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**THE EFFECTIVENESS OF BODY LANGUAGE IN  
IMPROVING TEENAGERS' VOCABULARY MASTERY**

*A Thesis*

*Submitted as a part of the Requirements for S.Pd. Degree  
in English Education Study Program*



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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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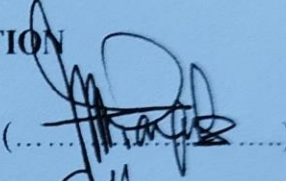
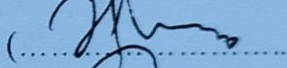
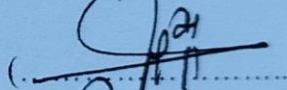

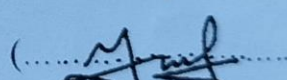
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## THESIS APPROVAL

This thesis entitled “**THE EFFECTIVENESS OF BODY LANGUAGE IN IMPROVING TEENAGERS' VOCABULARY**” Which is written by **Windayanti, Reg.Number. 1602020009**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Thursday, 14<sup>th</sup> of November 2022**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Thursday, 14<sup>th</sup> of November 2022

### COMMITTEE OF EXAMINATION

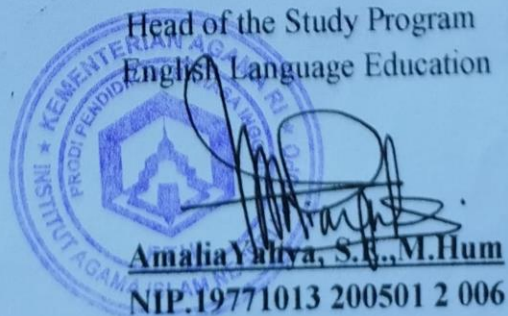
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## STATEMENT OF AUTHENTICITY

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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## EXAMINER APPROVAL

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The researcher realizes that this thesis is not perfect, for that the researcher hopes for suggestions and criticisms to make this thesis better. The researcher hopes that this thesis can be useful for everyone.

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## ABSTRACT

Windayanti, 2021. "The Effectiveness of Body Language in Improving Teenagers' Vocabulary Mastery at RSS Balandai Palopo". Thesis of the English Language Study Program, Department of Islamic Religious Education, Palopo State. Supervised by Rustan and Muhammad Iksan.

This Thesis is Focused on Improving Students' Vocabulary Mastery Through Body Language for Teenagers at RSS Balandai Palopo. The research question: Is body language effective to improve teenagers' vocabulary mastery at RSS Dwell Balandai Palopo? The Objective of this study: is to find out whether or not the use of body language is effective to improve vocabulary mastery of teenagers in the RSS dwell Balandai Palopo. This research used pre-experimental. The population of this study was 20 teenagers at RSS Balandai Palopo, age range from 11-13 years old. The sampling technique in this research is purposive sampling which consists of 10 students with a high willingness to learn, especially vocabulary. The instrument of this research was a vocabulary test. The pre-test was given to determine the students' basic vocabulary mastery and the post-test was given to determine the increase in students' vocabulary after being given treatment and research using body language techniques. The test questions total 20 items and then the questions were calculated and analyzed using SPSS 20. After the data was analyzed, it was found that the student's vocabulary mastery increased through English body language for teenagers. There is a significant difference between the results of the pre-test and post-test, namely the post-test is higher than the pre-test, where the mean value of the pre-test is 45.5 and the post-test is 73.5. Where the  $t_{count}$  score (-10.755) is higher than the  $t_{table}$  score (2.262) or  $-10.755 > 2.262$ . On the other hand, almost all students' vocabulary increased after the treatment.

**Keyword:** *Body Language, Pre-experimental Design, Vocabulary Mastery.*



## CHAPTER 1

### INTRODUCTION

#### A. Background

Vocabulary is the words used to communicate in the language. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen and write.<sup>1</sup> It means that the first thing we have to learn in the English language is vocabulary because it can make learning language skills easier and will be useful for the process of achieving language teaching objectives in other words. Vocabulary is the words are owned by language and they give meaning if we use that language. Considering the importance of learning English vocabulary, the teacher should choose an appropriate teaching technique that is suitable for teaching vocabulary in the learning process. A teacher needs various instructional methods that will be able to help the teenagers learn English vocabulary.<sup>2</sup>

Nowadays, Indonesia's English education is undertaking reforms. Traditional education pays too much attention to delivering knowledge to teenagers. Such a cramming method of teaching brings up teenagers who have good marks but low ability. Today's English education requires teenagers to communicate in English. Teachers are also required to teach English nearly without Indonesian expression all the class time. However, because of the

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<sup>1</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (USA: Cambridge University Press, 2002).

<sup>2</sup>Harmer, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2007) 1



limitation of teenagers' vocabulary, teachers should take some other effective ways to support English teaching.

Teaching quality and effect is the core of education and the use of body language can improve the teaching quality of English especially for teenagers. As a matter of fact, most teenagers enjoy an active atmosphere of English learning instead of a boring and serious one. Body language can help to explain what the teachers mean. Teachers also can deepen teenagers' understanding and memories with the aid of body language. When the communication between teachers and teenagers becomes more and more important with the development of English education, the use of body language can support teaching and help teachers get better teaching results.

In fact, based on the observation conducted at RSS Dwell Balandai Palopo, most of the teenagers still have some difficulties in their vocabulary masteries. It is caused by some factors, those are: their teacher at school makes them passive when learning, the absence of media given, the teenagers are not enthusiastic and not courageous enough to involve in the learning-teaching process. Therefore, they need an attractive teaching technique to stimulate them in empowering their vocabulary masteries. Those cases are quite problematic and the researcher considers that it is necessary to apply a good technique in teaching vocabulary called body language technique to the teenagers in RSS Balandai Palopo. Hence, the researcher composed research that refers to the title, *"The Effectiveness of Body Language in Improving Students' Vocabulary at RSS Dwell Balandai Palopo"*.



## **B. Research Question**

Based on the explanation in the background above, the researcher formulates the research question as follows:

Is body language effective to improve teenagers' vocabulary mastery at RSS Dwell Balandai Palopo?

## **C. The Objective of the Research**

In line with the research question, the researcher formulated the objective of this research is to find out whether or not the use of body language is effective in improving teenagers' vocabulary at RSS Dwell Balandai Palopo.

## **D. The Significances of the Research**

The significance of the research divided into two, they are:

### **1. Theoretically**

a. The result of this research can be used as a reference for further research with some changes according to the needs of researchers

b. As a reference thesis for the next thesis writing

### **2. Practically**

a. For the students, it is expected that this research can help students to improve their knowledge, skills, and competency in using English

b. For the English teacher, this research can be used as a reference and influence the teacher for the next teaching activity.

c. For the reader, this research can be used as an additional material or information about the teaching and learning vocabulary mastery.



### **E. Scope of the Research**

This research aims to improve teenagers' vocabulary through body language. However, the researcher limited the vocabulary referred to two types of vocabulary, namely verbs and adjectives. This research hoped that the students vocabulary improve into 20 vocabularies, where each meeting students find at least 5 new vocabularies about verb and adjective. This research utilized to find out how effective body language is to improve teenagers' vocabulary mastery well RSS in Balandai Palopo.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

In writing this research, the researcher finds some research related to this research as follows:

1. Syafrio Andestha, Fitriana Harmaini, and Lailatul Husna, *Teaching Vocabulary by Using Body Language Technique for Junior High School*.<sup>3</sup>

It aims to give information about teaching vocabulary by using body language techniques for junior high school. Vocabulary is the total number of words that build a language. In teaching vocabulary, some techniques can be used, one of them is the body language technique. When we talk about body language, it was potentially useful in teaching various subjects, including English vocabulary. The purpose of teaching vocabulary by using body language is to make the student understand and help students know units of words and improve students' ability in vocabulary. The procedure of teaching vocabulary by using body language consists of pre-teaching activities, whilst-teaching activities, and post-teaching activities. Describing this technique, the writer suggests using this technique because it engages students in all classroom learning processes.

