**TEACHING VOCABULARY BY USING GESTURE AT THE EIGHTH
YEAR STUDENTS OF SMPN 2 PALOPO**

IAIN PALOPO

A THESIS

*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo
For S.Pd Degree in English Education*

Composed By,

NURIANA
Reg. Num. 13.16.3.0110

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER

TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) PALOPO

2017

TEACHING VOCABULARY BY USING GESTURE AT THE EIGHTH YEAR STUDENTS OF SMPN 2 PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo For S.Pd Degree in English Education

Composed By,

NURIANA
Reg. Num. 13.16.3.0110

Supervised By
Wahibah, S.Ag., M.Hum
Amir Faqihuddin, S.Ag., M.Pd.I

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER

TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) PALOPO

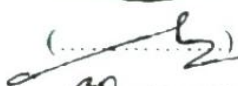**2017**

THESIS APPROVAL

The thesis entitled **"Teaching Vocabulary by Using Gesture at the Eight Year Students of SMPN 2 Palopo"** which is written by Nuriana, Reg. Number. 13.16.3.0110, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies Palopo. It has been examined and defended in Munaqasyah Examination session which is carried out on Thursday, **December 7th, 2017**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

<u>Palopo, December 7th, 2017 M</u>
18 Rabi'ul Akhir 1439 H

COMMITTEE OF EXAMINATION

1.	Wahibah, S.Ag., M.Hum.	Chairman	(................)
2.	Dr. Taqwa, S.Ag., M.Pd.I.	Secretary	(................)
3.	Dr. Hilal Mahmud, M.M.	Examiner I	(................)
4.	Madehang, S.Ag., M.Pd.	Examiner II	(................)
5.	Wahibah, S.Ag., M.Hum.	Consultant1	(................)
6.	Amir Faqihuddin, S.Ag., M.Pd.I.	Consultant II	(................)

Approved by,

The Rector of IAIN Palopo

Dr. Abdul Pirol, M.Ag
NIP. 19691104 199403 1 004

The Dean of Tarbiyah and Teacher Training Faculty

Drs. Nurdin Kaso, M.Pd
NIP. 19681231 199903 1 014

EXAMINER APPROVAL

Thesis Entitled   :   **"Teaching Vocabulary by Using Gesture at the Eighth year students' of SMPN 2 Palopo"**

Written By   : Name   : Nuriana

              Reg. Number : 13.16.3.0110

              Faculty : Tarbiyah and Teacher Training

              Study Program : English Education

Has been corrected and approved to be examined.

Palopo, September 2017

Consultant I   Consultant II

Dr. Hilal Mahmud, M.M   **Madehang, S.Ag., M.Pd**
Nip.19571005 198303 1 024   Nip. 1973061 5200003 1 004

CONSULTANT APPROVAL

Thesis Entitled   :   **"Teaching Vocabulary by Using Gesture at the Eighth year students' of SMPN 2 Palopo"**

Written By   : Name   : Nuriana

                        Reg. Num   :   13.16.3.0110

                        Study Program   :   English Education

Has been corrected and approved to be examined.

Palopo, September 2017

Consultant I   Consultant II

Wahibah, S.Ag., M.Hum   **Amir Faqihuddin, S.Ag., M.Pd.I**
Nip.19690505 200312 1 002   Nip. 19710407 200604 1 005

NOTA DINAS PEMBIMBING

Hal   : Skripsi
Lamp   : -

Kepada Yth,

Ketua Dekan Fakultas Tarbiyah IAIN Palopo

Di,-

     Tempat

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa dibawah ini :

Nama   : Nuriana

Nim   : 13.16.3.0110

Program Studi   : Bahasa Inggris

Judul Skripsi   : **"Teaching Vocabulary By Using Gesture at the Eighth Year Students of SMPN 2 Palopo"**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wasalamu Alaikum Wr. Wb.

Palopo, Oktober 2017

Pembimbing I

Wahibah, S.Ag., M.Hum
NIP. 19690504 200312 1 002

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth,

Ketua Dekan Fakultas Tarbiyah IAIN Palopo

Di,-

  Tempat

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa dibawah ini :

Nama   : Nuriana

Nim   :13.16.3.0110

Program Studi   : Bahasa Inggris

 Judul Skripsi   : **"Teaching Vocabulary By Using Gesture at the Eight Year Students of SMPN 2 Palopo"**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wasalamu Alaikum Wr. Wb.

            Palopo, Oktober 2017

         Pembimbing II

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

LIST OF CONTENT

ABSTRACT

Nuriana, 2017: "Teaching Vocabulary By Using Gesture at the Eight Year Students of SMPN 2 Palopo". English Education Study Program Faculty of Teacher Training and Education of State Institute For Islamic Studies (IAIN) Palopo. Supervised by Wahibah, S.Ag., M.Hum and Amir Faqihuddin, S.Ag., M.Pd.I.

Key word: Teaching, Vocabulary, Gesture.

This research studies about teaching vocabulary by using gesture at the eighth year students of SMPN 2 Palopo. Gestures is a specific bodily movement that reinforces a verbal message or conveys a particular or emotion. Although gestures made with the head, shoulders, or even the legs and feet, most are made with the hands and arms. The problem statemen: Is the use of gesture effective to improve students vocabulary at the eighth year of SMP Negeri 2 Palopo?. The objective of the research is: To find out whether the use of Gesture is effective to improve students vocabulary at the eighth year of SMPN 2 Palopo.

The resercher analyzed the data with using two variables namely; Independent variable is students' vocabulary improvement and Dependent variable is the implementasion of teaching vocabulary for students through gesture. The writer used purposive sampling technique, and the writer took number of sample was 30 for experiment. The writer gave students test in vocabulary test which consisted three items (verb, noun, adjective) and total of test were 50. The data analysis technique involves some step by using Scoring classification and Statistical Package for Social Science (SPSS) program.

The result of this reserch that the vocabulary at the eighth year of the students' result in pre-test with mean score 3,8666 and post test of mean score 8,9866, the data that t_0 (t_{count}) = 27,346 and df (degree of freedom) = 29. The value of t_t = 2,045. It was the standard of signification 0.05 with degree of freedom (df) = 29. Based on the result that t_0 (t_{count}) was higher than t_t (t_{table}). It means that there were the difference in teaching vocabulary before and after using gesture. Through gesture, the students have many chance to improved their vocabulary.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing.[1] Vocabulary as one of elements of language is important to study. Without having enough vocabulary, the ability to communication and convey our needs could not be established. It would be impossible to learn a language without vocabulary or words. We cannot organize our idea in a sentence without words.[2]

Vocabulary mastery is very important to improve students' knowledge language. Because we needed words to make a sentence, translate the sentences, and organize our idea in the sentences. The more vocabulary that we have will be more easily we understand to conversation or the last posts others in the language and the easier well as we can put forward the contents of mine us in the language orally and written. Instead, the less English vocabulary we have will be more difficult we understand the conversation or the last posts others in English and will be more difficult well us we reveal the contents of mind in English.

The teaching and learning of vocabulary has never aroused the same degree of interest within language teaching such as grammatical competence,

---

[1]George D. Spache, *Reading in Elementary School*, (New York: Allvn & Bacon, inc.,1988),p.45.

[2] Wilga M. Rivers, *Teaching Foreign-Language* Skill. (London: the University of Chigago, 1981), p.462.

contrastive analysis, reading or writing, which have received considerable attention from scholars and teacher. Vocabulary teaching and learning must be fit into the broader framework, of a language course. On way to make sure that there is a balanced range of learning opportunities is to see language course as consisting of four standards.[3]

Teaching vocabulary by using gestures, the students are hoped to know some vocabularies that are existing in their environment. So using gestures, students can express the vocabulary use gesture in speak and written forms. Besides, it will make students interested in study vocabulary, easy to memorizing vocabulary and give a way to make teaching vocabulary easily and effectively.

Gestures is a specific bodily movement that reinforces a verbal message or conveys a particular or emotion. Although gestures made with the head, shoulders, or even the legs and feet, most are made with the hands and arms. In some cultures, such as those of Southern Europe and the Middle East, people use their hands freely and expressively when they speak..

