

**IMPROVING STUDENTS' VOCABULARY
THROUGH WISH WORD AT THE ELEVENTH CLASS OF
STATE VOCATIONAL HIGH SCHOOL 1 SABBANG
NORTH LUWU**



**ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY
STATE ISLAMIC ISTITUTE (IAIN) PALOPO
2016**

THESIS APPROVAL

This thesis entitled "IMPROVING STUDENT'S VOCABULARY SKILL THROUGH WISH WORD AT THE ELEVENTH CLASS OF STATE VOCATIONAL HIGH SCHOOL 1 SABBANG NORTH LUWU", which is written by Reski A, Reg.Num. 09.16.3.0181, English S1 Study Program of Tarbiyah and Teacher Training Faculty of State College Islamic Institut of IAIN Palopo, and has been examined and defended in MUNAQSAH session which is carried out on, . It is authorized and acceptable as partial fulfillment of requirement for S.Pd., degree in English language teaching.

Palopo, August 15th 2016 M
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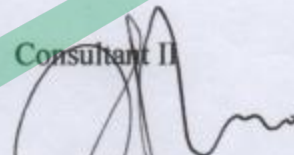
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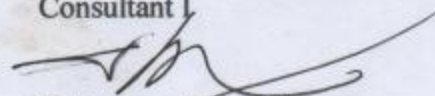
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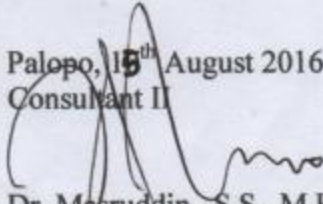
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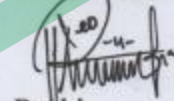
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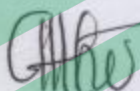
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- Background, disusun Sistematis.
- Scope & Tense.
- Definition of Term: wish word, vocabulary
- Chapt. 2 Kartika Sari ditambahkan Informasi
tg penelitiannya
- P. 9. Sebutkan bagian? function word.
- chap B perbaiki tensisnya p. 27-29.
- finding & discussion.
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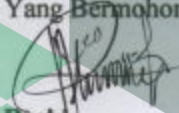
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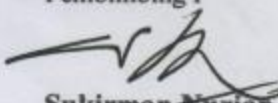
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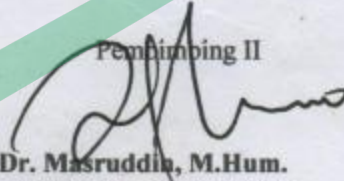

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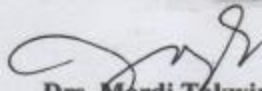
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In the name of Allah, the most gracious and most merciful

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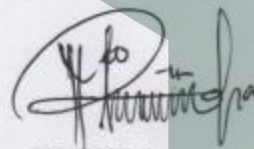
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RESKI A
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ABSTRACT

Reski, 2016. **Improving Students' vocabulary through Wish Word at the Eleventh Class of State Vocational High School 1 Sabbang.** The thesis English Study Program of Tarbiyah and Teacher training Department of Institute For Islamic Studies (IAIN) Palopo. Supervised by (1). **Sukirman, S.S, M.Pd.** (2). **Dr. Masruddin, S.S., M.Hum.**

Key words: Vocabulary, Wish Word.

1. This thesis focused on improving students' vocabulary through wish word. This thesis focused on two problems statement: (1). Does the students' vocabulary at the Eleventh Class of State Vocational High School Number 1 Sabbang? (2). How is the students' Attitude to word wish at the Eleventh Class of the State Vocational High School Number 1 Sabbang?
2. This research aims to increase the vocabulary of students so that it is easy to speak and socialize with teachers in the school environment, besides that English is a world language so it is very important for students to multiply vocabulary, so as to make it easier for them to communicate
3. This research was done through pre experimental method it was held for eight meetings of treatments and pre-test in first and last meeting. This research took place in the eleventh class of State Vocational High School Number 1 Sabbang. The target of this research is eleventh class, the number of students' were 20 students'. The students' in the classroom were found lack of vocabulary. The researcher gave pre-test which aims to see and to identify the students' prior knowledge. The researcher gave post-test which aims to know and to identify the students' prior knowledge of vocabulary after giving giving treatment by using wish word.
4. The result of analysis can be explained that wish word to improve students' vocabulary at the eleventh class of State vocational High School number 1 Sabbang. In this thesis the researcher applied wish word to improve students' vocabulary because by using this activity make students' would be more active and make general motivation for students'. The result of the researcher showed students' significant improvements from their score in pre-test and post-test. In pre-test the mean score of students reach 65,5 and post-test the mean score reach 76. It means that by using wish word gave significant improvement to students' vocabulary.

CHAPTER I

INTRODUCTION

A. Background

English is a language that people use all over the world, because English is one of key the language, language and human are two things which cannot be separated. People use language to share ideas, issue, and some information. In Indonesia, English is very important to learn because many work institutions demand the employee with an English ability as a requirement, and English has been taught in every levels of school from elementary to senior high school, even in the university.

English as subject of language study consists of four skill namely: writing, reading, listening, and speaking skill. The four skills usually considered as integrated system because they are support each other. But this research only focuses in speaking skill, because speaking in fundamental and instrument.