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<sup>3</sup>SyafrioAndhesta, FitrianaHarmaini, and Lailatul Husna Teaching Vocabulary by Using Body Language Technique for Junior High School.English Department, the Faculty of Teacher Training and Education, Bung Hatta University. 2008. Pdf Accessed in 2019.



2. Sarra Harrath. *Using Body Language as a Teaching Strategy for the Acquisition of Vocabulary Items*. The major aim of the present study is to discover the effect of using body language. As a teaching strategy for middle school pupils' vocabulary acquisition, it is reached by means of an experiment as the research main tool. Here, second-year middle school pupils' at L'aiouer L'aid middle school were the research target population, from which, two groups. Obviously, both groups have been pre-tested. The experimental treatment involves teaching learners vocabulary throughout the implementation of body language (gesture, eye contact, facial expression, body movement). The control group, on the other hand, has been taught via ordinary methods (translation, using dictionaries). Later, both groups have been post-tested. The questionnaire, as a complementary tool, was handed to middle school teachers to reveal whether or not they, actually, use body language as a teaching strategy in English language teaching; as well as, reveal their impression of its usefulness in vocabulary acquisition. Results of both the experiment and the questionnaire demonstrate that most middle school teachers make use of this strategy as it has a significant effect on enhancing learners' vocabulary repertoires.<sup>4</sup>
3. Mennat Allah Ayman Mohammed Al-Morsy. *Effectiveness of Using Body Language Strategy on Facilitating Communication and Vocabulary for EFL Learners*. This study dealt with proposing the use of body language in all its forms and types as a method of teaching the English language to

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<sup>4</sup>Sarra Harrath. *Using Body Language as a Teaching Strategy for the Acquisition of Vocabulary Items*, 2015-2016



learners of EFL. The main problem of the study was that the English language is taught as a subject through indoctrination and memorization without using other tools and methods that facilitate learners' understanding of the language and practicing it without translation into their mother tongue. Based on the fact that students' level is very weak in understanding the meanings of new vocabulary and in most cases depending on Arabic translation, and also the difficulty of communicating in the English language, although sometimes students study the language curricula intensively, the importance of the study stems from the fact that learners have become in dire need for innovative ways to understand vocabulary and communicate easily using the learned language. As a result, it became imperative for the teacher to create an accessible and innovative learning environment to make the English language smoother and easier for the language learners. The study aimed to verify the effectiveness of using methods and forms of body language in transmitting language content and teachers' ideas to students without effort to improve and develop teaching/learning of the English language in a way that improves the outcome of the language learning process among learners. Thus, the study followed the quantitative approach. The researcher used two tools to answer the hypotheses of the study, which are a questionnaire for students and a test before and after teaching some of the vocabularies of the curriculum to the students using body language. The study found several results, the most important of which is the effectiveness of using



different forms and methods of body language in the classrooms to help learners understand vocabulary meanings easily without resorting to translation into the mother tongue, and also to be proficient in speaking and communicating using the language fluently.<sup>5</sup>

Based on the result of three previous studies, the researcher states that three of them have the same discussion about body language also this research but overall, this research is different from the three studies mentioned previously. The difference from those previous studies in this research focused on how effective body language is in improving teenagers' vocabulary mastery. Thus, the researcher was interested to get more common data in teaching vocabulary to the teenagers who stayed RSS in Balandai Palopo.

## **B. Some Pertinent Ideas**

### **1. Body Language**

#### **a. Definition of Body Language**

Body language is a term for different forms of communication using body movements or gestures instead of, sounds, verbal language, or other ways of communication. Body language is the process of communicating what you are feeling or thinking by the way you place

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<sup>5</sup>Mennat Allah Ayman Mohammed Al-Morsy, (March 2021), *Effectiveness of Using Body Language Strategy on Facilitating Communication and Vocabulary for EFL Learners*



and move your body rather than by words.<sup>6</sup> According to Adrian Furnham et al, body language is a communication without words.<sup>7</sup> The term body language is often equated with nonverbal communication. However, this designation is untrue in that body language is only a part of a whole of nonverbal communication. Body language can be defined as a system of nonverbal phenomena made up of the integration of five inter-related subsystems, such as gestures, postures, proxemics, haptics, and oculusics.<sup>8</sup>

A gesture was a font of non-verbal communication made with a part of the body, used instead of or in combination with verbal communication. The term posture refers to the position of the body (characteristic or assumed). Proxemics is related to the communication of interpersonal space and distance. Haptics is concerned with patterns of tactile communication (i.e. touching). As for oculusics, it analyzes communication through the eyes, including eye gaze, eye contact, eye movements, blinks, pupil dilation, etc.<sup>9</sup> Although we may not realize it when we talk with others and send messages to the people around us, we make ourselves understood not only by words but also by facial expressions and body movements.

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<sup>6</sup>Hornby, A. S. (2006). *Oxford Advanced Learner's English-Chinese Dictionary*. Oxford: Oxford University Press.

<sup>7</sup> Adrian Furnham and Petrova, "Body Language in Business: Decoding the Signals", (2010).

<sup>8</sup> Fujimoto, "Nonverbal Communication and Pragmatics", *The Language Teacher* No. 27.5, (2003, May) p. 1-4.

<sup>9</sup>CICCA, A. H., STEP, M., and TURKSTRA, L, "Show me what you mean: Nonverbal communication theory and application' *The ASHA Leader*. 2003, December. No.34, p.p. 4-5.



We call it body language, which studies the meaning of all parts of the body. It includes many nonverbal behaviors, e.g. eye contact, gestures, postures, facial gestures, touch, and so on. It can deliver different information, making a set of the system which is the same as the language signal. For example, A smile and handshake indicate welcome, waving one's hand means "goodbye", and nodding the head is a way to show agreement while shaking means disagreement.<sup>10</sup> Body language is a kind of nonverbal communication and it forms parts of the category of paralanguage, which describe all forms of human communication that are not verbal language. Therefore, the researcher finds that the English classroom will become a stage for teachers and students. The purpose is that teachers should teach their students in a comfortable context. They can change the little classroom into a shop, a hotel, a park, or even a hospital.

Body language can be a good tool for improving the imaginations of the students and helping teachers express their ideas and language points more vividly. And my body language can express some connotation of language that is difficult to express by mouth.

#### b. Components of Body Language

The following table shows body language and its main components clearly:<sup>11</sup>

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<sup>10</sup>Yu Aihong. (2002). Language Transfer and Foreign Language Teaching. Shandong Education and Reach Press. 2, 23-41.

<sup>11</sup>Asst. Prof. Dr. Murat European University of Lefke, Cyprus [hismanoglu@yahoo.com](mailto:hismanoglu@yahoo.com).  
The Use of Body Language in Foreign Language Learning and



### *Body Language and its Components :*

*Gestures* or movements of the head, hands, arms, and legs can be employed to convey specific messages. They vary considerably from one culture to another, so an American teacher of English who teaches English to African students in an African context should learn the meanings of various gestures in the African culture. In the African society, the language teacher should actively observe and try to develop similar motions and facial expressions as s/he sees the locals using. This will enhance her/his relationships and communication with students in the classroom.

The term *posture* is related to the position of the body and it was specific culture as is the case with other categories of body language. For instance, in a foreign language classroom, a Turkish student of English cannot talk with their teacher with their hands in their pocket because a student's putting hands in their pocket when talking with the teacher was considered to be disrespectful or impolite. Similarly, students cannot sit with their legs crossed in front of the teacher in the classroom because such a nonverbal behavior may be interpreted as inappropriate or disrespectful by the teacher.