In pre-observation the researcher found problems such as the students still know about vocabulary and low ability in memorizing vocabularies. So, they were motivated by the researcher to find out the good technique or method that they can easy to memorize and improve the vocabularies. Based on the statement the

---

[3]Jack C. Richard, *The Contex of language teaching* (Cambaridge University Press:1985), p. 176.

researcher interest to conduct a research with the title "*Teaching Vocabulary by using Gesture at the Eighth Year Student of SMPN 2Palopo.*

B. Problem Statement

Based on the problem above, the researcher formulated the problem in the research, namely:

"Is the use of gesture effective to improve students vocabulary at the eighth year of SMP Negeri 2 Palopo?"

C. Objective of the Research

"To find out whether the use of Gesture is effective to improve students' vocabulary at the Eight Year of SMPN 2 Palopo.

D. Significance of the Research

The researcher hopes this research would be useful for:

1. English teachers: This research would like to give information how to improve and make students interested to study vocabulary.

2. The other researchers: It could be reference for the research as contribution to improve vocabulary.

3. The students: They can use gesture to improve vocabulary.

E. Scope of the Research

The scope of the research is focused to teaching vocabulary by using gesture at the eighth year of SMP Negeri 2 Palopo. The vocabulary will be limited on the three content words, they are noun, verb, and adjective.

F. Operational Definition

1. Vocabulary is one of elements of language is important to study.

2. Gesture is a specific bodily movement that reinforces a verbal message or conveys a particular or emotion.

REVIEW OF RELATED LITERATURE

A. *Previous Research*

Some researchers have conducted their research on the use of various techniques in teaching vocabulary:

Ika ashari in her thesis under the title of "improving vocabulary of students through bingo game at the seventh year students of SMPN 8 Palopo". The concluded the result of the research indicates that the score of the students' vocabulary in pre-test was 71. 4 and the score of students' in the post-test was 263. 64. It means that the difference of two variables is significant difference. Furthermore, she suggested the teacher who wants to teach English to use Bingo game, since this method has been proved to improve students' vocabulary and by using bingo game, the students may find the learning process become more interesting and they find it is easly to memorize vocabulary.[1]

The researcher, Basri with the title is "improving vocabulary through letter game at the eight year students of PMDS Putri Palopo. The formulated conclusion, that most of the students positive respond and enjoy learning by using

---

[1]Ika Ashari, 2008. Improving *Vocabulary of Students through Bingo Game at the seventh year Students of 8 Palopo*. Unpublished thesis. Palopo:English Education program STAIN Palopo.

letter game. Furthermore, he suggest to develop the students vocabulary practice in creative ways to enlarge students compost in mastering vocabulary process.[2]

Referring to those previous findings it can be inferred that there are many ways to teaching vocabulary skill such as using bingo game and letter game. Each method or games has special characteristic different with the research technique but generally the aim is to teaching vocabulary.

B. *Concept of Vocabulary*

There are many concepts of vocabulary, some of them:

a. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, write, without an extensive vocabulary and strategy from acquiring new vocabulary, learners often achieve less then their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radioo, listening to the narative speakers, using the language in different contexts, reading, or watching television.[3]

b. Vocabulary is the stock of words use by people or by a particular class or person.

c. Vocabulary is list or collection ofthe words of the language, book, author, branch of science, or the like, usually in alphabetical order and defined.

d. Vocabulary is the words of language.

---

[2]Basri, 2009. "*Improving vocabulary through Letter Game at the Eight Year Studens of Pesantren Modern Datok Sulaiman Putri Palopo*". Unpublished thesis STAIN Palopo.

[3]Jack C. Richard, *Metodology in Language Teaching,* (USA: Cambaridge University Press, 2002), p .255.

e. Vocabulary is the word book, glosarry, dictionary or lexicon.

f. Vocabulary is the sum or scope one's expressive technique, as in the arts.

Vocabulary as of the elements of language is important to study, without having enough vocabulary, the abilty to communication and convey our needs could not be estabilished. According to Wilga M. Rivers, it would be impossible to learn language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.[4]

Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the some level and phonology and grammatical and supporting the English learners to master a language skill. To mastery vocabulary productive is usually related to speaking and writing, because when someone speakers or writers he or she produces vocabulary. While the mastery of receptive vocabulary is usually related to reading and listening.[5]

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

---

[4] Wilga M. Rivers, *Teaching Foreign-Language Skill*. (London: the University of Chigago, 1981), P. 462.

[5] Muhammad Shahrullah., "*Developing the English Vocabulary of the Second Year Students of MTS Batusitanduk through English song*" A Thesis S1, (Palopo: STAIN Palopo, 2007), P. 462.

forms of the word is closely related assumed and litle extra effort is needed to learn them.[6]

Vocabuary as an essential component of all uses of language would be impossible to learn language without it. Vocabulary is one of components of language and that no language exist without words. Words are signs or symbols for ideas. They are the means by which people exchange their taught. The more words we learn the more ideas we should have, so we can communicate the ideas more effectively.[7]

From the definition above, we can see that and very important to be mastered and vocabulary is one of the components of language don't exist without words. Because without vocabulary, we cannot to communicate use English with each others, so we have to learn and memorize many vocabulary, so that we can speak English with another.

The teaching and learning of vocabulary has never aroused the same degree of interest within language teaching as have such as issues grammatical competence, contrastive analysis, reading or writing, which have received cosiderable attention from scholers and teachers.

C. *Types of Vocabulary*

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to comunication and convey our

---

[6] Jasmaruddin, "*Improving Vocabulary of the Sixth Year Student of SDN 79 Tapppong Palopo Through Word List*" A thesis S1, (Palopo: STAIN Palopo,2007), P. 8.

[7] Pieter Napa, *Vocabulary Development Skill*, (Yogyakarta: Kanisius, 1991), P. 7.

needs could not be estabilished. It would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot recoqnize our idea in a sentence without words.

Types of Vocabulary as follows:

1. Oral vocabulary; consist of word actively used in speech.

2. Writing vocabulary; the word that comes reading to one's fingers vocabulary.

3. Listening vocabulary; the stock of words one respond with meaning and understanding in the speaking for other.

4. Reading vocabulary; the word which one responds in the writing of others. English grammar the words devided into eight parts (the eight namely: noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection).[8]

Before discuses about vocabulary and Gesture, the first the researcher will discusses about kinds of the class of words:

Vocabulary as the content and function word of a language which are learned throughly that they because a part child's under. The word having meaning when heart of seen through not produced by individual it self.[9]

---

[8]Hariyanto and Haryono, English *Grammar for General Application*, (Surabaya: Gitamedia Press, 2003), P. 8.

[9]Mursal, the *use Name Card Technique in Improving Vocabulary of Third Year of Elementary School 79 Tappong*. (A thesis, STAIN Palopo); P. 8.

1) Function Word

Function words (closed class words/grammatical words) are words that have litle meaning in the dictionary sense but which serve important function to express grammatical relationship with other word within a sentence.

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

Function word are often have little meaning in the dictionary sense but which serve important function in relating other words in the language to each other. Example are: is, at, to, which, for, by, he etc. Since these are the words that occur most frequently the language, the are sure to be mastered in any good elementary language course. You simply can not say much of any looking them up in the dictionary is not of much use. Since they acquire most of their meaning from the sentence in which then are used, it is rather pointless to discuss them in isolation. The other function of words is the basic building in speech and writing. No one can communicative without words that convey exact meaning.

2) Content Words

Content word are words which refer to a think, qualty, state, or action and which have meaning (lexical meaning) when the words are use alone.

(a) Noun

Noun is the word that refers to a person, a place or a think, a quality or an activity.[10]

While Fuad Mas'ud state that noun is words that are used to show the name of people, place, animals or name of things.[11]

There are four kinds of noun they are:

a. Abstract and Concrete Noun

Abstract and concrete noun is a noun that can touch by the sense.

Example:

Happiness, Honesty, Freedom, Etc.

Concrete noun is the name of place, people, or object that can be captured by the senses. Which are concrete objects.