Based on pre observation that has been done from research with some students' of state vocational high school 1 Sabbang especially in the eleventh class it can be reported that the students is still need some stimulation to enrich their vocabulary. It caused by some references technique or method that applied by their teacher is still not enough. Most of students got bored and not active. They need more fresh and any way to to improve their ability. The students often confused to speak because they don't have many vocabularies. It indicates that

vocabulary is important for all anything that want to do in English subject either reading, translation, writing and also speaking.

One of some ways to improve students' vocabulary is to stimulate the students to be more active in the classroom situation also encouraged to be confidence. The other way to develop vocabulary are memorizing, reading, and teaching vocabulary through some technique is wishes word.

Wish word is word where we always say or expect to happen for ourselves or everyone. Wish word is thinking very hard that you want or that can only be achieved by good luck or magic. Through wish word the researcher hope the students enrich their vocabulary. By wish word game the students would be more active and make general motivation for students. Through wish word students can learn by paying attention or focus to the materials especially in vocabulary lesson.

The researcher assumes that students can improve their vocabularies through wish word, by seeing some factors above. Therefore, the resercher is intereted in conducting the research entitles "improving students' vocabulary through wish word at the eleventh class of State Vocational High School 1 Sabbang".

B. *Problem Statement*

Based on the fact state in background, the reseacher foemulated the problem statement as follows.

1. Does students vocabulary at the eleventh class of State Vocational High School 1 Sabbang improve through wish word?

2. How is the students Attitude toward wish word at the Eleventh class of State Vocational High School 1 Sabbang?

C. Objective of the Research

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

1. To find out whether wish word can inprove students vocabulary at the Eleventh class of State Vocational High School 1 Sabbang.
2. To find out the students Attitude toward wish word at Eleventh class of State Vocational High School 1 Sabbang.

D. Significance of the Research

1. Theoretically

The result of this research is expected to be a very useful reference and strategy for the English teacher especially in vocabulary learning therefore it can enrich the students vocabulary.

2. Practically

The result of this study is hoped to be useful information for all teachers and student of English sepecially in vocabulary learning and also it will make the students vocabulary to be enrich through wish word game.

E. Scope of the Research

This research is restricted to vocabulary teaching through wish words for Eleventh class of SMK Negeri 1 Sabbang. Where the students must make some wish for themselves or everyone they meet. The researcher started to teach or make some wish word by using wish, or hope word. And then, the students continued with using some another words to complete the sentences or the expecting. Some of the completing words that researcher means are noun, verb and adjective word which easily to get.

F. *Defenition of Terms*

Wish word is want to happen or be true even though it is unlikely or impossible and desire or longing for.¹ Vocabulary is all the words that a person knows or used, all the words in a language, list the words with their meaning, especially in a book for learning foreign language.²

Vocabulary is one of the components of language and that no languages exist without words. Words are signs or symbols for ideas. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively³

Based on the references above that vocabulary is very important thing as a unit language to make communication. Vacabulary cannot be separated from language or anything.

¹ Oxford learn pocket dictionary Second Edition (oxford university, 2000) p. 497.

² Victoria Bull, *Oxford Learner's Pocket Dictionary* (Fourth edition ; New York: Oxford University Press, 2008), p. 495.

³ Pieter A. Napa, *Vocabulary development Skill*, (Yogyakarta: Kanisius, 1991), p. 6.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Research Finding*

Some researcher have conducted their research on the use of various strategies in teaching vocabulary:

1. Kartika Sari in her research “The use of wise word in improving students vocabulary at the second year of SMUN 1 Sabbang”. She found that wise word id a good way to improve students vocabulary. Through wise word the students will have a good skill in English learning¹.

2. Husnaeni in her thesis under the title “Developing students Motivation at SMP Negeri 9 Palopo to Learn English Vocabulary through Puzzle”, suggest that for English teacher at SMP Negeri 9 Palopo, the teacher must be creative to invent a good way to back up or develop the students motivation to master vocabulary².

Based on the previous finding above the researcher wants to conduct a research dealing with how to improve students vocabulary through wish word, especially to improve noun. Wish word makes the students can find their interent to increase their vocabulary in other hand, the students are not lack of the vocabulary or speechless.

B. *Concept of Vocabulary*

¹ Kartika Sari, *The use of wise word in improving students vocabulary at the second year of SMUN 1 Sabbang*, (Unpublished Thesis STAIN, Palopo, 2009), p. 60.

² Husnaeni, *Developing students Motivation at SMP Negeri 9 Palopo to Learn English Vocabulary through Puzzle*, (Unpublished Thesis STAIN, Palopo, 2009), p. 62.

1. Definition of Vocabulary

There are some definition which try to describe the meaning vocabulary. The researcher tries to define vocabulary in defferent ways. The researcher does this in order to make clear the position of vocabulary in language.

Vocabulary is the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and server as a useful and fundamental tool for communication and acquiring knowledge³.

A vocabulary is defined as “all the words known and used by a particular person”. However, the words known and used by a particular person do not constitute all the words a person is exposed⁴.

Vocabulary is one of the component of language and that no language exist without words. Words are signs or symbols for ideas. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively⁵.

Based on references above the researcher tried to make conclusion that vocabulary is very important thing to back up our English where vocabulary is one of component of language, so that no more language exist without words. We also cannot speak and translate well if we have less vocabulary.