*Proxemics*, one of the most important aspects of body language, plays a vital role in establishing a successful interaction between the teacher and the students in the classroom. Students who have a



proxemics system different from the target culture. Students should learn about these differences. For example, an Arab ESL student in America who disregards the difference between the proxemic system of America and that of his mother tongue may experience seriously.<sup>12</sup>

Language teachers who teach a foreign language to students from cultures different from their own should be very careful when using a body language category like *haptics* in the classroom on account of the fact that nonverbal differences may be at play in the classroom. For instance, if the language teacher touches a Chinese, Japanese, Taiwanese, or Korean student on his shoulder to motivate them to the lesson, this nonverbal behavior may be perceived as abnormal by such students because China, Japan, Taiwan, and Korea are not touch-oriented societies. However, if the same teacher exhibits the same nonverbal behavior in a classroom which consists of Phillipinian and Turkish students, students perceive the teacher's nonverbal behavior as quite normal and highly motivating and they do not criticize the teacher for this behavior since Turkey and Philippines are touch-oriented societies.<sup>13</sup> As is known, in Islamic cultures, no touching between genders (even handshakes) is approved. However, such touching (including hand-holding, hugs) between same-sex is regarded as appropriate. It follows from this that male native/non-native teachers

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<sup>12</sup> Arias, Ivannia Jimenez, "Proxemics in the ESL Classroom", *Language Teaching Forum*, Vol.34, No.1, (1996), P.32-36.

<sup>13</sup> Imai, Gary, (2007.08.05), "Gestures: Body Language and Nonverbal Communication", [www.csupomona.edu/tassi/gestures.htm](http://www.csupomona.edu/tassi/gestures.htm), (1996.01.01)



of English can never handshake a female Arabic student in the classroom since touching between genders is not allowed in Arabic culture.

*Oculistics* culture-specific; that is whether making eye contact with other persons is appropriate or not is based on the culture within which is used in the U.S.A., eye contact denotes the degree of attention or interest, influences attitude change or persuasion, regulates interaction, communicates emotion, defines power and status and has a central role in managing impressions of others. In Arabic culture, people make prolonged eye contact with each other. They believe that eye contact shows interest and that it helps them to comprehend the truthfulness of the other person. A person who does not reciprocate was seen as untrustworthy in Arabic culture. In Japan, Africa, Latin America, and the Caribbean, people avoid eye contact to show respect to the person with whom they are talking. In Korea and the Philippines, prolonged direct eye contact was considered impolite and even intimidating. Hence, a Turkish teacher of English who does not know that Korean people consider prolonged eye contact as an impolite nonverbal behavior may intentionally make eye contact with Korean students of English to draw their attention to the lesson and s/he may misinterpret Korean students' not looking at her/his eyes by feeling that students are uninterested, demotivated and lazy.



All language teachers use body language either consciously or unconsciously when presenting their lessons and giving talks to students in the language classroom. Body language and its main components are used by language teachers to help students to understand, learn or remember new information. Using body language in a foreign language classroom is a good teacher behavior to develop students' socio pragmatic competence in the target language.

c. Specific Use of Body Language in English Teaching

In this regard, there are some specific uses of body language in English teaching, they are:

*Art of Using Facial Expressions* Facial Expression was a “universal language” in human beings' society. Humans can show their feelings and emotions through facial expressions, such as happiness, sorrow, and fear. Therefore, teachers should know how to utilize different facial expressions to deal with different situations that appear in the classroom. If a teacher could use his facial expressions well, he would create a good studying atmosphere and enhance his teaching effect. For instance, when a student gives a wrong answer, will the teacher criticize him with an angry face or just encourage him with a smile? The answer is self-evident. English studying is comparatively difficult for most students. Thus, teachers need to keep students optimistic and perky in English learning. To keep smiling has this

magical function. Some pedagogic professors proposed once, "Teachers should use smile with love to conquer a student's mind."

A good English teacher should take a warm smile into classroom teaching. A warm smile could give students comfy studying surroundings. How does the teacher do this? Teachers can tell students some humorous stories in English or let them give some short role-plays. Teachers and students can keep their relationships in a happy and comfy atmosphere. A philosopher once said: "Education is important but it does not mean that teachers should keep a long face in the classroom." When students cannot focus their attention on the text, teachers can use some grandiloquent facial expressions to draw their attention. To sum up, if a teacher can use his facial expression diplomatically, he can receive a perfect classroom teaching result.

*Art of Using Gestures Teachers* uses appropriate gestures to transmit their minds and show their feelings. It adds persuasion and appeals to the class too. In classroom teaching, the teacher can do some gestures for expressing what they want students to do. For instance, when a teacher gives the explanation for the sentence "He is fat", he may splay his hands around his haunch. If the sentence is "She is slim", the teacher can give a curvaceous model as the letter S. Vivid gestures help students deepen their understanding of English. Some other simple gestures act the role of conveying teachers' messages. For instance, "Come here" (teacher stretches out one hand which points to



himself with palm, then beckons), "It's OK" (with thumb upward), and so on. Overall, gesture has the most expressions in body language. Therefore, it has abundant expressions. However, teachers cannot use too fussy gestures to distract students' attention.

*Art of Using Eye Contact* Everyone knows that eye is the "window" to the soul. From one's eye, we can know his inner question and his attitudes. So, eye contact expresses exquisite emotion. The teacher uses his eye contact artistically to improve his teaching effects. Firstly, eye communication is between teachers and students. The teacher may catch students' regenerative information from their eye contacts. For instance, a student watches the ceiling with dull eyes every now and then, which means he gets side freaked. And if there is a doubt or sparkle in students' eyes, the teacher can know whether or not they have understood the content. That is to say, students' eyes can give some messages to teachers.

The teacher should keep in good touch with students through eye contact. However, how does the teacher use eye contact to help English teaching? The teacher may look around the whole class, which can let students feel the teacher's pertinence. If some students do not listen earnestly, the teacher also can prompt their attention in the way. The teacher focuses partly on some students for helping them build up their self-confidence to study English and be more active in learning

English. If a teacher has expressive eyes, he can control the class better.

*Art of Using Body Distance.* The distance between people still has informative meaning. Body distance is one kind of body language too. In the English classroom teaching, teachers stand in different positions which gives students different feelings. Students indicate that when teachers stand near students two to three-point five meters, that distance can produce one kind of control. If some students do not concentrate in-class time, the teacher only needs to go nearby place that would change the students' absent-minded condition.

Teachers usually lead students to read in middle school. When the teacher is reading, he can go to the students' space zone". If he does this, he will control the disciplines and correct their wrong pronunciation properly. Moreover, if the teacher does the dictation by walking properly in the classroom, he can draw students' attention. If a teacher stands on a platform which is from students four to five meters, it's hard to draw their attention. Some teachers often complain that they cannot get satisfactory teaching effects when they are teaching in multimedia classrooms.

#### d. Concrete Application Of Body Language In Different Aspects In English Teaching

In this regard, there is some concrete application of body language in different aspects of English teaching, they are:



*Application of Using Body Language in Listening.* As we all know, listening constitutes a significant part of our daily communication. Understanding others and being understood is a basic purpose of English learning. In this process of training students' listening ability, if teachers use the body language properly, they can achieve a better effect. For instance, a teacher can extend his or her arms slowly when he or she says "She lives in a very large house" and open his or her eyes widely with mouth opened when he or she says "She is such a beautiful lady". As a result, the students will have a deep impression that the room is very big and the lady is beautiful.

*Application of Using Body Language in Speaking.* The spoken language was one of the important ways to communicate with others. Chinese students are very shy. They usually can write and read English very well but cannot speak English, so we should try to develop the students' ability to speak. How can teachers help students overcome their passive attitudes? Body language can arouse and sustain the students' interest in using and learning English. In fact, they are helped to reach the aim to a certain degree by their teacher's body language. In the English classes, the teachers should not only use body language themselves but also ask the students to use them according to different situations. For example, a text about when the new students meet for the first time, and they do not know each other. So teachers can introduce themselves first. During the introduction process, the

teachers should use the new words and sentences together with vivid expressions and proper gestures as much possible as they can. They smile when they say hello to the class, and they shake hands with some students saying "Glad to meet you". When they express their interests, they imitate the actions of dribbling and shooting at the basketball, turning pages to indicate reading. After the teachers' introductions, they can create an environment for the students to practice. Indeed, the application of body language in different situations will help to create an interesting and successful lesson.