Example:

Chair, People, Bread, etc.

b. Proper Noun

Proper noun is the name of the people, place and etc. Proper noun always use capital letters.

Example:

Rita, Makassar, etc.

---

[10]Victoria Bull, Oxford *Learner's Pocket Dictionary* (Forth edition; New York: Oxford University Press, 2008), P. 298.

[11] Fuad Mas'ud, *Essentials of English Grammar*, (Cet:I, BPFE-Yogyakarta,2005), P. 44.

c. Collective Noun

Collective noun is the name of the group or collection that is considered as the single unit or a collection or some of it's members.

Example:

A team, A regiment, A commitee, etc.

d. Material Noun

Material noun is a noun that indicates the name of the objects that happends by itself or is not made by man.

Example:

Gold, Water, Fish, Blood, etc.

(b) Verb

Verb is a word or phrase that expresses and action, and even or a state. Verb cab divided into four kinds, they are:

a) Infinitive Verb

Infinative verb divided into two kinds, they are:

✓ Infinative with to

Example:

To start, To wish, etc.

✓ Infinative without to

Example:

Eat, bring, etc.

b) Regular and Irregular Verb

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

Example:

Infinitive	**Past tense**	**Past participle**
Watch	Watched	Wacthed

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

Example:

Infinitive	**Past tense**	**Past participle**
Go	Went	Gone

c) Transitive and Intransitive Verb

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

Example:

She buys an apple

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

Example:

Bark, Fall, etc.

d) Full Verb and Auxiliary Verb

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

Example:

Sing, Laugh, Watch, etc.

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

Example:

To be (am, is, are, was, were, be, being, been)

Do, does, did

Have, has, had

(c) Adjective

Adjective is the word used to describe or narrow noun and pronouns (Pronoun)

There are two kinds of adjective, such as:

a. Descriptive Adjective

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

Example:

Big, Round, Small, etc.

b. Limiting Adjective

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

Example:

My book, Three man, etc.

(d) Adverb

Adverb is adverb that give as an idea how to a person does an action or how things happend. There are many kinds of adverb, they are:

a. Adverb of manner

Example:

Nona is waiting patiently for the palne to arrive.

b. Adverb of Place

Example:

My sister Ani lives in Balandai

c. Adverb of Time

Example:

An earth quake happend recently in Palopo.

d. Adverb of Direction

Example:

I am walking forward, but my sister is walking backwards.

e. Adverb of Frequency

Example:

My father seldom visit me because he is very busy.

f. Adverb of Degree

Example:

I almost lose my money at the room today.

g. Interrogative Verb

Example:

How do you make a twitter account?

h. Relative Adverb

Example:

I don't know why Amir does not accept Adi's proposal.

D. *Vocabulary Learning Process*

Learning English and creative student's achievement in understanding and classifying the vocabulary is being learned should be continually improved. The vocabulary in English learning process will improve the learner mastery on words. This process should precede the application of the vocabulary use both inside and outside the classroom. So, vocabulary has been mastered by the students have to be able to understood, generalized and implicated in a well communication.

The result of study the part of teaching and learning process will be related to cognitive or effective process. Concerning to this, improving the

vocabulary is one of technical learning process English learning that add manners, and someone knowledge".[12]

Learning is the activity where anyone process collects the change manners in themselves and change manners is the active one to get the prospect or life.

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

To get more understanding in teaching/learning process, the writer will explain about improving the vocabulary through the word list in a class:

a. The teacher give commands in the target language in perform in with the student.

b. The teacher gives the commands quite quickly.

c. The teacher sit down and issue command to the volunteers.

d. The teacher direct students other that the students can learn through observing action as well as by performing the action themselves.

e. The teacher introduce new commands after she is satisfied that the first six have been mastered.

f. The teacher changes the order if the commands.

g. When the students make and error, the teacher repeads the commands the   while action in out.

h. The teacher give the students commands they have not heard before.

---

[12] Asmur, *Achievement on Vocabulary of the Secon Year Students of SLTP Negeri 3 Anggareja Enrekang,* A Thesis S1, (Pare-Pare: IKIP UNISMUH, 2003), P .6.

      i.   The teacher writes the new commands in the white board.

      j.   A few weeks later, a student who has not spoken before gives commands.

      k.   A student says "shakehand with your neighboor (teacher should be tolerant if student make error them) the first begin speaking.

E. *Method of Memorizing Vocabulary*

Language is word united. If we want to study a language we have to memorize its vocabulary first. There are more than 50.000 list of words in English include is derivation. According to Anderson in Hidayath at Indonesian English dictionary which is made by John M. Echols and Hasan Shadily only consist of 12.000 vocabularies.

Based on the statement above, how can we master all of the vocabulary in our brain? While English teaching in the high school right now only four hours in a weekend it does not only study vocabulary but it studies all component in English like is grammar, reading comperhension, compersation, etc.

According to Pora, there are many kinds of ways learn vocabulary, such as:

1. Card Method

Sometimes we have many vocabularies but sometimes cannot used it in order that can be useful for use. One way that can help us is using card.

     a. Write every English vocabulary or phrase that you do not know it's meaning. Write into card which it's size 8x6 cm. Write the in no capital word

because it can help you to always remember it. Do not forget to write the classification of the word like verb, adjective, etc.

b. At back of the card you can write the meaning of the words and can be with is picture. Besides the meaning, the good card that consist of sentence that are made from that vocabulary.

c. Let's us say that you had 20 cards, so you can play with them.

2. Translation

Translation in quick and easy way to present the meaning of words but is not without problems. In the first place it is not always easy to translate words and in the second place, even where translation is possible, it may make it a bit to easy for student by discouraging them from interacting with words.

F. Principles in Teaching Vocabulary

Some principles in teaching vocabulary that should be concidered by teachers:

1. Give clear and simple explanations.

2. Used the past knowledge or students experience and relate it to present teaching by drawing patterns or analogies.

3. Present the words by oral and written then write in the blackboard.

4. Give most attention to words that are already pertly known.

5. Tell the students if it is a high frequency word that is word noting for future attention.

6.   Don't bring in other unknown or poorly known words like near synonyms, opposites, or members of the some lexical set.[13]

G. *Concepts of Gesture*

Gesture is a specific bodily movement that reinforces a verbal message or conveys a particular thought or emotion. Although gestures made with the head, shoulders, or even the legs and feet, most are made with the hands and arms.Your hands can be marvelous tools of communication when you speak.[14] Gesture is covers a multiplicity of communicative movements, primarily but not always of the hands and arms. Often, gestures are assumed to comprise a channel distinct from speech, but careful investigation challenges this traditional view.[15]

Many inexperienced speakers are unsure what to do with their hands. Some try to get them out of the way by putting them in their pockets or behind their backs. Others unconsciously relieve nervous tension by performing awkward, distracting movements. A few speakers over-gesture out of nervousness, waving their arms and hands wildly.

A speaker's gestures can suggest very precise meaning to an audience. The Indians of North America devised a sign language that enabled people with entirely different spoken languages to converse. Sign language has also made it possible for deaf people to communicate without speaking.

The use of gestures in communication varies from one culture to the next. In some cultures, such as those of Southern Europe and the Middle East, people

---

[13]Paul Nation, *Teaching Vocabulary*, Asian EFL journal, p.2.

[14] Toatmasters International, *Gesture: Your Body Speaks*, PDF 2011 , p.8.

[15] David Neil, *Gesture: A Psycholinguistic Approach, (University of Chicago)*, p.1.

use their hands freely and expressively when they speak. In other cultures, people use gestures less frequently and in a more subdued way.

The specific gesture we make and the meanings we attach to them are products of our cultural training. Just as cultures differ, so do the perceived meanings of gestures. For example, nodding one's head up and down signifies agreement or assent in Western cultures – but in some parts of India this gesture means the exact opposite. A common gesture used in the United States – that of making a circle with the thumb and forefinger to indicate approval – is con sidered an insult and an obscenity in many areas of the world. To be effective, a speaker's gestures must be purposeful – even if they're performed unconsciously. They must be visible to the audience. They must mean the same thing to the audience that they mean to the speaker. And they must reflect what's being said, as well as the total personality behind the message.

a) Types of gesture

Despite the vast number of movements that qualify as gestures, all gestures can be grouped into one of the following major categories:

➢ Descriptive gestures clarify or enhance a verbal message. They help the audience understand comparisons contrasts, and visualize the size, shape, movement, location, function, and number of objects.