2. Types of Vocabulary

In general, the vocabulary we know can be devided into two group passive vocabulary and active vocabulary. Passive vocabulary contains all the words that

³ Wikipedia, [Http://www.balancedreading.com/vocabulary.html](http://www.balancedreading.com/vocabulary.html). Accessed on December 22nd 2015

⁴ A.S. Hornby, *the advanced learners dictionary of current English*, (5th Ed; New York: Oxford University Press, 1995), p. 1331

⁵ Pieter A. Napa, *Vocabulary development Skill*, (Yogyakarta: Kanisius, 1991), p. 6.

you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

In detail the vocabulary are divided into four types of vocabulary, those are:

- a. Active speaking vocabulary is words that the speaker are able to use in speaking.
- b. Passive listening vocabulary, words that the listener recognize but cannot necessary produce when speaking.
- c. Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.
- d. Active writing vocabulary, words that a writer is able to use in writing⁶.

Harmer also divides vocabulary into two types, those are:

- a. Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.
- b. Active vocabulary refers to words that student have learned. They are expected to be able use by the students⁷.

Collier writes that there are words lists, one of function words and contain.

Words that containing basic two thousand words English vocabulary⁸. White page and Thomas in Ali divided vocabulary into four kinds as follows:

⁶ Kenji Kitao and S. Kathleen Kitao, *Testing vocabulary*. Online: <http://www.mifi.gov/partnershipforreading/publishings/readingfirstvocab.html>.2000. Accessed on January 10th 2016.

⁷ Jeremy Harmer, *the Practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992), p. 159.

- a. Oral vocabulary consist of words actively used speech.
- b. Writing vocabulary; the word that come reading to one finger vocabulary.
- c. Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of other, and,
- d. Reading vocabulary; the words which one responds in the writing of others⁹.

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize our use in print or the words we need to know to understand what we hear. Writing vocabulary refers to the words we use in writing.

3. The Class of Words

a. Function words

By 'Function word' we mean a word that does not belong to one of the four major part of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, preposition, pronoun, noun-determines, substitute nouns, intensifiers, and other

⁸Collier, *The Key to English Vocabulary* (Collier-Macmillan limited, London, 1997), p. 6.

⁹Collier, *The Key to English Vocabulary*, p. 10.

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 words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he, ect., since these are the words that occur most frequently in the language, they are sure to be mastered in any good elementary language course. You simply cannot say much of any looking them up in the dictionary is not of much use. Since they acquire most of their meaning from the sentences in which they 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 communicate without words that convey exact meaning. The purpose of the words is not only to express meaning but to relate other words to each other. These are the words we must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

b. Content Words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

(1). Noun

Noun is the word that refers to a person, a place, or a thing, a quality or an activity¹⁰. While Fuad Mas'ud states that noun is words that are used to shows the name of people, place, animals or name of thing¹¹.

There are four kind of noun, they are:

(a). Abstract and Contert Noun

Abstract and contert noun is noun that can touched by the senses.

Example:

Happiness Honesty
Freedom Ect

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

Example:

Chair People Bread

(b). Proper Noun

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

Example:

Amir Begawan Solo Ect

(c). Collective Noun

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

Example:

¹⁰ Jeremy Harmer, *the Practice of English Language Teaching a New Edition*, p. 298.

¹¹ Fuad Mas'ud, *Essentials of English Grammar*, (Cet: 1, BPFE-Yogyakarta, 2015), p. 44.

A team a regiment

A committee ect

(d). Material Noun

Material noun is name that indicates the name of object that happens by itself or is nit made by man.

Example:

Gold Water Fish Blood Ect

(2). Verb

Verb is a word or phrase that expresses an action, an event, or a state. Verb can divided into four kinds, they are:

(a). Infinitive Verb

Infinitive verb divided into two kinds, they are:

-Infinitive with to

Example:

To start To wish Ect

-Infinitive without to

Example:

Eat Bring Ect

(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	Watched

Irregular verb 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 the word which needs object to complete the meaning or it cannot stand alone without and pronoun as object.

Example:

She buys an apple

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

Example:

Bark Fall Ect

(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
Ect

Auxiliary verb is the verb which helps other verb to complete the 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

(3). Adjective

Adjective is the word used to describe or narrow noun and pronoun. There are two kinds of adjective, they are:

(a). Descriptive Adjective

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

Example:

Big Round Small Ect

(b). Limiting Adjective

Limiting Adjective is adjective that limit noun or pronoun without providing information on the condition, type, and ect.

Example:

My book

Three men

Ect

(4). Adverb

Adverb is a adverb that give us an idea how to a person does an action or how thing happen. There are many kinds of adverb, by are:

(a). Adjective of Member

Example:

Nuna is singing beatifully

(b). Adverb of Place

Example:

My Father, Yunus, lives in Sukamaju

(c). Adverb of Time

Example:

A Flood happened recently in East Java

(d). Adverb of Direction

Example:

You are walking forward, but I am walking back wards

(e). Adverb of Frequency

Example:

My sister seldom visit me because she is very busy

(f). Adverb of Degree¹²

Example:

They almost lost their money at the room.

(g). Interrogative Adverb

Example:

How do you make a email account?

(h). Relative Adverb

Example:

I do not know why Ani does not accept Budi's Proposal.

4. The importance of vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and

¹² Fuad Mas'ud, *Essentials of English grammar*, p. 45-47.

read; and the better you will be able to say what you want to when speaking or writing.

5. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- a. Learn the words that are important to the subjects you are studying
- b. Learn the words that you read or hear again and again
- c. Learn the words that you know you will often want to use yourself
- d. Do not learn words that are rare or not useful (your teacher can help you with this).

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- a. Write the words in a notebook (with their translation or definition)
- b. Write the words and definition on small cards
- c. Say the words many times (if you have an electronic dictionary you can hear how the word is pronounced)
- d. Put the words into different groups (you could use a graphic organizer)
- e. Write them in a file for use with a computer program
- f. Make associations (in pictures or with other words)
- g. Ask someone to test you
- h. Use the words in your own speaking or writing.

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked word, they quickly check to see if they remember the meaning of that words.

It's usually not enough to just read through a list of words with their definitions or translations and try to remember them. Most students find that they memories words better if they do something with them.

Even better is to try and learn the word in a typical combination with other words. Learning that **to apologize** means *to say sorry* is a good start, but it's much better to learn a whole expression containing the word, e.g. *He apologized for being late*. Not only is this often easier to remember, but you are also learning some very important information on how the word is used. Usually the first things you learn about a new English word are what it means and is translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn:

- a. How it is spelled
- b. How it is pronounced
- c. How it is inflected (i.e. how it changes if it is a verb, noun or adjective)
- d. Other grammar information about it
- e. How it collocates (i.e. what other words are often used with it)
- f. It it has a particular style or register.

According to Likelier that: The most effective way to increase you vocabulary is to read often and widely, more your read, and more different kind so writing you read, mpre new words you will acquire¹³.

Harmer states that are three activities, which are designed to teach practice word they are:¹⁴.

a. Presentation

There are many occasion when some from of presentation or explanation is best way to being new into the classroom, such as picture, reality, and contrast.

b. Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of words.

c. Practice

Using new vocabulary, this is know in real communication, so it would not be forgotten easily.

How memorize words effectively? It is not a secret anymore if most of graduation at Junior High School has low capability of English vocabulary. Some method show to ncrease vocabularies as follows:

a. Memorize 5-10 words everyday in free time.

b. Control vocabulary by card system. It means by writing 5 or 10 words in small card.

According to Pora that ways to learn vocabulary are:

a. Card Method

¹³ Likelier, *Building a Collage Vocabulary*, (New York, 1981), p. 1.

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching a New Edition*, p. 161.

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

(1). Write every English vocabulary or phrase that you do not know its meaning. Write them into card which it size 8 X 6 cm. Write the word in no capital word because it can help you always remember it do not forget write the classification of the word like verb, adjective, ect.

(2). At back of the card you can write the meaning of the word and can be with is picture. Besides the meaning, the good card id the card that consist of sentences that are made for that vocabulary. This is very important because you know when that vocabulary used.

(3). Let us say that you had 20 cards so you can play them. First, you take each card, study and memorize it wither its word or its meaning.

Do not memorize in your heart but you loud your voice so you can hear your pronounciation so when yor are wrong, you can repeat it, the second is shake the 20 cards and take 5 cards randomly and then examine your memory. If you are failing, please repeat to shake the card and examine once again your memory.

If you are succes so the 5 cards can be put in other place and then take the next card and test your memory again. The third if you are success in first step please shake the 20 cards once again and test your memory for 20 cards. The fourth in the morning examine those 20 cards. If you forget one until three words, it means that you have been success.

But, if you forget more than 3 vocabularies so you have to repeat it, repeat the first step in the afternoon. If you always do that you will have many vocabularies.

b. Reading Method

This method needs a little skill in English because in this method you have to be able to translate the text. It is little difficult for people who can not translate long sentences. They still need someone to guide them. In this method, you will find difficult vocabularies in the text but have to find it meaning and then you memorize it.

6. Vocabulary selection

Teaching vocabulary is an important at of language and it must be done carefully. The English teacher should know which words are important to learn because many will not be usefull to the students. Usefull words are the word that occurs frequently in everyday English.

To select the important vocabulary, means that we choose the acctual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need.

The vocabulary needed by students is the vocabulary that can be used for the language performance. For example: vocabulary for thinking, for communication, or for human relation in the class particularly and accept generally.

Jeremy Harmer in his book *The Practice of Foreign Language States* that: A general principle of vocabulary selection has been that of frequently. We can

decide which words we should teach based on how frequently they are used, are the ones we should teach first¹⁵.

Primary criteria for the selection of vocabulary for auxiliary or support instruction in English should be the student's need to know the word, the which the students are also can be interested in the word's referents their relevance. These are criteria which the vocabulary selection of no commercially available ESL (English Special Language) material in completely satisfies for specific students in specific context.

Fully content in language that is needed as a medium for learning must be selected, arranged in sequence, taught by educators within than content who are sensitive to their students specific need, opportunities, and interest. To repeat, one primary consideration in vocabulary selection is the content vocabulary of whatever subjects are being studied in English.

The need to know these content lessons, and interest in any subject will surely be enhanced by better understanding of the which conveys it. Therefore, an English teacher in this case needs to rely on certain of vocabulary selection in order to meet of various goals and conditions. In connection with reading material, selection of vocabulary should be considered by the teacher especially for the first stage of English instruction.

The teacher should relate the vocabulary to the first stage of English intruction. The teacher shuold relate the vocabulary to the particularly situation where is going to be use.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching a New Edition*, p. 164.