*Application of Using Body Language in Reading.* Body language was helpful in improving students' reading ability. Here we mainly discuss the usefulness of reading aloud. It can help students to achieve good pronunciation and intonation of English. What's more, it can help them to fully and deeply understand the beauty of the language. As a famous saying goes, a poem is not a poem until it was read. Teachers should tell students to use proper body language while reading loudly. For example, pay attention to where to raise or lower our tone, and when to speak softly. To achieve better results, we can adapt the strong or soft parts that are used in music teaching. For instance, we use falling tones in declarative sentences, use rising tones, and then falling tones in the selective question sentences. At first, the students might feel confused as they are not accustomed to it yet. However, with the help of body language, they can master it more easily. For example,



when they read a selective question sentence, they put up their hands in a rising tone and put down their hands in falling tones. After training sometimes, whenever they read the sentences, they will use this body language unconsciously. In a word, fluent English with vivid gestures helps to can create a good learning environment, which will surely motivate students" reading ability.

## 2. Vocabulary

### a. Definition of Vocabulary

Hari Mukti Krida Laksana points out "Vocabulary is a component of a language that maintains all of the information about the meaning and using a word in language".<sup>14</sup> According to David L. Sheperd, vocabulary is one of the most significant aspects of language development.<sup>15</sup> According to Linse, vocabulary is the collection of words that known by individual.<sup>16</sup> Generally, vocabulary is the knowledge of meanings of words.<sup>17</sup> In addition, according to Hatch and Brown, vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language

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<sup>14</sup> Harimukti Krida Laksana, *Kamus Linguistik* (Jakarta: PT Gramedia Pustaka Utama, 1993), 127.

<sup>15</sup> David L. Shepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods* (USA: Bell and Howel Company, 1973), 39.

<sup>16</sup> Caroline T. Linse, "Practical Language Teaching: Young Learners, (New York: McGraw-Hill, (2005), p.121.

<sup>17</sup> Elfrieda H. Hiebert and Michael L. Kamil, "Teaching and Learning Vocabulary: Bringing Research to Practice, USA: Lawrence Erlbaum Associates, Inc., (2005), p.3.

might use. It means that vocabulary is one of the important components of language to communicate.<sup>18</sup>

Learning language cannot be separated from learning vocabulary. According to Thornbury, nothing could be conveyed without vocabulary.<sup>19</sup> Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component of language because it affects the four language skills, there are listening, speaking, reading, and writing. Related to the importance of vocabulary learning is central to language acquisition, whether the language is first, second, or foreign.<sup>20</sup> Generically, vocabulary is the knowledge of the meanings of words. Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses.<sup>21</sup>

Moreover, Averil stated that vocabulary is a central part of the language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. The definition of vocabulary is clear enough that in most cases of

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<sup>18</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 2001), p. 1

<sup>19</sup> Scott Thornbury, "How to Teach Vocabulary", Edinburgh: Pearson Educational Limited, (2002), p. 13.

<sup>20</sup> Marianne Celcic e-Murcia, (2001), *Teaching English as a Second or Foreign Language*, USA: Heinle&Heinle, p. 285.



human life, they use a set of words. The use of words itself is differentiated according to the field, person, class, or profession. It means that the beggar uses a set of words to ask for some money from rich people, the teacher also uses a set of the word when their students command. The researcher has the opinion that vocabulary is one aspect of language which is important in learning the language because vocabulary carries a meaning which is used in communication. Jeremy Harmer also stated that vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language.<sup>22</sup>

b. The Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.<sup>23</sup> While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in their memory and recall it when speaking or writing. Thus two main groups of a person's vocabulary are active and passive vocabulary. Active vocabulary (productive) is used in speech or writing and is made up of words that come up in a person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a

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<sup>22</sup> Jeremy Harmer, "The Practice of English Language Teaching", A New Edition, New York: Longman, (1992), p. 154.

<sup>23</sup> John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154.

person.<sup>24</sup> People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary.<sup>25</sup> Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching a foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skills; speaking, writing, reading, and listening. Different from John, Wiji divides vocabulary into four groups as follows:<sup>26</sup>

The first is function words. These words, although some of them may also have full-words meaning contents. The amount of these groups is auxiliaries, prepositions, and conjunction, depending on where they are placed.

The second is substitute words. Those words do not represent individual things or specific actions, but function as substitutes for whole classes of words. Its means that is a link among words.

The third types of vocabulary item are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. To means that Anton also can speak English well although the sentences do not show immediately that Anton can speak English well.

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<sup>24</sup> Hernawati, "Building Up The Students English Vocabulary Trough Fanny Stories At Smp Negeri 2 Duampama Kab. Pinrang" 1, no. 2 (2015).

<sup>25</sup>Elfrieda H. Hiebert and Michael L. Kamil, Op.cit., p. 3 8 Wiji Lestari, (2013), *Improving Students' Vocabulary Mastery Through Word Clap Game*, Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, p. 41-42

<sup>26</sup>William Collins, (1979), *Webster's New Twentieth Century Dictionary*, America: The United States of America, p. 604



The large body of "content words" constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary of the language is discussed.

In this study, the researcher conducted research that focused on increasing vocabulary in two types, namely verb and adjective.

### **3. Teaching Vocabulary by Using body Language**

Similarly, Yu et al. (2005, as cited in Atkinson, 2011) considered that "gaze", eye contact, as a form of body language, he argued learners depend on the teacher's gaze to get what is being referred to or meant. Hence, according to him, vocabulary acquisition depends partly on gaze (p. 125). It is obvious that vocabulary is considered to be a cornerstone to learning an FL. Yet, EFLs still cannot grasp the meaning of many important vocabularies. In fact, learners, especially young learners, need to live what they learn; they need something realistic and concrete to get the meaning of words accurately. Schiffer Dannof (2008) provided some effective vocabulary teaching strategies for beginners. Among these strategies, we have the use of facial expressions to create a strong meaning in the teacher's speech. Therefore, body language is said to be a highly expressive language that could be used in TEFL with young EFLs because they have not yet experienced the language.

There are several steps for applying body language in teaching vocabulary by Mennat Allah Ayman Mohammed Al-Morsy :

- a. The teacher explains the topic clearly through the visualizing picture that the teacher hangs on the whiteboard and then the students answer the teacher's questions about body language and its functions.
- b. The teacher asks the students to write the word that they can take from the visualizing picture in their notebook.
- c. The teacher takes another visualizing picture and hangs it on the whiteboard, and then the teacher asks the students to respond to the picture one by one of the students in the classroom.
- d. The teacher asks students to create a group, which consists of 4 people. Each group must make 10 vocabularies and be presented using body language.<sup>27</sup>

Based on the explanation above the researcher applies how to apply body language to teach vocabulary, namely :

- a. The researcher check the students' register
- b. The researcher explains the topic
- c. The researcher invites one student to the front
- d. The student is shown a picture by the researcher
- e. The student demonstrated pictures with body language
- f. Other students guess the body language that is demonstrated
- g. Students look for the meaning of the word in English.

