagree	4	16%
		Strongly disagree	-	0%
Total			25	100%

Table 4.29 indicates that most of students agree if retelling fable was suitable with their level. This case is proven by the students' answer. 2 students or 8% choose strongly agree, 15 students or 60% choose agree, 4 students or 16% choose neutral, 4 students or 6% choose disagree and there were not students choose disagree.

Table 4.17**Students' attitude in learning the method to improve the students' vocabulary**

No	Statement	Item of choice	frequency	Percentage
12	After doing retelling fable I can improve my spirit in studying English.	Strongly agree	4	16%
		Agree	12	48%
		Neutral	9	36%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

The table 4.17 indicates that most of students agree if using retelling fable can improve their spirit in learning English. This case is proved by the students' answer. 4 students or 16% choose strongly agree, 12 students or 48% choose agree, 9 students or 36% choose neutral, and there were not students choose disagree and strongly disagree.

B. Discussion

Looking the result of data analysis, the researcher presents the discussion of data given to the students. Based on the pre-test, the students have low vocabulary of English with mean score 133. And after they were taught four times through retelling fable, the students achievement increase with mean score 183,5. Based on the result of post-test, it means that the total score between the result of pre-test and post-test are significantly different.

Seeing the comparison of students pre-test and post-test above, the researcher can conclude that there was improvement of students' vocabulary after giving treatment through retelling fable.

The standard deviation of students is 0,9431. The result of t_{table} (t_t) with significant 5% we got 2,6 to with significant 1% we got 2,80. With comparing t_t and t_o which is got pre-test and post-test, the researcher gives interpretation " t_o " is bigger than " t_t " is showed as follows :

$$2,06 \leq 10,4935065 \geq 2,80$$

Since “ t_o ” is bigger than “ t_t ”, the score of the students’ vocabulary before and after treatment is significant. It means that word formation can improve students vocabulary.

After that, finding $t_{table} (t_t)$ as follows :

$$D_F = N - 1$$

$$D_F = 25 - 1$$

$$D_F = 24$$

Based on the table “ t_t ” standard of significant 5% with $D_F = 24$ is 2,06 and standard of significant 1% with $D_F = 2,80$. Based on the result above, the researcher gives interpretation that $t_{table} (t_t)$ is smaller than $t_{value} (t_o)$

$$2,06 \leq 10,4935065 \geq 2,80$$

Where 2,06 is smaller than 10,4935065 and 10,4935065 is bigger than 2,80.

Based on paired of the samples statistic and sample test above. The result of this research indicates that null hypothesis is rejected and alternative hypothesis is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. The use of retelling fable in teaching especially in teaching vocabulary at the eleventh year students of MAN Palopo is effective, based on the “t” test analysis. it can be seen on the result of the research were the value of was 10,4935065 while the value of t_{table} (t_t) with standard of significant 5% and 1% are 2,06 and 2,80. We can see the result as follows :

$2,6 \leq 10,4935065 \geq 2,80.$
2. Through retelling fable students could express their vocabularies. The result of their learning processed is develop.
3. Based on the result of the research, as a teacher we should have a good method or technique that could make students easy in studying English especially in learning vocabulary.
4. This method will become an alternative among many alternative that teacher should implement in the classroom.

A. Suggestion

Based on the conclusion above, the researcher suggests those who have read this thesis that:

1. As English teacher should have a good method or technique because each skill (speaking, writing, listening, and reading) have different technique to develop students' skill. Because to get the purpose of learning, the teacher should have a good method or technique which has correlation between material and purpose of teaching learning process .
2. One of method that can apply in teaching vocabularies is by using retelling fable that had applied at the eleventh year students of MAN Palopo, and it is an effective method. So, if a teacher wants to develop their students' vocabulary they can use the retelling fable to improve the students' vocabulary.
3. In teaching learning process, especially in teaching English should have ideal class to create a good situation and condition. So, students can develop their thinking abilities outmatically the teaching learning process be effective.

APPENDIX 1

PRE-TEST

A. Students are asked to read carefully and understand fable text below.

The Tortoise and the Hare

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge anyone here to race with me".