➢ Emphatic gestures underscore what's being said. They indicate earnestness and conviction. For example, a clenched fist suggests strong feeling, such as anger or determination.

➢ Suggestive gestures are symbols of ideas and emotions. They help a speaker create a desired mood or express a particular thought. An open palm suggests giving or receiving, usually of an idea, while a shrug of the shoulders indicates ignorance,   perplexity, or irony.

➢ Prompting gestures are used to help evoke a desired response from the audience. If you want listeners to raise their hands, applaud, or perform some specific action, you'll enhance the res ponse by doing it yourself.[16]

b) Parts of gesture

There are three parts of gesture, following:

➢ Head: Most young speakers do not avail themselves of the opportunity to express meaning through head gestures. When we think of gestures, we usually thinks of the hands, but a moment reflection will show you how important the affirmative and negative movements of the head are conveying thought.

➢ Face: Facial expression are important in conveying emotions. Personal nonverbal message are transmitted mainly through the face. A face may indicate a mood or a reaction. A set mouth, raise ayebrow, or wrinkled forehead may be worth a thousand wors. The most exressive part of the face is a person's ayes, misty, dreamy, sad, hurt, wild, laugh, anxious, hard, cruel, shifty, demanding, playful, curious, teasing-these are just some of the ways of describing message eyes can give.

➢ Hands: These are effective tools of making ideas emphatic, meaningful, and forceful. Hands can be us expressive as the face if you have them

---

[16] Gesture: Your Body speak, ibid.P.9.

under control. For this reason, use your hands whenever necessary in making your ideas forceful and meaningful. But, when there is no need of using them, put your hands at rest by the sides of your body.[17]

c) How to gesture effectively

Gestures reflect each speaker's individual personality. What's right for one speaker probably won't work for you. However, the following six rules apply to almost everyone who seeks to become a dynamic, effective speaker.

1. Respond Naturally to What You Think, Feel, and Say.

When you present a speech, you naturally express yourself though gestures. No matter what our personality or cultural background may be, every one of us has a natural impulse to punctuate and strengthen our words with gestures. The trick is not to suppress that impulse by retreating behind a mask of impassiveness; this can only create a buildup of tension. At the same time, don't get gestures out of a book or from another speaker. Be genuinely and spontaneously   yourself. If you impose artificial gestures onto your natural style, your audience will sense it and label you a phony. Some people are naturally animated, while others are naturally reserved. If you naturally use your hands freely when you converse informally, use them freely when you give a speech. If you're by nature a reserved, low-key person, don't change your personality just to suit public speaking situations.

---

[17]http://www. *Public-speaking-presentationts.knoji.com*, Accesed on 03th June 2017.

2 . Create the Conditions for Gesturing – Not the Gesture.

Your gestures should be a natural outgrowth of your own unique thoughts and feelings. They should arise naturally and habitually from your attitude toward the message you present. When you speak, you should be totally involved in communicating – not in thinking about your hands. Your gestures need to Be motivated by the content of your presentation. By immersing yourself in your subject matter, you will create the conditions that will enable you to respond naturally with appropriate gestures.

3 . Suit the Action to the Word and the Occasion.

Your visual and verbal messages must act as partners in communicating the same thought or feeling. When a speaker fails to match gestures with words, the outcome can be wooden, artificial, and sometimes comical. Every gesture you make should be purposeful and reflective of your words. In this way your listeners will note the effect rather than the gesture. Make sure the vigor and frequency of your gestures are appropriate for your words. Use strong, emphatic gestures only when your feeling for the message calls for them. On occasion, you may need to adapt your gestures to fit the size and nature of your audience. Generally speaking, the larger the audience, the broader and slower your gestures should be. Also keep in mind that young audiences are usually attracted to a speaker who uses vigorous gestures, but older, more conservative groups may feel irritated or threatened by a speaker whose physical actions are too powerful. Your gestures during a speech are also affected by the logistics of the speaking situation. When you speak from a physically confining position, you may be restricted from using

broad, sweeping gestures. A common example of a confining speaking position is a head table, where people are seated close to the speaker.

4. Make Your Gestures Convincing.

Your gestures should be lively and dis tinct if they're to convey the intended impression. A gesture performed in a half-hearted manner suggests that the speaker lacks con viction and earnestness. Every hand gesture should be a total body movement that starts from the shoulder – never from the elbow. Move your entire arm outward from your body freely and easily. Keep your wrists and fingers supple, rather than stiff or tense. Effective gestures are vigorous enough to be convincing, yet slow enough and broad enough to be clearly visible. Your gestures should be distinct but not jerky, and they should never follow a set pattern.

5 . Make Your Gestures Smooth and Well-Timed.

Any single gesture has three parts: the approach, the stroke, and the return. During the approach, your body begins to move in anticipation of the gesture. The stroke is the gesture itself, and the return brings your body back to a balanced speaking posture. The flow of a gesture – balance, approach, stroke, return, balance must be smoothly executed in such a way that only the stroke is evident to the audience. Just as timing is an essential ingredient of comedy, a gesture's timing is just as important as its quality. The stroke must come on the correct word – neither before nor after it. However, the approach can be initiated well before the stroke; in fact, you can obtain an especially powerful effect by approaching a gesture several seconds in advance, then holding the approach until

the exact instant of the stroke. The return simply involves dropping your hands smoothly to your sides – it doesn't have to be rushed. Don't try to memorize gestures and incorporate them into a speech. Memorized gestures usually fail, because the speaker cues himself or   herself by the word the gesture is designed to punctuate. This results in the gesture following the word, which looks artificial and foolish.

6. Make Natural, Spontaneous Gesturing a Habit.

The first step in becoming adept at g   esturing is to determine what you're doing now. Use the evaluation form on page 17 and the help of a fellow Toast master to find out if you have any bad habits. If you do, strive to eliminate them from your body's spoken image. To improve your gestures, practice – but don't wait until the day of your speech! Work on enhancing your gesturing abilities in front of friends, family members, and co-workers. Relax your inhibitions, gesture when you feel like it, and let yourself respond naturally to what you think, feel, and say. Through awareness and practice, you can make appropriate gesturing a part of your habitual behavior.[18]

H. Hypotesis

In this research the writer purposes the following hypotesis:

a. H_1 : Teaching vocabulary by using gesture is effective in improving students' vocabulary at the seventh year of SMPN 2 Palopo.

b. H_O : Teaching vocabulary by using gesturre is not effective in improving students vocabulary at the seventh year of SMPN 2 Palopo.

---

[18]Toatsmasters International, ibid. p.9.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher present method of the research design, variables, population, instrument of the research, procedure of research, procedure of collecting data and technique of the data analyses.

A. *Method of the Research*

This method of the research used pre- experimental research. It aims the effectiveness of gesture to improved students' vocabulary at the eighth year of SMP Negeri 2 Palopo.

B. *Research Design*

The researcher applied a experimental design with pre test and post test. The comparison between pre test and pos test score depends on the success of the treatment.

The design of research formula as follows:

Pre-test	Treatment	Post- test
X_1	T	X_2

Notes: X1: Pre-test

T: Treatment

X2: Post-test.[1]

C. Variable

The variable of this research, the researcher is consist of two variables namely independent variable and dependent variable:

1. Independent variable is the student vocabulary improvement.

2. Dependent variable is the implementation of teaching vocabulary for students through gesture.

D. Population and Sample

The population of the research was the eighth year students of SMPN 2 Palopo. The total number of population was 210 students.

The writer used purposive sampling technique. She took number of sample was 30 students as the sample.

E. Instrument of the Research

The instrument used by researcher is vocabulary test. Vocabulary test with consist of translation from English into Indonesian.

F. Procedures of Collecting Data

Collect the data, the researcher use some procedures as follows:

1. Pre-test

Pre-test gave before treatment:

a. The researcher come in the class and explained the purpose of the research to the students.