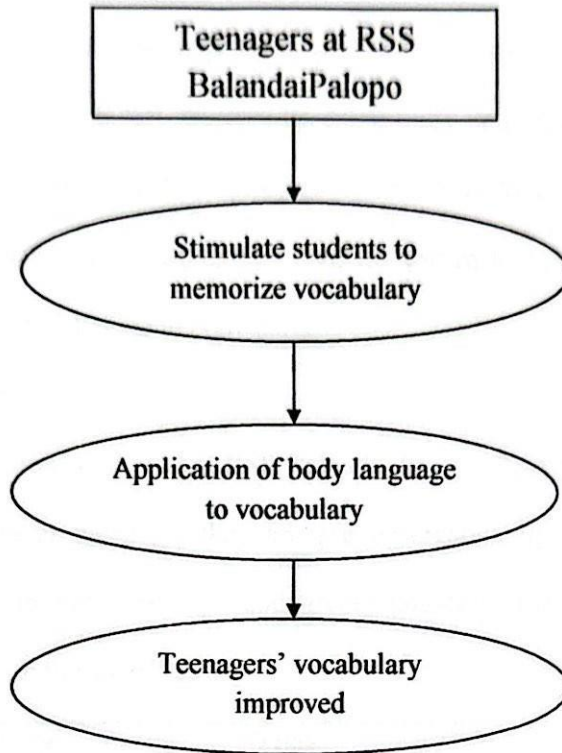
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<sup>27</sup>Mennat Allah Ayman Mohammed Al-Morsy, (March 2021), *Effectiveness of Using Body Language Strategy on Facilitating Communication and Vocabulary for EFL Learners*



### C. Conceptual Framework

The conceptual framework in this research show as follows:



### D. Hypothesis

There are two hypothesis in this research, they are:

1. H0: The use of Body Language is not effective to improve the students' vocabulary mastery at RSS dwell Balandai Palopo.
2. H1: The use of Body Language is effective to improve the students' vocabulary mastery at RSS dwell Balandai Palopo.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

The researcher used the pre-experimental. The researcher tries to find out the effectiveness of vocabulary mastery by using body language techniques. This is pre-experimental for the effect of direct methods on mastery of teenagers' vocabulary. This research also does not use writing, which is only used as a movement technique in body parts.

**B. Time and Location**

This research was conducted at RSS Balandai Palopo. This research also conducted for several meetings, they are pre observation, giving pre-test, giving treatments in four meetings, and giving post-test. The time of the research will show in the table below:

<b>Research Activity</b>	<b>Time</b>
Pre observation	February 2020
Proposal seminar	July 2020
Giving pre-test	September 2021
Treatment	September-October 2021
Giving post-test	October 2021
Result seminar	April 2022
UT	



### **C. Variable Operational Definition**

In this section, the researcher included the dependent variable and the independent variable.

The dependent variable was the students' vocabulary mastery

The independent variable was utilizing the body language technique

### **D. Population and Sample**

#### **1. Population**

The population of this research was 20 teenagers at RSS Balandai Palopo, age range from 11-13 years old. This pandemic era makes the researcher difficult in conducting this research in the school.

#### **2. Sample**

Based on the explanation in the population above, the researcher used purposive sampling which is the students in the age 11 to 13 years old. It aims to represent the Junior High School Students. There are 10 teenagers in the sample with a high willingness to learn, especially in vocabulary.

### **E. The procedure of Collecting Data**

To collect the data for this research, the researcher used the procedure of data collection as follows:

#### **1. Pre-test**

Before doing treatment, teenagers are given a pre-test to determine the teenagers' ability to understand body language and understand vocabulary. The form of the test was translating the list of vocabulary

given by the researcher. There were 20 vocabularies that should be translated in each test.

## 2. Treatment

There were four meetings in this research with the procedure :

### a. Meeting 1 :

- 1) The researcher check the attendance list
- 2) The researcher explains the character as part of the adjective
- 3) The researcher invites one student to the front.
- 4) The student is shown a picture by the researcher.
- 5) Students demonstrate a picture with body language.
- 6) Other students guess the body language that is demonstrated
- 7) Students look for the meaning of the word in English.

### b. Meeting 2 :

- 1) The researcher check the attendance list
- 2) The researcher explains the shape and size as part of the adjective
- 3) The researcher invites one student to the front.
- 4) The student is shown a picture by the researcher.
- 5) Students demonstrate a picture with body language.
- 6) Other students guess the body language that is demonstrated
- 7) Students look for the meaning of the word in English.

### c. Meeting 3 :

- 1) The researcher check the attendance list



- 2) The researcher explains the sport as part of the verb
- 3) The researcher invites one student to the front.
- 4) The student is shown a picture by the researcher.
- 5) Students demonstrate a picture with body language.
- 6) Other students guess the body language that is demonstrated
- 7) Students look for the meaning of the word in English.

d. Meeting 4 :

- 1) The researcher check the attendance list
- 2) The researcher explains daily activity as part of the verb
- 3) The researcher invites one student to the front.
- 4) The student is shown a picture by the researcher.
- 5) Students demonstrate a picture with body language.
- 6) Other students guess the body language that is demonstrated
- 7) Students look for the meaning of the word in English.

3. Post-test

The form of the test was translating the list of vocabulary given by the researcher. There were 20 vocabularies that should be translated in each test.

**F. Instrument of the Research**

Data was collected using a vocabulary test. The test was given in pre-test and post-test. The form of the test was translating the list of vocabulary given by the researcher. There were 20 vocabularies that should be translated in each test.

## G. The technique of Data Analysis

1. Scoring the teenagers' correct answers to pre-test and post-test by using the following formula :

$$\text{score} = \frac{\text{totalcorrectAnswer}}{\text{totaltestitem}} \times 100$$

2. To know the level of the teenagers' scores the following classification is used.<sup>28</sup>

- a. 90 to 100 is classified as excellent
- b. 80 to 89 is classified as very good
- c. 70 to 79 is classified as good
- d. 60 to 69 is classified as average
- e. 50 to 59 is classified as fair
- f. 40 to 49 is classified as poor
- g. 0 to 39 is classified as very poor.<sup>29</sup>

3. The computing of the frequency of the rate percentage the following formula :

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

Notes :

P: Percentage

Fq: The cumulative frequency of subject

N: Total number of sample<sup>30</sup>

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<sup>28</sup>Sartina, "A thesis on tittle improving English vocabulary through the logic game at the sixth year student of 20 simple" (STAIN, Palopo,2011), p.37

<sup>29</sup>AnasSudijono, *PengantarStatistikPendidikan*(RadjawaliPersada, 2009).

<sup>30</sup>Ridwan, *dasar – dasarstatistika*, (bandung: Alfabeta,32003), p.41



4. Calculating the mean score, standard deviation, frequency table, and test between vocabulary mastery of experimental by using SPSS 20 for windows evaluation.

## **H. Validity and Reliability**

The researcher has validated the instrument of this research. Those instruments that had been validated are the list of vocabulary test, and the lesson plan for treatments. The validation has done by giving the validation sheet to the expert to examine the instrument of this research, whether or not the instrument can be used in this research.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter was divided into two parts. The first part is findings and the second part is discussions.

#### A. Findings

The results of this research were used to explain the outcome of data that had been statistically analyzed. It includes the students' pre-test and post-test scores, the classification percentage of students' pre-test and post-test scores, the mean score and standard deviation of the students' pre-test and post-test scores, and the mean score and standard deviation of the students' pre-test and post-test scores

The analysis of students' vocabulary scores in pre-test:

##### 1. Pre-test

The researcher displays the total score of the student's vocabulary in the pre-test in this segment. The data was provided to the researcher in a table, and the score was calculated using SPSS 20. The following table can be used to present it.



**Table 4.1**  
**The score of students in the pre-test**

Respondents	Correct Answer	Score
R1	8	40
R2	7	35
R3	7	35
R4	10	50
R5	12	60
R6	11	55
R7	9	45
R8	8	40
R9	10	50
R10	9	45

The researcher used SPSS 20 to measure the mean score of students' vocabulary mastery in the pre-test. The following table of descriptive statistics can be used to present the results:

**Table 4.2**

**The mean score of students' vocabulary in the pre-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	10	35.00	60.00	45.5000	8.31665
Valid N (listwise)	10				

Table 4.2 shows that the highest score received by students was 60 while the lowest score received is 35. This also shows that the average score of students on the pre-test is 45.4 with a standard deviation of error of 8.3.