Regarding this explanation In Asmur say that:

When deciding upon the reading material for boy and girl, particular in the lower grade, the teacher should consider not only the choice the words but also the proportion of new words, and amount repetition in provided at appropriately spaced intervals¹⁶.

After knowing the aims of vocabulary selection, it is crucial to discuss criteria under which vocabulary items are selected. For general, guideline, word frequency can be use as an important criterion of vocabulary selection for language testing. The criteria should also be considered. Honey Field in Munakib says that:

In practice, availability, familiarity coverage, ect., tend to be used as the supplementary to frequency, with frequency list continuing to function as the reference or strafing pant¹⁷.

Teaching vocabulary is an important part of language and it must be done carefully. The English should know which words are important to learn because many words will not usefull to the students. Useful words are he words that occur frequently in everyday English.

7. Vocabulary Learning Process

Students achievement in understanding and classifying the vocabulary being learned should be continually improved. The vocabulary learning process will improve the learners' mastery words. This proces should precede the

¹⁶ Asmur, *Achievement on Vocabulary of the Second Years of SLTP Negeri 3 Anggareza Engrekang*, Thesis S1 (Pare-Pare: IKIP UNISMUH Pare-Pare, 2003), p. 6.

¹⁷ Munakib, *Productive Vocabulary Mastery and Speaking Ability of The Third years Students of SLTPN 1 Pringgabaya in the school year 2002/2003*, thesis S1 (Pancor: STKIP Hamzanwadi, 2003), p. 2.

application of the vocabulary use both inside and outside the classroom. So, the vocabulary that has been mastered by students is able to be understood, generalized and implicated in a well communication.

Then, the result of study in 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. Ngalim in Asmur elaborates that “learning is the process that add manners, and someone knowledge”¹⁸.

The other opinion describes Sunardi in Asmur that “learning is the activity where anyone process or collects the change manners in their selves, and that change manners is the active one to get the prospect of life”¹⁹.

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

The first phase of a lesson is one of modeling. The instructor issue commands to a few students, and then performs the action with them. In the second phase, these same students demonstrate that they can understand the command by performing them alone.

The teacher next combines elements of the commands to have students develop flexibility in understanding unfamiliar utterances these commands, which students perform, are often humorous.

¹⁸ Asmur, *Achievement on Vocabulary of the Second Years of SLTP Negeri 3 Anggareza Enrekang*, p. 13.

¹⁹ Asmur, *Achievement on Vocabulary of the Second Years of SLTP Negeri 3 Anggareza Enrekang*, p. 15.

To get more understanding in teaching or learning process, the researcher will be given about improving the vocabulary through the word list in a class:

- a. The teacher gives commands in the target language and performs it with the students.
- b. The teacher gives the commands quite quickly.
- c. The teacher sits down and issues a command to the volunteers.
- d. The teacher directs students other than the students who can learn through observing action as well as by performing the action themselves.
- e. The teacher introduces a new command after she is satisfied that the first six have been mastered.
- f. The teacher changes the order of the commands.
- g. When the students make an error, the teacher repeats the commands while acting in and out.
- h. The teacher gives the students commands they have not heard before.
- i. The teacher says "jump to the desk" everyone laughs (language learning is more effective when it is fun).
- j. The teacher writes the new commands on the whiteboard.
- k. A few weeks later, a student who has not spoken before gives commands.
- l. A student says "shake hands with your neighbor" (teacher should be tolerant if students make errors; then, they first begin speaking)²⁰.

Those are some steps in the vocabulary learning process that are presented by Larsen using a word list in the teaching vocabulary process.

²⁰ Diana Larsen and Freeman, *Techniques and principles in Language Teaching*, (New York, 1986), p. 114-115.

C. *Concept of Wish Word*

1. Some of definition of wish word

Wish word has many different meaning based on the speaker says toward the situation they face. Such as:

Wish : want to happen or be true event though it is unlikely or impossible, “i was/were teller. She hadn’t eaten so much”.

Wish : want to do, want to happen, “i wish to speak to the manager”.

Wish : think very hard that you want, that can only be achieved by good luck or magic, “he has everything he could possibly-for”²¹.

Wish : say that you hope, “you will be happy, lucky, good luck/ a happy birthday”.

Sometimes wish is used when the speaker wants reality to be different, to be exactly opposite. And also wish is used to indicate that the speaker wants something to happen in the future. The wish may or may not come true (be realized).

²¹ [Http://www.teachingenglish.org.uk/think/knowledge-wiki/wish](http://www.teachingenglish.org.uk/think/knowledge-wiki/wish). Accessed on the 14 January 2016.

CHAPTER III

METHOD OF THE RESEARCH

A. *Method and Design of the Research*

1. Method

This research could applied experimental research method. It aims to find out whether wish word improve students vocabulary at the elevent class of State Vocational High School 1 Sabbang.

2. Research Design

The researcher applied pre-test and post-test design. The design is written as follow: The design of this research is described as follows:

O₁ X O₂

Where:

O₁ : Pre-test

X : Treatment

O₂ : Post-test

In this design the researcher observed twice. The first is before treatment and the second is after treatment. The oberservation done before treatment called pre-test (X₁) and the observation have done after treatment called post-test (X₂)¹. If the result of post-test better then pre-test, it means that the program is effective. If the result of post-test is similiar to pre-test it means that the program is not effective.

¹ Hatch and Larohton, *The researcher Manual: Design and Statistic for Applied*, (USA: New Bury House Publisher, 1991), p. 59.