---

[1] Hatch and Lazaration, *The Research Manual, (*USA: Newbury House, 1991), p. 7.

b. The researchers gave pre-test, to know students' vocabulary before treatment. The students were given 45 minutes to do the test.

c. The test Vocabulary modify into translating words of English into Indonesian.

2. Treatment

In conducting treatment the researcher conduct fourth meetings. The steps are as follows:

1. The first meeting.

- The researcher taught by using gesture that consists of vocabularies student about verb, adjective and noun.

- The researcher gave example to practice vocabulary about verb, noun and adjective.

- The researcher asked to all students to guess what the researcher practice.

- The researcher wrote some vocabulary about verb, noun and adjective.

- The researcher divides the students in some group and gave leader some vocabulary about verb, noun and adjective to discussed with group.

- The researcher gave a task for all group to found meaning vocabulary about verb, noun and adjective

- The researcher monitors students' activities.

- One by one students in all groups practice the vocabulary used gesture in front of class.

- The researcher asked to other group to guess the vocabulary that the students practice in front of class, then wrote the answer in white board.

- The researcher asked all students to wrote some vocabulary in their book and makes sentences about noun, verb and adjective.

- The researcher check sentence made by all students.

- The researcher gave explanation and reinforcement to various material about verb, noun and adjective.

- The researcher asked the students to memorize the vocabulary about noun, verb and adjective.

2. The second meeting.

- The researcher asked the students to repeat vocabulary have they learned and pronounce correctly.

- The researcher divides the students in some group and gave leader some vocabulary about verb, noun and adjective to discussed with group.

- The researcher gave a task for all group to found meaning vocabulary about verb, noun and adjective

- The researcher monitors students' activities.

- One by one students in all groups practice the vocabulary used gesture in front of class.

- The researcher asked to other group to guess the vocabulary that the students practice in front of class, then wrote the answer in white board.

- The researcher asked all students to wrote some vocabulary in their book and makes sentences about noun, verb and adjective.

- The researcher check sentence made by all students.

- The researcher gave explanation and reinforcement to various material about verb, noun and adjective.

- The researcher asked the students to memorize the vocabulary about noun, verb and adjective.

3. The third meeting.

- The researcher asked the students to repeat vocabulary have they learned and pronounce correctly.

- The researcher divides the students in some group and gave leader some vocabulary about verb, noun and adjective to discussed with group.

- The researcher gave a task for all group to found meaning vocabulary about verb, noun and adjective

- The researcher monitors students' activities.

- One by one students in all groups practice the vocabulary used gesture in front of class.

- The researcher asked to other group to guess the vocabulary that the students practice in front of class, then wrote the answer in white board.

- The researcher asked all students to wrote some vocabulary in their book and makes sentences about noun, verb and adjective.

- The researcher check sentence made by all students.

- The researcher gave explanation and reinforcement to various material about verb, noun and adjective.

- The researcher asked the students to memorize the vocabulary about noun, verb and adjective.

4. The fourth meeting.

- The researcher asked the students to repeat vocabulary have they learned and pronounce correctly.

- The researcher divides the students in some group and gave leader some vocabulary about verb, noun and adjective to discussed with group.

- The researcher gave a task for all group to found meaning vocabulary about verb, noun and adjective

- The researcher monitors students' activities.

- One by one students in all groups practice the vocabulary used gesture in front of class.

- The researcher asked to other group to guess the vocabulary that the students practice in front of class, then wrote the answer in white board.

- The researcher asked all students to wrote some vocabulary in their book and makes sentences about noun, verb and adjective.

- The researcher check sentence made by all students.

- The researcher gave explanation and reinforcement to various material about verb, noun and adjective.

- The researcher asked the students to memorize the vocabulary about noun, verb and adjective.

3. Post-test

After doing the treatment, so the students was given post test in the last meeting. In post-test the researcher distributes the write test that has been given in pre-test. By post-test we can know the improvement students' vocabulary by using gesture. The same as pre-test students were given 45 minutes to do the test.

G. Data Analysis Technique

The data analysis technique involves some step by using SPSS that is elaborate as follows:

1. Scoring classification

The data through the vocabulary test analyzed a percentage by using the formula as follows:

$P = \dfrac{F}{N}$ x 100%

Where:

P= percentage

F= the cumulative frequency of subjects

N= total number of subject.[2]

Scoring the students answer from the given test vocabulary test:

$\text{Score} = \dfrac{Value\ of\ student's\ correct\ answer}{Total\ test\ items} \times 10$

For example: if the student total correct answer is 30, the score is 10 with calculated as follows:

Total correct answer is 30

---

[2] Ridwan, *Dasar-Dasar Statistik*, (Jakarta:Rineka Cipta, 2003), p. 41.

Total items is 40

$$\frac{30 \times 10}{40} = 10 \text{ (Excellent)}$$

Score of the test were classified into criteria as follow:

The score is classified into criteria interpretation score as follow:

9,5 – 10   = Excellent

8,6 - 9,5   = Very good

7,6 - 8,5   = Good

6,6 - 7,5   = Average

5,6 - 6,5   = Fair

3,6 - 5,5   = Poor

0 - 3,5   = Very poor[3]

2. Criteria of hypothesis acceptability

$t_0 \geq t_t$: acceptable null hypothesis

$t_0 \leq t_t$: unacceptable null hypothesis.[4]

In which:

t_0 = test of significance (t-count)

t_t = level of significance on one tailed test (t-table).

---

[3] Suharsimi Arikunto, *Prosedur Penelitian: suatu pendekatan baru dalam teori dan praktek.* (Jakarta: PT. Rineka Cipta, 1992), p.327.

[4] Ridwan, Ibid., p.97

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section is about findings of the research and the second section deals with discussion of the research.

A. Findings

In this part, the researcher presents about the result of the students' ability in vocabulary and their response which had been gotten when researcher did the research about the ability in vocabulary at the eighth year students of SMPN 2 Palopo.

Table 1.1

The score of students' vocabulary in pre-test from the total of verb, adjective and noun.

No.	Students	Total Correct Answer 50 Items of Vocabulary	Score
1	S. 001	27	5,4
2	S. 002	19	3,8
3	S. 003	19	3,8
4	S. 004	17	3,4
5	S. 005	23	4,6
6	S. 006	19	3,8
7	S. 007	21	4,2
8	S. 008	21	4,2
9	S. 009	21	4,2
10	S. 010	20	4,0
11	S. 011	19	3,8
12	S. 012	17	3,4
13	S. 013	20	4,0
14	S. 014	13	2,6
15	S. 015	18	3,6
16	S. 016	20	4,0
17	S. 017	6	1,2
18	S. 018	18	3,6
19	S. 019	16	3,2
20	S. 020	17	3,4
21	S. 021	18	3,6
22	S. 022	18	3,6
23	S. 023	18	3,6
24	S. 024	25	5,0
25	S. 025	30	6,0
26	S. 026	26	5,2
27	S. 027	18	3,6
28	S. 028	17	3,4
29	S. 029	22	4,4
30	S. 030	17	3,4

On the table 1.1 shows that only one student got 6,0 as highest score and the lowest score 1,2. Its mean that students' vocabulary knowledge about verb, adjective and noun is still low.