Researchers have also written classification of student assessments of the frequency and percentage of student performance results in the pre-test in the table below:

**Table 4.3**

**Scoring classification in the pre-test**

Classification	Score	Frequency	Percentage
Excellent	90-100	0	-
Very good	80-89	0	-
Good	70-79	0	-
Average	60-69	1	10%
Fair	50-59	3	30%
Poor	40-49	4	40%



Very poor	0-39	2	20%
Total		10	100%

Based on table 4.3, there are no students who get extraordinary, very good, and good classifications before getting treatment using body language. There was 1 student (10%) out of 10 students who gave the classification "moderate", 3 students (30%) gave the classification "enough", 4 students (40%) gave the classification "poor", 2 students (20%) gave the classification "very bad". Based on the data above, as shown by the fact that students who got very low and bad grades were more than students who got good grades. Students' vocabulary mastery was still lacking according to these results.

## 2. Post-test

The researcher displays the total score of the student's vocabulary in the post-test in this segment. The data was provided to the researcher in a table, and the score was calculated using SPSS 20. The following table can be used to present it.

**Table 4.4**

### **The score of students in post-test**

The researcher used SPSS 20 to measure the mean score of students' vocabulary mastery in the post-test. The following table of descriptive statistics can be used to present the results:

Respondents	Correct Answer	Score
R1	15	75
R2	12	60
R3	13	65
R4	16	80
R5	17	85
R6	15	75
R7	12	60
R8	14	70
R9	15	75
R10	18	90

**Table 4.5**

**The mean score of students' vocabulary in post-test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	10	60.00	90.00	73.5000	10.01388
Valid N (listwise)	10				



Table 4.5 shows that the student's highest score was 90 and the lowest score is 60. In addition, it also shows that the student's mean score on the post-test was 73.5 and the standard deviation of error was 10.

On the other hand, the researcher has also written classification of student scores from the frequency and percentage of student scores on the post-test can be seen in the table below:

**Table 4.6**  
**Scoring classification in post-test**

No.	Classification	Score	Frequency	Percentage
1	Excellent	90-100	1	10%
2	Very good	80-89	2	20%
3	Good	70-79	4	40%
4	Average	60-69	3	30%
5	Fair	50-59	0	-
6	Poor	40-49	0	-
7	Very poor	0-39	0	-
Total			10	100%

In the post-test, students got a classification score as shown in the table above. The information presented above shows that in the post-test there was one student (10%) who is classified as very good, two students (20%) who are classified as very good, four students (40%) who give a good classification, three students (30%) gives an average classification.

This means that the student's vocabulary mastery increases after the treatment.

In addition, the researcher will present the total mean score and standard deviation for the pre-test and post-test, and compare the two. The following was how the results will be interpreted in a descriptive statistical table:

**Table 4.7**

**The mean score and standard deviation of pre-test and post-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	10	35.00	60.00	45.5000	8.31665
Posttest	10	60.00	90.00	73.5000	10.01388
Valid N (listwise)	10				

Table 4.7 shows that the standard deviation of the pre-test was 8.3 and that of the post-test is 10.0. This also shows that the mean score of the students in the pre-test was 54.5 and the mean score of the students in the post-test. the test was 73.5. The results of the table above show that the average score of students on the post-test is higher than the average score of students on the pre-test. It was concluded that using body language techniques in teaching vocabulary.

The researcher used test analysis and measured it using SPSS 20 to determine whether the pre-test and post-test were substantially different, as well as the acceptability of the research hypothesis. Pairwise sample



statistics, pairwise sample correlation, and pairwise sample testing can all be found in the table. The following table is used to present them:

**Table 4.8**

**The paired sample statistics of pre-test and post-test**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	45.5000	10	8.31665	2.62996
	Posttest	73.5000	10	10.01388	3.16667

The statistical table of the paired pre-test and post-test samples from above shows that the standard deviation value in the pre-test was 8.31665 and the post-test was 10.01388. In addition, the standard deviation of the error in the pre-test was 2.62996 and in the post-test was 3.16667. The table above also shows that the average score on the pre-test was 45.5000 and the post-test was 73.5000. It can be concluded that the student scores increased from 45.5 to 73.5.

**Table 4.9**

**The paired sample correlation of pre-test and post-test**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	10	.610	.061

The correlation table of the paired pre-test and post-test samples above shows that the correlation of students' abilities before and after treatment was 610. This means that there was a significant relationship

between students' abilities in teaching vocabulary using body language techniques before and after treatment.

**Table 4.10**

**The paired of pre-test and post-test**

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest Posttest	-28.00000	8.23273	2.60342	-33.88934	-22.11066	-10.755	9	.000

From the sample test table of 4.10, the researcher provides data that  $t_0$  (count) = -10,755 and df (degrees of freedom) = 9. According to the value, the value of  $t_t = 2.262$ . standard significance of 0.05 with degrees of freedom (df) = 9. Based on the results of the study, the researcher concludes that  $t_0$ (count) was greater than  $t_t$ (table,  $t_0 > t_t$ )

$$10.755 > 2.262$$

Related to the result that ( $t_0 > t_t$ ) the  $t_{count}$  was higher than the table, it means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It concluded that there was a significant difference in vocabulary before and after using the riddle game. Because of that, the researchers believed body language techniques were quite effective in using vocabulary among teenagers.



## **B. Discussion**

Vocabulary is the words are owned by language and they give meaning if we use that language. Considering the importance of learning English vocabulary, the teacher should choose an appropriate teaching technique that is suitable for teaching vocabulary in the learning process. A teacher needs various instructional methods that will be able to help the teenagers learn English vocabulary.

In fact, based on my observation conducted in RSS in Balandai Palopo, most of the teenagers still have some difficulties in their vocabulary masteries. It is caused by some factors, those are: their teacher at school makes them passive when learning, the absence of media given, the teenagers are not enthusiastic and not courageous enough to involve in the learning-teaching process. Therefore, they need an attractive teaching technique to stimulate them in empowering their vocabulary masteries. Those cases are quite problematic and the researcher considers that it is necessary to apply a good technique in teaching vocabulary called body language technique to the teenagers in RSS Balandai Palopo.

Teaching quality and effect is the core of education and the use of body language can improve the teaching quality of English, especially for teenagers. As a matter of fact, most teenagers enjoy an active atmosphere of English learning instead of a boring and serious one. Body language can help to explain what the teachers mean. Teachers also can deepen teenagers' understanding and memories with the aid of body language. When the

communication between teachers and teenagers becomes more and more important with the development of English education, the use of body language can support teaching and help teachers get better teaching results.

In conducting this research, the researcher did some procedures, they have observed the current learning activity of the students and their problems in learning, considered the solution to solve their problem, did experimental research on whether or not the solution provided by the researcher can solve the problems or not.

The discussion in this section explores how body language techniques will help students improve their vocabulary. Based on the results of the study, students who were taught using body language techniques experienced an increase in vocabulary. The combined results of the students' pre-test and post-test prove it. Students were given a pre-test to assess their ability to understand various vocabularies. They were then given treatment as part of an exercise to build vocabulary using the body language of the researcher. The researcher had 20 pre-test questions based on thematic questions. In the pre-test respondent, 1 answered the question correctly by 8 points compared to the question in the post-test respondent 1 increased in answering the question correctly by 15 points. In the pre-test, most students made many mistakes when answering questions about body language about verbs and adjectives because students' vocabulary was still relatively low.

In both the pre-test and post-test, the researcher asked various vocabulary questions. Students were asked to complete a vocabulary test by



the researcher. The researcher has 2 post-test questions based on thematic questions. It was found that the students on the post-test performed well in the classification. This shows that using body language techniques to increase students' vocabulary was efficient. Based on the findings, the researcher concludes that there was a substantial difference between pre-test and post-test to improve students' vocabulary using body language techniques. The number of students' vocabulary before conducting research among integers was still below 100 vocabularies. Then after the researchers conducted research by applying the body language technique, the students' vocabulary increased between 90-to 150 vocabulary and even more.