The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance around you all the way."

"Keep your boasting until you've beaten," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

B. Students are asked to translate the word below into Indonesian language.

- | | | | |
|--------------|------------|-----------|--------------|
| 1. Tortoise | 6. Put | 11. Awoke | 16. Result |
| 2. Hare | 7. Accept | 12. Line | 17. Enemy |
| 3. Speed | 8. Evident | 13. Pure | 18. Until |
| 4. Challenge | 9. Accuse | 14. Save | 19. Arrange |
| 5. Get up | 10. Plan | 15. Fixed | 20. Exhibit. |

C. Students are asked to retell fable above in front of the classroom regularly

D. Closing the class

APPENDIX 2
FIRST TREATMENT

A. The researcher will explain to the students about:

1. Definition of Fable

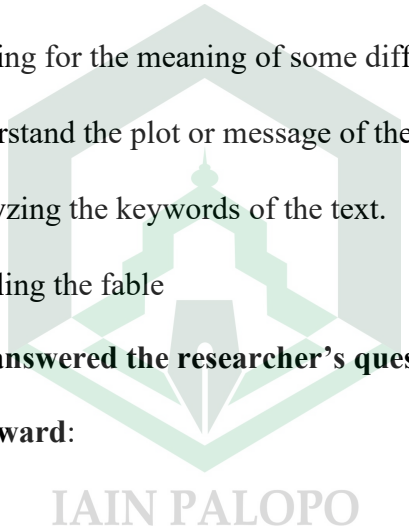
A fable is a story, often about animals, that point out some aspect of human behavior and often has a moral attached to it.

2. The way to retelling fable:

- Read the fable Text carefully.
- Looking for the meaning of some difficult words.
- Understand the plot or message of the fable.
- Analyzing the keywords of the text.
- Retelling the fable

B. Students are asked to answered the researcher's questions to know how far is their understanding toward:

1. Fable
2. How to retell Fable?



APPENDIX 3

SECOND TREATMENT

A. The researcher will explain to the students about Simple Past Tense.

Simple Past Tense adalah suatu kalimat yang perubahan kata kerjanya menyatakan suatu kejadian/peristiwa atau keadaan yang terjadi di masa lampau.

Timeline



- Formula of Simple Past Tense.

Subject + Verb II

I + went to the school

- Kinds of sentence:
 1. Verbal sentence (*Kalimat Verbal*)
Contoh: I went to school yesterday.
 2. Nominal sentence (*Kalimat nominal*)
Contoh: I was happy yesterday.

B. The researcher will give questions and exercises to the students after explaining Simple Past Tense to know their comprehension toward the material.

APPENDIX 4
THIRD TREATMENT

A. The researcher will explain to the students about Past Continuous Tense.

Past Continuous Tense adalah sebuah kalimat yang perubahan kata kerjanya menyatakan suatu kejadian yang sedang berlangsung pada satu titik waktu di masa lampau. Kejadian tersebut mempunyai durasi yang berawal dan berakhir di masa lampau.

Formula of Past Continuous Tense.

Subject + be (was/were) + Verb + ing

Example: I was doing my homework.

B. The researcher will give exercise to the students after explaining Past continuous Tense.

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APPENDIX 5
FOURTH TREATMENT

A. Students are asked to read carefully and understand fable text below.

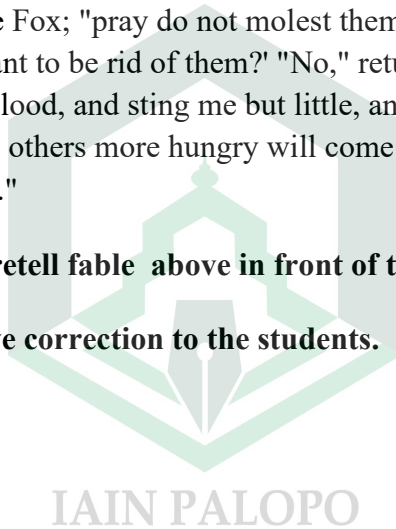
The Fox and the Hedgehog

A Fox swimming across a rapid river was carried by the force of the current into a very deep ravine, where he lay for a long time very much bruised, sick, and unable to move. A swarm of hungry blood-sucking flies settled upon him. A Hedgehog, passing by, saw his anguish and inquired if he should drive away the flies that were tormenting him.