B. Variables of Research

This research was consists of the two variables namely:

1. Independent Variable is the implementation wish word in teaching vocabulary.
2. Dependent Variable is students vocabulary achievement.

C. Population and Sample

1. Population

The population of this research is took the eleventh class State Vocational High School 1 Sabbang. The students capacity is about 90 students from three classes.

2. Sample

This research used random sampling where the researcher took most of students as sample, the numbers of sample are 20 students as an ideal in teaching learning process.

D. Instrument of the Research

1. Test

In this research, the researcher used pre-test and post-test. The pre-test and post-test is used to know the students vocabulary. For this test, the researcher gave some questions about the vocabulary. The test intends that the students can answer the question in written test.

2. Questionnaire

Questionnaire used to know the students attitude in learning vocabulary.

E. Procedure of Collecting Data

The procedure of collecting the data describe as follow:

1. Pre-test

The pre-test would take 45 minutes. The researcher gave pre-test which aims to see and identify the students prior knowledge. The researcher gave test them with some vocabulary to measure their ability or how enrich their vocabulary. Some of ways the researcher did be oral or worksheet.

2. Treatment

After the pre-test, the researcher gave treatment to the students. The treatment is could be seen in appendix where the treatment gave done during eighth meetings.

3. Post-test

After giving treatment, the researcher gave post-test. The post-test would take 45 minutes. The researcher gave post-test which aims to know and identify the students prior knowledge of vocabulary.

F. Technique Data Analysis

The data through the written test be analyzed in percentage by using the formula as follow:

1. Scoring the students vocabulary test answer

$$\text{score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

2. Classifying the students score by using percentage as cited below:

In which : P : Percentage

F : The cumulative frequency of subjects

N : Total number of subject²

Score or the test is classified into criteria as follows:

- a. 80 to 100 is classified as very good.
- b. 61 to 80 is classified as good.
- c. 41 to 60 is classified as fair.
- d. 21 to 40 is classified as poor.
- e. 1 to 20 is classified as very poor³.

3. Calculating the mean score of the students

Langkahi..

4. Looking for D (difference) between score variable I (x) and score variable II (y) by using the following formula⁴.

Langkahi...

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

Langkahi...

6. Looking for standard deviation from difference (SDD). By using following formula:

Langkahi...

² Ika Ashari, *Improving Vocabulary of Students through Bingo Game SI*. (Palopo: Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, 2008), p. 48.

³ Sujdana, *Metode Statistika*, (Bandung: Tarsito Bandung, 1992), p. 73.

⁴ L. R Gay, *Educational Research*, p. 292.

7. Looking for error standard from mean of difference (*SEMD*), by using following formula:

Langkahi...

8. Finding to be using the formula:

Langkahi...

Criteria of to hypothesis:

If $t_o \geq t_t$ = acceptable null hypothesis

If $t_o < t_t$ = unacceptable null hypothesis

Notation:

D = Score variable between I (x) and II (y)

N = Total number of sample

MD = Mean from difference

SDD = Standard deviation from different

$SEMD$ = Error standard from mean different



CHAPTER IV

FINDINGS AND DISCUSSION

A. *Finding*

Before proceed to the findings, it is important to explain the test analysis of the research.

1. Test Analysis

In the previous description it has been explained that the data analysis research, the researcher used quantitative analysis by analyzing the data in numeral form. These data describe students vocabulary improvement through wish words at the eleventh year of State Vocational High School 1 Sabbang.

The data analyzed and performed in the following table.