In other words, using body language techniques in teaching vocabulary can be used to increase students' vocabulary. The results of statistical analysis for a significance level of 0.05 with degrees of freedom ( $df = N-1$ ) where ( $N = 10$ ,  $df = 9$ ). The probability value is smaller than alpha ( $\alpha$ ) ( $0.00 < 0.05$ ). This shows that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. This means that body language techniques are effective in increasing students' vocabulary because by using body language to teach vocabulary, students can easily remember the vocabulary that has been taught by using body language movements.

Based on the results of three previous studies by SyafrioAndestha, FitrianaHarmaini, and LailatulHusnalt aims to give information about teaching vocabulary by using body language techniques for junior high school. Vocabulary is the total number of words that build a language. In teaching

vocabulary, some techniques can be used, one of them is the *body language* technique. When we talk about *body language*, it was potentially useful in teaching various subjects, including English vocabulary. The purpose of teaching vocabulary by using *body language* is to make the student understand and help students know units of words and improve students' ability in vocabulary. The procedure of teaching vocabulary by using *body language* consists of pre-teaching activities, whilst-teaching activities, and post-teaching activities. Describing this technique, the writer suggests using this technique because it engages students in all classroom learning processes.

Sarra Harrat the major aim of the present study is to discover the effect of using *body language*. As a teaching strategy for middle school pupils' vocabulary acquisition, it is reached by means of an experiment as the research main tool. Here, second-year middle school pupils' at L'aiouer L'aid middle school were the research target population, from which, two groups. Obviously, both groups have been pre-tested. The experimental treatment involves teaching learners vocabulary throughout the implementation of *body language* (gesture, eye contact, facial expression, body movement).

Mennat Allah Ayman Mohammed Al-Morsy this study dealt with proposing the use of *body language* in all its forms and types as a method of teaching the English language to learners of EFL. The main problem of the study was that the English language is taught as a subject through indoctrination and memorization without using other tools and methods that facilitate learners' understanding of the language and practicing it without



translation into their mother tongue. Based on the fact that students' level is very weak in understanding the meanings of new vocabulary and in most cases depending on Arabic translation, and also the difficulty of communicating in the English language, although sometimes students study the language curricula intensively, the importance of the study stems from the fact that learners have become in dire need for innovative ways to understand vocabulary and communicate easily using the learned language.

Based on the previous research above, all three had the same discussion about body language as well as this study, but overall this research will be different from the three studies previously mentioned. The difference from previous research was that this research focused on how effective body language is in improving adolescent vocabulary mastery.

In this research, the body language technique is effective to improve teenagers' vocabulary mastery because of some reasons. By using body language techniques, teenagers can be more confident in learning vocabulary. It is based on the explanation in the previous chapter 2 stated that body language can be a good tool for improving the imaginations of the students. they can express some connotation of language that is difficult to express by mouth. The teenagers can understand the meaning of the body language and increase the teenagers' vocabulary after they found the meaning of it.

Meanwhile, there are some obstacles to finishing this research. In the first meeting, the students were still confused about how to express the

picture given by using body language. So, the researcher gave more explanations about how to express the picture by using body language until they understand. In the second meeting, the students did not confident in expressing the picture using body language. So, the researcher asked the students to practice more until they feel confident in expressing the picture. In the third meeting, the students already understand how to express the picture using body language but still difficult to find out the meaning of the body language. The researcher then solves this obstacle by asking the students to find out the mean of the expression in the dictionary. Last, in the fourth meeting, the students already understand how to express the picture using body language and find out the meaning of the expression. They enjoyed the learning activity by using the body language technique.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Based on the findings of the previous chapter's data review, the researcher concluded that using body language techniques to increase vocabulary was effective. The results showed that there was a big difference between the average pre-test score of 45.5 and the post-test average of 73.5.

The difference between the two tests (pre-test and post-test) was evaluated using t-test analysis to prove progress, where the significance level was alpha ( $\alpha$ ) 5% (0.05) with degrees of freedom (df) = 9. Obtained  $t_t = 2.064$  and  $t_0 = 10,755$ . This study provides an interpretation that  $t_0$  (tcount) was higher than  $t_t$  (table),  $10,755 > 2.262$ . This shows that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) was rejected. That was, body language are effective in increasing students' vocabulary.

#### B. Suggestion

Regarding the previous conclusion, the researcher would like to add a clear suggestion:

1. An English teacher or lecturer who teaches English must be given the right strategies, methods, media, or techniques to students, which can make them relax, enjoy, and have fun and it was easy to understand and memorize what the teacher says or explains. consider using to improve their vocabulary mastery and can remember words more easily.

2. Teachers should often use teaching strategies when in the English learning process, with variations of games that can be developed according to the creativity of the teacher. So that students do not feel bored while following the learning process.
3. The body language learning strategy should be used by teachers in the learning process at school. Because learning vocabulary by using body language strategies for the effectiveness of student learning in increasing vocabulary can improve student achievement.



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## RENCANA PROSES PEMBELAJARAN (RPP)

**Sekolah** : Kompleks RSS. BALANDAI  
**Mata Pembelajaran** : Bahasa Inggris  
**Kelas/Semester/usia** : 11-13 Tahun  
**Materi** : Vocabulary (Verb dan Adjective)

### A. Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik di harapkan dapat:

1. Siswa diharapkan mampu meningkatkan kemampuan literasi, karakter serta dapat merumuskan gambar dengan gerakan bahasa tubuh, mengembangkannya, dan melaksanakan secara lisan dan gerakan, mengetahui kosa kata yg di peragakan. Setelah melaksanakannya siswa diharapkan mampu menelaah, dan mengombinasikan hasil dari gambar dan gerakan.

### B. Materi dan Strategi Pembelajaran

#### 1. Materi Pembelajaran

Guru menyampaikan materi tentang vocabulary adjective (watak, bentuk dan ukuran) dan verb (kegiatan sehari-hari dan olahraga) menggunakan body language dan siswa memahami dan mengidentifikasi materi body language, kemudian siswa di beri gambar lalu di memperagakannya menggunakan bahasa tubuh dan di tebak oleh teman lainnya yg melibatkan diskusi & tanya jawab.

#### 2. Strategi Pembelajaran

- a. Teori : Constructivism
- b. Pendekatan : constructivist Approach
- c. Model : Project Based-Learning
- d. Metode : Diskusi, tanya jawab
- e. Teknik : Tudassipulung
- f. Perangkat : RPP, buku, media offline
- g. Moda : Offline

### C. Assesment Pembelajaran

Kemampuan literasi, karakter, dan kemampuan kompetensi (mengembangkan, melaksanakan, menelaah, mengetahui dan mengombinasikan).