Table 1.2

Classification and percentage of the score students' vocabulary in pre-test

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	9,6 – 10	-	0%
2	Very Good	8,6 - 9,5	-	0%
3	Good	7,6 - 8,5	-	0%
4	Average	6,6 - 7,5	-	0%
5	Fair	5,6 - 6,5	1	3,3%
6	Poor	3,6 - 5,5	21	70,0%
7	Very Poor	0,0 - 3,5	8	26,7%
	Total		**30**	**100%**

Table 1.3

Chart of Classification and Percentage
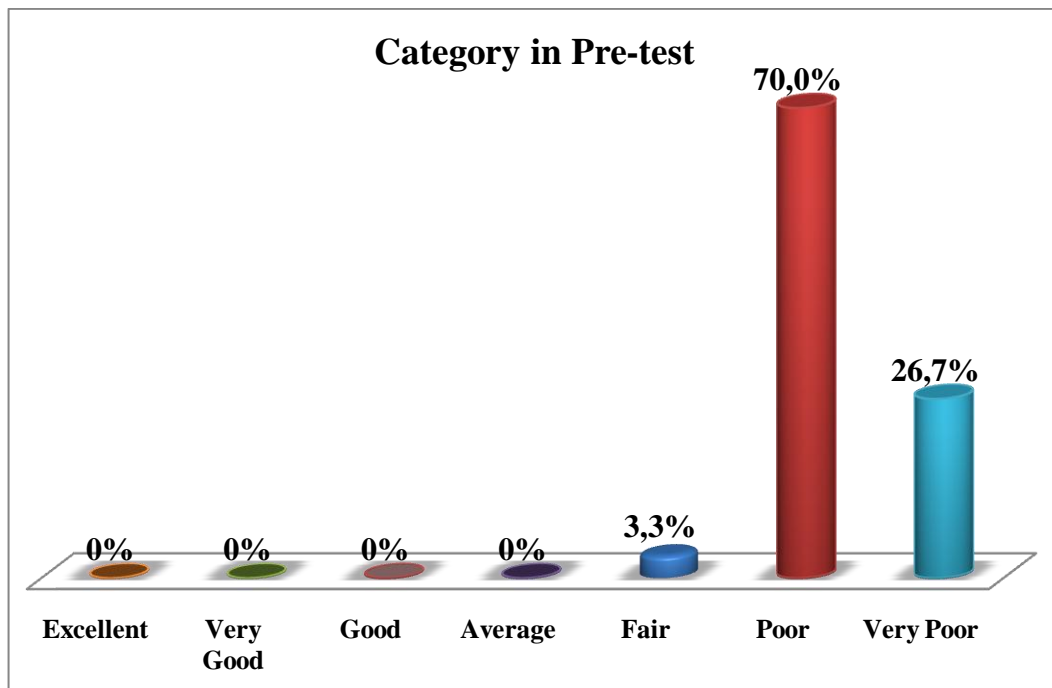
Table 1.2 and 1.3, should that there were seven classificassion from the table above and shows many students got score very low scores in answering vocabulary test about verb, adjective and noun. The first, there wasno students got who excellent, very good, good, and average. There are only one student got fair classification (3,3%), there were twenty one students got poor classification (70,0%) and eight students got very poor classification (26,7%).

Table 1.4

The score of students' vocabulary in post test from the total of verb, adjective and noun

No	Students	Total Correct Answer	Score
		50 Items of Vocabulary	
1	S. 001	43	8,6
2	S. 002	46	9,2
3	S. 003	49	9,8
4	S. 004	45	9,0
5	S. 005	48	9,6
6	S. 006	46	9,2
7	S. 007	48	9,6
8	S. 008	45	9,0
9	S. 009	48	9,6
10	S. 010	47	9,4
11	S. 011	42	8,4
12	S. 012	45	9,0
13	S. 013	48	9,6
14	S. 014	31	6,2
15	S. 015	43	8,6
16	S. 016	39	7,8
17	S. 017	41	8,2
18	S. 018	48	9,6
19	S. 019	43	8,6
20	S. 020	46	9,2
21	S. 021	47	9,4
22	S. 022	42	8,4

23	S. 023	44	8,8
24	S. 024	44	8,8
25	S. 025	48	9,6
26	S. 026	45	9,0
27	S. 027	48	9,6
28	S. 028	48	9,6
29	S. 029	47	9,4
30	S. 030	44	8,8

Based on the table 1.4 shows the lower score from the students was 6,2 and the highest score from the students was 9,8. Its mean that the vocabulary students improved after proccess treament in learning vocabulary used gesture about verb, adjective and noun.

Table 1.5

Classification and percentage of the score students' vocabulary in post-test

No	Classsification	Score	Frequency	Percentage (%)
1	Excellent	9,6 – 10	9	30,0%
2	Very Good	8,6 - 9,5	16	53,4%
3	Good	7,6 - 8,5	4	13,3%
4	Average	6,6 - 7,5	0	0%
5	Fair	5,6 - 6,5	1	3,3%
6	Poor	3,6 - 5,5	0	0%
7	Very Poor	0,0 - 3,5	0	0%
	Total		**30**	**100%**

Table 1.6

Chart of Classification and Percentage

Category in Post-test

	53,4%					
30,0%						
		13,3%		3,3%		
			0%		0%	0%
Excellent	Very Good	Good	Average	Fair	Poor	Very Poor
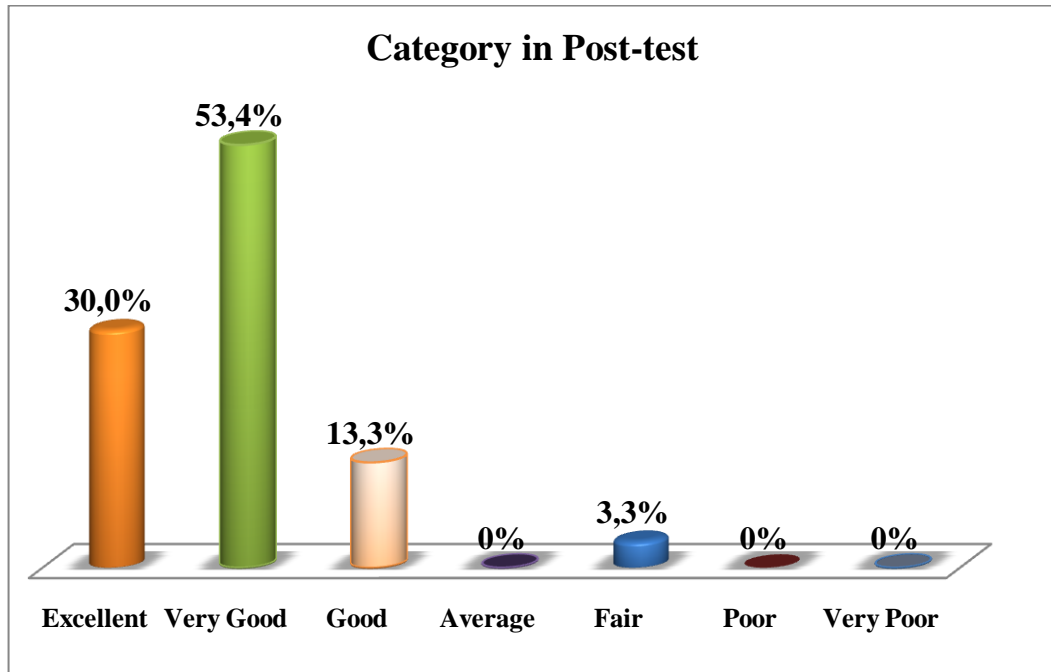
The tables 1.5 and 1.6 shows that answering vocabulary test trought gesture in post-test there where 9 students got excellent (30,0%), 16 students got very good classification (53,4%), 4 students got good classification, not student got average classification, 1 student got fair classification and not student got poor and very poor classification. If saw the result most of students have improved their vocabulary, its mean that the treatment was success.

Table 1.7

The students' result and mean score in pre-test and post-test

No	Students	The result of	
		Pre-test (X)	Post-test (Y)
1	S. 001	5,4	8,6
2	S. 002	3,8	9,2
3	S. 003	3,8	9,8
4	S. 004	3,4	9,0
5	S. 005	4,6	9,6
6	S. 006	3,8	9,2
7	S. 007	4,2	9,6
8	S. 008	4,2	9,0
9	S. 009	4,2	9,6
10	S. 010	4,0	9,4
11	S. 011	3,8	8,4
12	S. 012	3,4	9,0
13	S. 013	4,0	9,6
14	S. 014	2,6	6,2
15	S. 015	3,6	8,6
16	S. 016	4,0	7,8
17	S. 017	1,2	8,2
18	S. 018	3,6	9,6
19	S. 019	3,2	8,6
20	S. 020	3,4	9,2
21	S. 021	3,6	9,4
22	S. 022	3,6	8,4
23	S. 023	3,6	8,8
24	S. 024	5,0	8,8
25	S. 025	6,0	9,6
26	S. 026	5,2	9,0
27	S. 027	3,6	9,6
28	S. 028	3,4	9,6
29	S. 029	4,4	9,4
30	S. 030	3,4	8,8
Total/Sum		116	269,6
Mean		3,8666	8,9866

The table 1.8 showed the total score and mean score of pre-test and post-test. In the pre-test total score 116,0 and mean score 3,8666. In post-test total score 269,6 and mean score 8,9866.