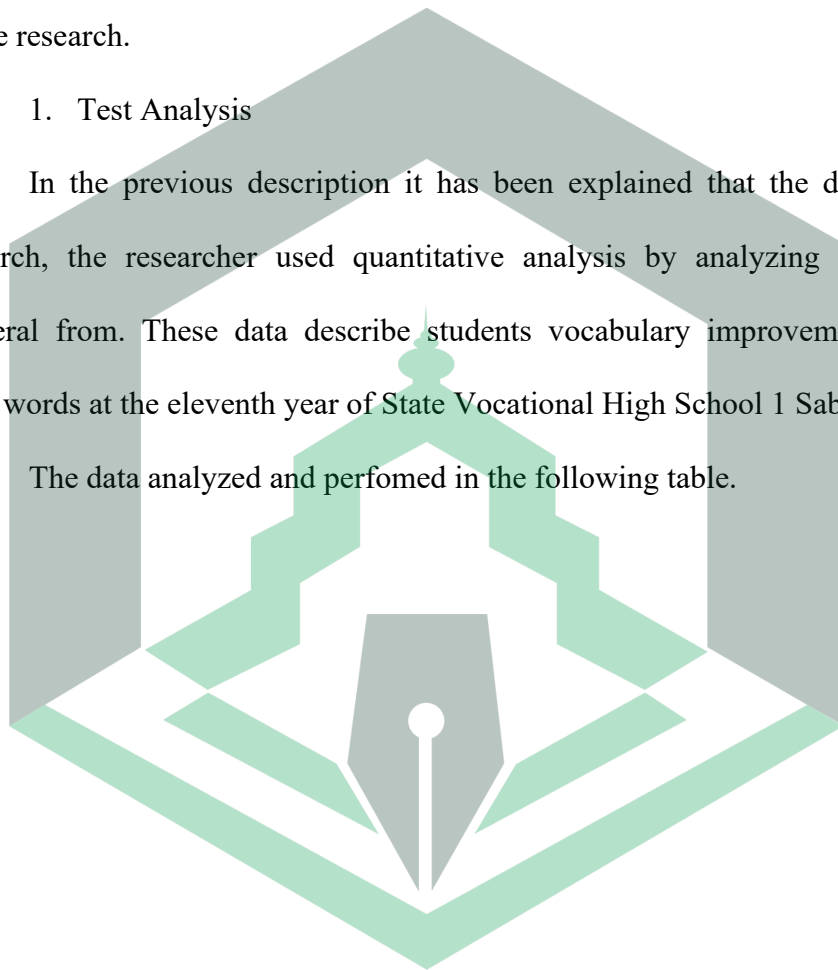


Table 4.1**The score of students vocabulary in pre-test**

No	Respondent	Correct Answer	Score
1	A	16	80
2	B	16	80
3	C	16	80
4	D	11	55
5	E	10	50
6	F	10	50
7	G	9	45
8	H	15	75
9	I	12	60
10	J	12	60
11	K	15	75
12	L	15	75
13	M	14	70
14	N	11	55
15	O	13	65
16	P	15	75
17	Q	15	75
18	R	13	65

On the table 4.1. shows that there was one students got score 70, there were 3 students got score 80, 65, 60, 55, 50 and 45 and there were 6 students got 75.

Table 4.2.

Classification of the score students vocavulary in pre test

Classification	Score	Frequency	Percentage
Very good	81-100	-	0%
Good	61-80	12	60%
Fair	41-60	8	40%
Poor	21-40	-	0%
Very poor	1-20	-	0%
		20	100%

The table above shows that in answering vocabulary test through wish word in pre-test none student got very good score. There were 12 (60%) students got good score. There were 8 (40%) students got fair score. It indicates that most of students got good score.

Table 4.3.**Score of students vocabulary in the post-test**

No	Respondent	Correct Answer	Score
1	A	18	90
2	B	18	90
3	C	17	85
4	D	13	65
5	E	14	70
6	F	11	55
7	G	14	70
8	H	18	90
9	I	14	70
10	J	15	75
11	K	15	75
12	L	16	80
13	M	17	85
14	N	13	65
15	O	14	70
16	P	18	90
17	Q	17	85
18	R	13	65
19	S	17	85

20	T	12	60
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Based on the table above shows there were 4 students got score 90, there were 4 students got score 85, there were was 1 student got score 80, 60, and 55, there were 2 students got score 75, there were 3 students got score 65 and there were 3 students got score 60.

Table 4.4.

Classification of the students vocabulary in post-test

Classification	Score	Frequency	Percentage
Very good	81-100	8	40%
Good	61-80	10	50%
Fair	41-60	2	10%
Poor	21-40	-	0%
Very poor	1-20	-	0%
		20	100%

The table above shows that in answering vocabulary through wish word in post-test there were 8 (40%) students got very good score, there were 10 (50%) students got good score, there were 2 students (10%) got fair score. It indicates that most of students got very good and good score.

From the data above we can conclude that there was development after giving treatment to the students, so the students vocabulary can be improved by using wish word

Table 4.5.

The result of vocabulary test through wish words, before (pre-test) and after (post-test) conducting treatment

No	Sample	The Result Vocabulary Test Through Wish Words		D (x-y)	D ² (X-Y)
		Pre-test	Post-test		
1	A	80	90	-10	100
2	B	80	90	-10	100
3	C	80	85	-5	25
4	D	55	65	-10	100
5	E	50	70	-20	400
6	F	50	55	-5	25
7	G	45	70	-25	625
8	H	75	90	-15	225
9	I	60	70	-10	100
10	J	60	75	-15	225
11	K	75	75	0	0
12	L	75	80	-5	25
13	M	70	85	-15	225
14	N	55	65	-10	100
15	O	65	70	-5	25
16	P	75	90	-15	225
17	Q	75	85	-10	100
18	R	65	65	0	0
19	S	75	85	-10	100
20	T	45	60	-15	225
N=20	$\Sigma X^1=1310$	$\Sigma X^2=15420$	$\Sigma D = -210$	$\Sigma D^2 = 2950$	
	$X^1 = 65,5$	$\bar{X} = 76$			

From the table above, the writer got $\Sigma D = -210$ and $\Sigma D^2 = 2950$ and from this data, the remember presented the result of mean score (X1) in pre-test and post-test (X2), the difference means between pre-test and post-test (Md), standard deviation (SD_D), standard score mean (SE_{md}) and t count, as follow:

- a. Looking for mean score of pre-test

$$\begin{aligned}\bar{X}_1 &= \frac{\sum X_1}{N} \\ &= \frac{1310}{20}\end{aligned}$$

$$= 65,5$$

- Looking for mean score of post-test

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{N} \\ &= \frac{1520}{20} \\ &= 76\end{aligned}$$

- b. Looking for mean of different (MD)

$$MD = \frac{\sum D}{N} = \frac{-210}{20} = -10,5$$

- c. Looking for standard Deviation (SD_D)

$$\begin{aligned}SD_D &= \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}} = \sqrt{\frac{2950}{20} - \frac{(-210)^2}{20}} \\ &= \sqrt{147,5 - (10,5)^2} \\ &= \sqrt{147,5 - 110,25} \\ &= \sqrt{37,25} \\ &= 6,103\end{aligned}$$