### Verb : Pre-test

Catch =  
Count =  
Knock =  
Open =  
Plant =  
Blow =  
Burn =  
Swim =  
Paint =  
Spray =

### Adjective : pre-test

Healthy =  
Important =  
Admire =  
Alert =  
Beneficial =  
Boring =  
Brilliant =  
Calm =  
Care =  
Coarse =

**Verb post-test:**

Attack	=
Bite	=
Chew	=
Encourage	=
Fold	=
Kick	=
Mention	=
Punish	=
Remind	=
Extend	=

**Adjective post-test:**

Ancient	=
Annoying	=
Arrogant	=
Anxious	=
Beneficial	=
Bright	=
Common	=
Curly	=
Entertaining	=
Frightening	=

**Documentation:**



**Pre-Test**



**Treatment Meeting 1**



**Treatment Meeting 2**





**Treatment Meeting 3**



**Treatment Meeting 4**



**Post-Test**



**PEMERINTAH KOTA PALOPO**  
**KELURAHAN BALANDAI**  
**KECAMATAN BARA**

Alamat : Jl. Dr. Ratulangi No. ... Telp. : (0471) ..... Kota Palopo

**SURAT KETERANGAN**  
**Nomor : 140/ 416/KBL/XI/2021**

Yang bertanda tangan di bawah ini :

Nama : **NURHABA, S.SOS**  
Jabatan : Kasi Pelayanan Umum

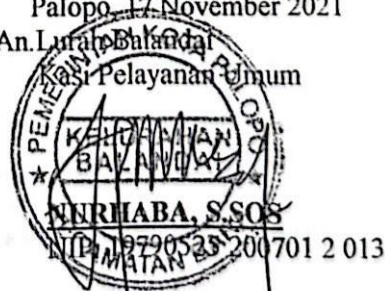
Menerangkan :

Nama : **WINDAYANTI**  
Tempat / Tgl. Lahir : Makassar, 13 Mei 1997  
Jenis Kelamin : Perempuan  
Alamat : Bpp. Rss Balandai  
Agama : Islam  
Pekerjaan : Mahasiswa

Bahwa yang tersebut diatas benar adalah penduduk / warga Kelurahan Balandai Kecamatan Bara Kota Palopo, dan bersangkutan benar mengadakan penelitian di wilayah Kelurahan Balandai Kecamatan Bara dengan judul Skripsi “ **The Effectiveness of Body Language in Improving Teenagers’ Vocabulary Mastery at RSS Balandai palopo.**

Demikian surat keterangan ini di buat untuk diperdunakan sebagaimana mestinya.

Palopo, 17 November 2021  
An. Lurah Balandai  
Kasi Pelayanan Umum



## LEMBAR VALIDASI INSTRUMENT

### A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek isi dan bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut :
  1. Tidak layak
  2. Kurang layak
  3. Cukup layak
  4. Layak
  5. Sangat layak
4. Anda di mohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

### B. Penilaian Kelayakan

No	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Instrument sesuai dengan indicator pembelajaran yang ingin dicapai.				✓	
	b. Instrument dirumuskan secara singkat dan jelas.				✓	
	c. Petunjuk pengerjaan instrument dituliskan secara jelas.			1	✓	
II	Aspek Bahasa					
	a. Instrument dirumuskan dalam bahasa indonesia yang baik dan benar.				✓	
	b. Instrument dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan bahasa responden.				✓	

### C. Komentar

Jangan menggunakan daftar kosa kata yang tidak familiar di kalangan remaja

.....

.....

### D. Saran

seharusnya gunakan daftar kosa kata yang sesuai untuk teenager

.....

.....



**E. Kesimpulan**

Instrumen ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan


2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut :

Silahkan ikuti arahan perbaikan sesuai koreksian

Palopo, 31 Agustus 2022

Penilaian Kelayakan

  
Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd.

# Ambisoni

## VERB : PRETEST

Catch	= menangkap
Count	= menghitung
Knock	= mengetuk
Open	= membuka
Plant	= menanam
Blow	= meniup
Burn	= membakar
Swim	= berenang
Paint	= melukis
Spray	= menyemprot

# Amesoni

## ADJECTIVE : PRETES

Healthy	= Sehat
Important	= Penting
Admire	= kagum kagum kagum
Alert	= waspada
Beneficial	= bermanfaat
Boring	= membosankan
Brilliant	= cemerlang
Calm	= tenang
Car	= Peduli
Coarse	= kasar.



VERB : PRETEST

Catch	= menangkap
Count	= menghitung
Knock	= menyalak
Open	= membuka
Plant	= menanam
Blow	= meniup
Burn	= membakar
Swim	= berenang
Paint	= melukis / mengecat
Spray	= menyemprot

Aug 2021

ADJECTIVE : PRETES

Healthy	= Sehat
Important	= Penting
Admire	= Kagum
Alert	= waspada
Beneficial	= bermanfaat
Boring	= membosankan
Brilliant	= Cemerlang
Calm	= Tenang
Car	= Kendaraan
Coarse	= Kasar

# Tirsa

## ADJECTIVE : PRETES

Healthy	= sehat
Important	= penting
Admire	= kagum
Alert	= waspada
Beneficial	= bermanfaat
Boring	= membosankan
Brilliant	= cemerlang
Calm	= tenang
Car	= <del>Pada</del> Rumah
Coarse	= kasar Lembut



# Tirsa

## VERB : PRETEST

Catch	= <del>pretas</del> menangkap
Count	= menghitung
Knock	= mengabuk
Open	= membuka
Plant	= menahan
Blow	= meniup
Burn	= membakar
Swim	= berenang
Paint	= melukis
Spray	= <del>say</del> menyemprot

ADJECTIVE : PRETES

Healthy	= Sehat
Important	= Penting
Admire	= Kagum
Alert	= Waspada
Beneficial	= bermanfaat
Boring	= membosankan
Brilliant	= cemerlang
Calm	= tenang
Car	= Buku
Coarse	= kursi

VERB : PRETEST

Catch	= Menangkap
Count	= Menghitung
Knock	= Mengetuk
Open	= Membuka
Plant	= Menanam
Blow	= Meniup
Burn	= Membakar
Swim	= Berenang
Paint	= Menutup
Spray	= Melukis



DEVIONA

ADJECTIVE : PRETES

Healthy	= Sehat
Important	= Penting
Admire	= kagum
Alert	= waspada
Beneficial	= bermanfaat
Boring	= membosankan
Brilliant	= cemerlang
Calm	= marah
Car	= hitam
Coarse	= putih

*[Handwritten scribble]*

DEVIONA

VERB : PRETEST

Catch	= menangkap
Count	= menghitung
Knock	= mengetuk
Open	= membuka
Plant	= menanam
Blow	= meniup
Burn	= membakar
Swim	= berenang
Paint	= mengecat
Spray	= menyemprot



**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
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Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

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Semester : XII (dua belas)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 23 Mei 2022

Mengetahui,  
Ketua Prodi,



Abdul Wahyid, S.E., M.Hum.  
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001



## HALAMAN PERSETUJUAN PEMBIMBING

Setelah meneliti dengan seksama skripsi berjudul : *"The Effectiveness Of Body Language In Improving Teenagers' Vocabulary Mastery"*

Yang ditulis oleh

Nama : Windayanti  
NIM : 16 0202 0009  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak untuk diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian persetujuan ini dibuat untuk proses selanjutnya.

Palopo, 19 Januari 2022

Pembimbing I



Dr. Rustan S., M.Hum.

NIP. 19651231 1199203 1 054

Pembimbing II



Muhammad Iksan, M.Pd

NIP. 19860327 201801 1 001

## NOTA DINAS PEMBIMBING

Hal :

Lamp. :

Kepada Yth.

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,

Tempat.

*Assalamu'alaikum Warohmatullahi Wabarokatuh.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa dibawah ini:

Nama : Windayanti

NIM : 16 0202 0009

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : *"The Effectiveness Of Body Language In Improving Teenagers' Vocabulary Mastery"*

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

*Wassalamualaikum Warohmatullahi Wabarokatuh.*

Palopo, Januari 2022  
Pembimbing I



Dr. Ruslan S. M. Hum

NIP. 19651231 1199203 1 054

## NOTA DINAS PEMBIMBING

Hal :

Lamp. :

Yth. Dekan Fakultas Tarbiyah Dan Ilmu Keguruan

Di Palopo

*Assalamu 'alaikumwr.wb.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa dibawah ini:

Nama : Windayanti  
NIM : 16 0202 0009  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : *"The Effectiveness Of Body Language In Improving Teenagers' Vocabulary Mastery"*

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

*Wassalamualaikum Warohmatullahi Wabarokatuh.*

Palopo, 19 Januari 2022  
Pembimbing II



Muhammad Iksan, M.Pd

NIP. 19860327 201801 1 0009