Table 1.8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	pretest	3,86	30	,968	,177
	postest	8,98	30	,758	,138

Table 1.9

Paired Samples Correlations

		N	Correlation	Sig.
Pair	pretest & posttest	30	,329	,076

Table 1.10

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	pretest - postest	5,067	1,015	,185	5,446	4,688	27,346	29	,000

From the table sample test 1.11, the writer got the data that t_0 (t_{count})= 27,346 and df (degree of freedom) = 29. The value of t_t = 2,045 It was the standard of signification 0,05 with degree of freedom (df) = 29. Based on the result, the writer concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

- $t_0 \leq t_t$: Reject null hypothesis

- $t_0 \geq t_t$: Accept null hypothesis

Related to the result that ($t_0 > t_t$) the t_{count} higher then t_{table}. It concluded that there was a significance defference in teaching vocabulary before and after using gesture.becuase of that, the writer assumes believed that the gesture was effective in improved students vocabulary especially at the eighth year students of SMP Negeri 2 Palopo.

A. *Discussion*

Based on the result of data analysis, the researcher found that the teaching by using gesture technique to improve the students' vocabulary. We could know about the student's achievement in pre-test (before giving treatment) and post-test (after giving treatment).

The vocabulary test of students in pre-test there were 50 items vocabulary about verb, adjective and noun such as; Bring, blow, drive, fall, fight, shoot, shut, write, cook, dance, right, round, tall, thin, wrong, jump, smoke, kick, brush, climb, listen, die, shake, speak, swear, sing, pale, quiet, hot, fresh, sad, singer,

tailor, bag, fan, hummer, mirror, saw, stick, whistle, funny, dumb, hungry, slow, cut, drink, eat, throw, fear and pray.

In this test (pre-test) the students still low to know the vocabulary test about the meaning and pronounce. That only one students got fair classification as highest score (3,3%), twenty one students got very poor classification (70,0%) and eight students got very poor classification (26,7%) from verb, noun and adjective. There were some students got many mistakes in answer vocabulary test. Example *blow translate dengan* (meniup), *fall translate terjun* (jatuh), *stick translate kayu* (tongkat), *fan translate senang* (kipas angin), *dumb translate lambat* (bisu) and *round translate ronde* (bundar).To the result this writer assumption that the students need the way or the manner to learning vocabulary.

From the explanation above the writer had motivated to did treatment as one of way to did learning process in improved the students' vocabulary by using gesture. Gestures is a specific bodily movement that reinforces a verbal message or conveys a particular or emotion. Although gestures made with the head, shoulders, or even the legs and feet, most are made with the hands and arms.[1]

The writer did the learning process along some meeting and treatment to improved the knowledge of students about vocabulary. But, there are some vocabulary can't practice by using gesture such as; climb, thin, quiet, fresh, funny, fear, slow, and pale. Actually, not all vocabulary can be practiced with gesture, there are some types of words that are difficult to practice with gestures

---

[1] Toatmasters International, Gesture: Your Body Speaks. (Press 2011), p.8.

such as adjectives and nouns. but the dominant gesture is more effectively used to practice the verb.

After did the treatment, the writer did the test and than anlyzed of the students assaigment. It shows frrom the data that the nine students got excellent classification (30,0%) as highes score, sixteen students got very good classification (53,4%), four students got good classification (13,3%) and only one students got fair classification.

In post-test most of students had to know answer the vocabulary test. For example: *blow translate meniup*, *fall translate jatuh*, *stick translate tongkat*, *fan translate kipas* angin, *dumb translatet bisu* and *round translate bundar*. Most of students can perfect answer or students' score was better compared by pre-test. It means that the treatment teaching vocabulary by using gesture was successed.

Based on discussion above, null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is accepted. So, it can be said the students' vocabulary was improved by using gesture at the eighth year students of SMPN 2 Palopo. The writer concluded that the used of gesture gave positive contributes to English teacher in teaching vocabulary because the technique of gesture make students enjoy and got more point from the material.

Teaching vocabulary by using gestures, the students can express the vocabulary use gesture in speak and writen forms. Besides, it will make students interested in study vocabulary, easy to memorizing vocabulary and give a way to make teaching vocabulary easily and effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with research conclution of the research and suggestion based on the data analysis.

A. *Conclusion*

Based on the findings and discussion of the study, the writer concluded that the eighth year students of SMPN 2 Palopo after conducting the treatment had improved their abilities in learning vocabulary used gesture. It could be proven by students' results in pre-test with mean score 3,8666 and post-test 8,9866, the score of $t_{0=}$ (t_{count}) was higher than t_t (t_{table}), t_0 > t_t. Its mean that the were significance difference in teaching vocabulary before and after using gesture.

B. *Suggestions*

Based on the result of the data analysis and conclusion, the writer purpose some suggestion as follow:

1. For the teacher, it is suggested to to the teacher who want to teach English vocabulary used gesture, teachers need creatively to choose the vocabulary they want to teach because, there are some words difficult or impossible to practice used gesture such as noun and adjective.

2. For the students, it is suggested to learn vocabulary used gesture, because through gesture technique the students find the easier way to learn or improved their English vocabulary.

3. To achieve the intructional objective about the material of teaching, like vocabulary the teacher should adapt between material and method that teacher applies in clasroom.

4. All teachers especially English teacher always to improving their quality of education.

BIBLIOGRAPHY

Ashari, Ika. Improving *Vocabulary of Students through Bingo Game at the seventh year Students of 8 Palopo*. Unpublished thesis. Palopo:English Education program STAIN Palopo, 2008.

Basri, "Improving vocabulary through Letter Game at the Eight Year Studens of Pesantren Modern Datok Sulaiman Putri Palopo". Unpublished thesis STAIN Palopo, 2009.

Bull, Victoria. Oxford Learner's Pocket Dictionary (Forth edition; New York: Oxford University Press), 2008.

David Neil. Gesture: A Psycholinguistic Approach, (University of Chicago).

Fuad Mas'ud, Essentials of English Grammar, (Cet:I, BPFE-Yogyakarta),2005.

Hariyanto and Haryono, English Grammar for General Application, (Surabaya: Gitamedia Press), 2003.

Hatch and Lazaration, *The Research Manual, (*USA: Newbury House, 1991).

Hutapea, Tigor. *Statistik: Teori dan aplikasi.*Bandung (STIE-IBEK).1995.

Jasmaruddin, "Improving Vocabulary of the Sixth Year Student of SDN 79 Tapppong Palopo Through Word List" A thesis S1, (Palopo: STAIN Palopo), 2007.

Mursal, the use Name Card Technique in Improving Vocabulary of Third Year of Elementary School 79 Tappong. (A thesis, Palopo).

Napa, Pieter. Vocabulary Development Skill, (Yogyakarta: Kanisius), 1991.

Nation, Paul. *Teaching Vocabulary, Asian EFL. Journal,* p.2.

Rivers, Wilga M Teaching Foreign-Language Skill.

Richard, Jack C The Contex of language teaching (Cambaridge University Press:) 1985.

Richard, Jack C and Renandya, Willy A "*Metodology in Language Teaching,*"(USA: Cambaridge University Press), 2002.

Ridwan, *Dasar-Dasar Statistik*, (Jakarta:Rineka Cipta, 2003).

Suharsimi Arikunto, *Prosedur Penelitian*: *suatu pendekatan baru dalam teori dan praktek.* (Jakarta: PT. Rineka Cipta, 1992).

Shahrullah, Muhammad. "Developing the English Vocabulary of the Second Year Students of MTS Batusitanduk through English song" A Thesis S1, (Palopo: STAIN Palopo), 2007.