"By no means," replied the Fox; "pray do not molest them." "How is this?" said the Hedgehog; "do you not want to be rid of them?" "No," returned the Fox, "for these flies which you see are full of blood, and sting me but little, and if you rid me of these which are already satiated, others more hungry will come in their place, and will drink up all the blood I have left."

B. Students are asked to retell fable above in front of the classroom regularly

C. The researcher will give correction to the students.



APPENDIX 6
FIFTH TREATMENT

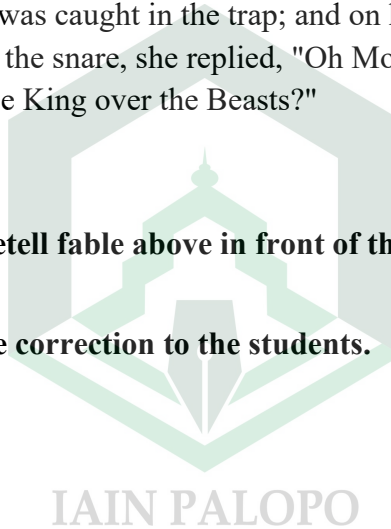
A. Students are asked to read and understand fable text below.

The Fox and the Monkey

A Monkey once danced in an assembly of the Beasts, and so pleased them all by his performance that they elected him their King. A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the place where it was, said that she had found a store, but had not used it, she had kept it for him as treasure trove of his kingdom, and counseled him to lay hold of it. The Monkey approached carelessly and was caught in the trap; and on his accusing the Fox of purposely leading him into the snare, she replied, "Oh Monkey, and are you, with such a mind as yours, going to be King over the Beasts?"

B. Students are asked to retell fable above in front of the classroom regularly

C. The researcher will give correction to the students.



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APPENDIX 7
SIXTH TREATMENT

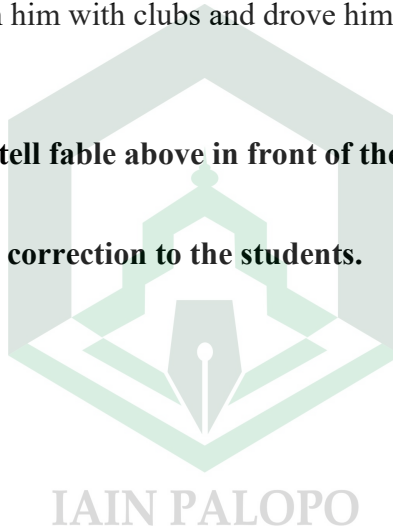
A. Students are asked to read carefully and understand Fable text below.

The Monkey and the Camel

The beasts of the forest gave a splendid entertainment at which the Monkey stood up and danced. Having vastly delighted the assembly, he sat down amidst universal applause. The Camel, envious of the praises bestowed on the Monkey and desiring to divert to himself the favor of the guests, proposed to stand up in his turn and dance for their amusement. He moved about in so utterly ridiculous a manner that the Beasts, in a fit of indignation, set upon him with clubs and drove him out of the assembly.

B. Students are asked to retell fable above in front of the classroom regularly

C. The researcher will give correction to the students.



APPENDIX 8
SEVENTH TREATMENT

A. Students are asked to read carefully and understand fable text below.

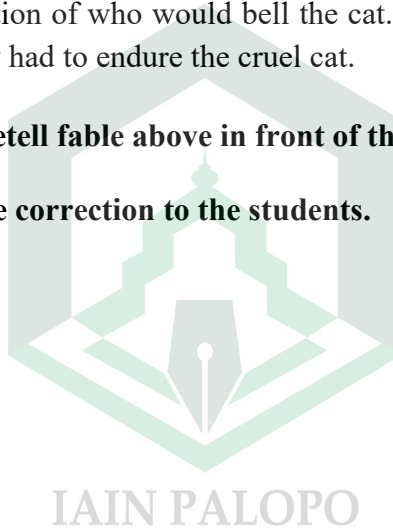
THE CAT AND THE MICE

A large number of mice lived in a garden. They loved the garden because there was a grocer's store near it. They fed on the grain, cheese and biscuit in his store. In the same garden lived cat. It caught the mice whenever it could and made a meal of them.