Spache, George D Reading in Elementary School,(New York: Allvn & Bacon), 1988

Toatmasters International, *Gesture: Your Body Speaks.* Press 2011.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMPN 2 Palopo

Pertemuan   : I dan II

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII^A/I

Alokasi waktu   : 2 x 40 menit

Tema   : Verb, Noun and Adjective

Standar kompetensi :

- Mengungkapkan makna dalam teks tertulis fungsional dalam bentuk lisan dan kosa kata sederhana tentang verb, noun dan adjective untuk berinteraksi di lingkungan sekitar.

Kompetensi Dasar:

- Mengungkapkan makna dalam kosa kata sederhana tentang verb, noun dan adjective dengan mengungkapkannya dalam bentuk tertulis secara akurat, lancar dan dapat diterima untuk berinteraksi dalam lingkungan sekitar dalam kosa kata sederhana mengenai verb, noun dan adjective.

Indikator :

- Membaca dan mengeja verb, noun and adjective.
- Menyalin tulisan berkenaan dengan tema verb, noun and adjective.
- Membuat kalimat yang berkenaan dengan tema noun, verb dan adjective.

A. Tujuan Pembelajaran
- Siswa dapat berkomunikasi dengan menggunakan wacana lisan sederhana dengan berbagai verb, noun dan adjective.

B. Materi Pembelajaran
✓ Vocabulary (Verb, Noun and Adjective)

Call	Sit	True	Enough	Wind
Breathe	Read	Sour	Kind	Stand
Drive	Fall	Shoot	Sweep	Smoke
Dance	Fight	Blow	Swim	Kick
Cook	Write	Bring	Jump	Brush
Sad	Bag	Shy	Hammer	Right
Singer	Fan	Slow	Mirror	Quiet
Tailor	Hungry	Dumb	Swear	Pale

Contoh kalimat:

1. Please <u>write</u> the material in the whiteboard.
2. She is like <u>a singer</u>.
3. I have a new <u>bag</u>.
4. I will <u>drive</u> your car.
5. I'm <u>hungry</u>, please give me food.

C. Metode Pembelajaran
➕ Contextual Learning

D. Langkah- Langkah Kegiatan
➕ Kegiatan pendahuluan
   ✓ Greetings
   ✓ Menyampaikan SK, KD, Indikator dan tujuan pembelajaran.
   ✓ Memberi materi tentang vocabulary
   ✓ Motivasi.

➕ Kegiatan inti

✓ Guru membagi siswa ke dalam beberapa kelompok dan masing-masing ketua kelompok di berikan beberapa kosa kata untuk di diskusikan dengan anggota kelompoknya.
✓ Setiap kelompok diberi tugas untuk mencari makna tentang kosa kata yang diberikan tentang noun, verb dan adjective.
✓ Guru memonitor kegiatan siswa.
✓ Satu persatu siswa dari setiap kelompok memperagakan kosa kata dengan gesture di depan kelas.
✓ Kelompok lain menebak kosa kata yang diperagakan oleh siswa di depan kelas dan menulis jawaban di papan tulis.
✓ Masing- masing siswa menulis kosa kata yang ada di papan tulis dan membuat beberapa contoh kalimat tentang kosakata tersebut.
✓ Guru mericek kalimat yang di buat oleh siswa.
✓ Guru memberi penjelasan dan penguatan terhadap berbagai materi mengenai verb, noun dan adjective.

➕ Kegiatan penutup
▪ Menanyakan kesulitan atau masalah selama proses pembelajaran
▪ Menyimpulkan materi pembelajaran
▪ Memotivasi peserta didik untuk membiasakan diri mempraktekkan kosa kata dalam kehidupan sehari- hari.

E. Alat dan Sumber Belajar
➕ Dasar - Dasar Penguasaan Bahasa Inggris
➕ Kamus

F. Penilaian Hasil Belajar

$$\text{Score} = \frac{Value\ of\ student's\ correct\ answer}{Total\ test\ items} \times 10$$

9,5 – 10   = Excellent
8,6 - 9,5   = Very good
7,6 - 8,5   = Good
6,6 - 7,5   = Average
5,6 - 6,5   = Fair
3,6 - 5,5   = Poor
0 - 3,5   = Very poor

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 2 Palopo

Pertemuan : III dan IV

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII^A/I

Alokasi waktu : 2 x 40 menit

Tema : Verb, Noun and Adjective

Standar kompetensi :

- Mengungkapkan makna dalam teks tertulis fungsional dalam bentuk lisan dan kosa kata sederhana tentang verb, noun dan adjective untuk berinteraksi di lingkungan sekitar.

Kompetensi Dasar:

- Mengungkapkan makna dalam kosa kata sederhana tentang verb, noun dan adjective dengan mengungkapkannya dalam bentuk tertulis secara akurat, lancar dan dapat diterima untuk berinteraksi dalam lingkungan sekitar dalam kosa kata sederhana mengenai verb, noun dan adjective.

Indikator :

- Membaca dan mengeja verb, noun and adjective.
- Menyalin tulisan berkenaan dengan tema verb, noun and adjective.
- Membuat kalimat yang berkenaan dengan tema noun, verb dan adjective.

A. Tujuan Pembelajaran

Siswa dapat berkomunikasi dengan menggunakan wacana lisan sederhana dengan berbagai verb, noun dan adjective.

B. *Materi Pembelajaran*
✓ Vocabulary (Verb, Noun and Adjective)

Climb	Shut	Saw	Knife	Bored
Listen	Tall	Stick	Clock	Handsome
Shake	Hot	Whistle	Blind	Long
Die	Fresh	Drink	Die	Small
Speak	Wrong	Throw	Cry	Ready
Sing	Thin	Eat	Pretty	Strong
Funny	Round	Fear	Pillow	Silent
Cut	Hungry	Pray	Telephone	Comb

Contoh kalimat:

1. I'm <u>hungry</u>, give me a food.
2. Today is very <u>hot.</u>
3. <u>Silent</u> your phone, please.
4. <u>Listen</u> to me, please.
5. I have a new <u>telephone.</u>

C. *Metode Pembelajaran*

✦ Contextual Learning

D. *Langkah- Langkah Kegiatan*

✦ Kegiatan pendahuluan
    ✓ Greetings
    ✓ Menyampaikan SK, KD, Indikator dan tujuan pembelajaran.
    ✓ Memberi materi tentang vocabulary
    ✓ Motivasi.

➕ Kegiatan inti

- ✓ Guru membagi siswa ke dalam beberapa kelompok dan masing-masing ketua kelompok di berikan beberapa kosa kata untuk di diskusikan dengan anggota kelompoknya.
- ✓ Setiap kelompok diberi tugas untuk mencari makna tentang kosa kata yang diberikan tentang noun, verb dan adjective.
- ✓ Guru memonitor kegiatan siswa.
- ✓ Satu persatu siswa dari setiap kelompok memperagakan kosa kata dengan gesture di depan kelas.
- ✓ Kelompok lain menebak kosa kata yang diperagakan oleh siswa di depan kelas dan menulis jawaban di papan tulis.
- ✓ Masing- masing siswa menulis kosa kata yang ada di papan tulis dan membuat beberapa contoh kalimat tentang kosakata tersebut.
- ✓ Guru mericek kalimat yang di buat oleh siswa.
- ✓ Guru memberi penjelasan dan penguatan terhadap berbagai materi mengenai verb, noun dan adjective.

➕ Kegiatan penutup
- ▪ Menanyakan kesulitan atau masalah selama proses pembelajaran
- ▪ Menyimpulkan materi pembelajaran
- ▪ Memotivasi peserta didik untuk membiasakan diri mempraktekkan kosa kata dalam kehidupan sehari- hari.

E. Alat dan Sumber Belajar
➕ Dasar - Dasar Penguasaan Bahasa Inggris
➕ Kamus

F. Penilaian Hasil Belajar

$$Score = \frac{Value\ of\ student's\ correct\ answer}{Total\ test\ items} \times 10$$

9,5 – 10   = Excellent
8,6 - 9,5   = Very good
7,6 - 8,5   = Good
6,6 - 7,5   = Average
5,6 - 6,5   = Fair
3,6 - 5,5   = Poor
0 - 3,5   = Very poor