The mice called a meeting to tackle the cat problem and decided to hang a bell around its neck. That way, whenever the cat came close they would be warned. Now came the question of who would bell the cat. Not a single mouse was brave enough. And so they had to endure the cruel cat.

B. Students are asked to retell fable above in front of the classroom regularly

C. The researcher will give correction to the students.



APPENDIX 9
EIGHTH TREATMENT

- 1. Students are asked to read carefully and understand fable text below.**

THE CAT AND THE FOX

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' she called down to the fox. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

A single plan that works is better than a hundred doubtful plans.

- B. Students are asked to retell fable above in front of the classroom regularly**

- C. The researcher will give correction to the students.**

APPENDIX 10

POST-TEST

A. Students are asked to read carefully and understand Faable text below.

The Tortoise and the Hare

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge anyone here to race with me."

The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance around you all the way."

"Keep your boasting until you've beaten," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

2. Students are asked to translate the word below into Indonesian language.

- | | | | |
|--------------|------------|-----------|--------------|
| 1. Tortoise | 6. Put | 11. Awoke | 16. Result |
| 2. Hare | 7. Accept | 12. Line | 17. Enemy |
| 3. Speed | 8. Evident | 13. Pure | 18. Until |
| 4. Challenge | 9. Accuse | 14. Save | 19. Arrange |
| 5. Get up | 10. Plan | 15. Fixed | 20. Exhibit. |

C. Students are asked to retell fable above in front of the classroom regularly

D. Closing Class

APPENDIX

ANGKET RETELLING FABLE UNTUK SISWA MAN PALOPO

Keterangan : Daftar pernyataan ini bertujuan untuk mengumpulkan data tentang peranan metode retelling fable drill dalam meningkatkan kosakata. Untuk itu anda diharapkan memberikan jawaban sejujur-jujurnya sehingga hasil penelitian dapat diperoleh dengan baik. Kejujuran dan kesungguhan anda merupakan sumbangan anda dalam penelitian ini. Atas partisipasinya diucapkan banyak terima kasih.

Petunjuk :

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.
2. Pada setiap pernyataan disediakan lima (5) poin yaitu sangat setuju (SS), setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).
3. Berilah tanda checklist (✓) pada pilihan anda.
4. Terima kasih atas kejujuran anda mengerjakan angket ini.

NO	PERNYATAAN	SS	S	RR	TS	STS
1	Anda senang dengan metode retelling fable dalam pengajaran bahasa inggris					
2	Teknik ini merupakan salah satu cara yang terbaik dalam meningkatkan kosakata bahasa inggris siswa					
3	Frequensi pertemuan berpengaruh terhadap efektivitas metode ini.					
4	Cara meningkatkan kosakata bahasa inggris melalui retelling fable lebih menarik dan menyenangkan dibandingkan metode yang lain.					
5.	Teknik ini dapat membuat siswa bosan dalam mengembangkan kosaka bahasa inggris					
6.	Metode ini dapat meningkatkan kosakata bahasa inggris dibandingkan metode yang lain					
7.	Metode ini lebih membosankan dari pada metode-metode yang lain.					
8.	Metode retelling fable tidak dapat meningkatkan percaya diri karena malu kepada teman.					
9.	Belajar bahasa inggris melalui retelling fable hanya membuang waktu saja.					
10.	Retelling fable sebaiknya sering dilakukan					
11.	Materi yang diberikan selama ini sesuai dengan level kelas anda.					
12.	Semangat anda belajar bahasa inggris bisa bertambah setelah menggunakan teknik ini.					

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