- d. Looking for standard Error mean (SE)

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} = \frac{6,103}{\sqrt{20-1}} \\
 &= \frac{6,103}{\sqrt{19}} \\
 &= \frac{6,103}{4,358} \\
 &= 1,400
 \end{aligned}$$

- e. Looking for t count (t_0) by using the following formula

$$\begin{aligned}
 T_0 = \frac{MD}{SE_{MD}} \quad T_0 &= \frac{10,5}{1,400} \\
 &= 7,5.
 \end{aligned}$$

- f. Given interpretation based on criteria hypothesis acceptability

$$\begin{aligned}
 \text{df or db} &= N - 1 \\
 &= 20 - 1 \\
 &= 19
 \end{aligned}$$

$$t_{test} = 7,5$$

$$t_{table} = t \left(1 - \frac{1}{2} (\alpha) \right) (\text{df})$$

$$= t \left(1 - \frac{1}{2} 0,05 \right) (19)$$

$$= t (1 - 0,025) (19)$$

$$= t (0,975) (19)$$

$$= 2,09 \text{ (find out in "t" table)}$$

If $t_0 \geq t_t$ = acceptable null hypothesis.

If $t_0 \leq t_t$ = acceptable null hypothesis.

Based on the table “t” standard of signification 5% with $df = 19$ we got $t_{table} = 2,09$ and with standard of signification 1% we got $2,86$ and $t_o = 7,5$ from the result above the researcher give interpretation, as we know that:

$$2,09 \leq 7,5 \geq 2,86$$

Where 2.09 is smaller than 7.5 and 7.5 is bigger than 2.86 . it indicates that wish words is effective to apply because t_{result} is bigger than t_{table} .

2. Questinonnaires Analysis

The questionnaires related to finding words in improving students vocabulary showed at the following

Table 4.6.

You are happy to study English

No	Item of choise	Frequency	Percentage
1	Strongly agree	7	35%
	agree	13	65%
	disagree	-	-
	Strongly disagree	-	-
	total	20	100%

The table above explained that the students were happy to study English. There were 13 students (65%) chose agree, there were 7 students (35%) chose strongly agree, and none of students chose disagree and strongly disagree.

Table 4.7**You must memorize vocabulary at least 10 words all day**

No	Item of choice	Frequency	Percentage
2	Strongly agree	3	15%
	agree	15	75%
	disagree	-	-
	Strongly disagree	-	-
	total	20	100%

The table above explained that the students must memorize vocabulary at least 10 words all day. There were 15 students (75%) chose agree, there were 3 students (15%) chose strongly agree, but there were 2 students (10%) chose disagree, and none of students chose strongly disagree.

Table 4.8**Using wish words in teaching English, it can improve my vocabulary**

No	Item of choice	Frequency	Percentage
3	Strongly agree	10	50%
	agree	10	50%
	disagree	-	-
	Strongly disagree	-	-
	total	20	100%

The table above explained that using wish words in teaching English, it can improving the students vocabulary. There were 10 students (50%) chose strongly agree, there were 10 students (50%) chose agree, none of students chose disagree and none students chose strongly disagree.

Table 4.9**You enjoy the material**

No	Item of choice	Frequency	Percentage
4	Strongly agree	5	25%
	agree	11	55%
	disagree	4	25
	Strongly disagree	-	-
	total	20	100%

The table above explained that the students enjoyed the material. There were 11 students (55%) chose agree, there were 5 students (25%) chose strongly agree, but there were 4 students (20%) chose disagree and none of students chose strongly disagree.

Table 4.10**To study vocabulary, it is difficult**

No	Item of choice	Frequency	Percentage
5	Strongly agree	5	25%
	agree	8	40%
	disagree	6	30%
	Strongly disagree	1	5%
	total	20	100%

The table above explained that the students studied vocabulary it was difficult. There were 8 students (40%) chose agree, there were 5 students (25%) chose strongly agree, but there were 6 students (30%) chose disagree, and there was 1 student (5%) chose strongly disagree.

Tabel 4.11

The material has been given. It is a appropriate with your level

No	Item of choise	Frequency	Percentage
6	Strongly agree	8	40%
	agree	11	55%
	disagree	1	5%
	Strongly disagree	0	0%
	total	20	100%

The table above explained that the material has been given. It is a appropriate with your level. There were 11 students (55%) chose agree, there were 8 students (40%) chose strongly agree, but there was 1 student (5%) chose disagree, and none of students chose strongly disagree.

Table 4.12

The material that has been given it is for you

No	Item of choise	Frequency	Percentage
7	Strongly agree	5	25%
	agree	10	50%
	disagree	5	25%
	Strongly disagree	0	0%
	total	20	100%

The table above explained that the material has been given it was easy for them, there were 10 students (50%) chose agree, there were 5 students (25%) chose strongly agree, but there were 5 students (25%) chose disagree, and none of students chose strongly disagree.

Table 4.13**Your motivation for studying English to be developing after you learn vocabulary through wish words**

No	Item of choice	Frequency	Percentage
8	Strongly agree	8	40%
	agree	11	55%
	disagree	1	5%
	Strongly disagree	-	-
	total	20	100%

The table above explained that the students motivation for studying English became developing after they learnt vocabulary through wish words. There were 11 students (55%) chose agree, there were 8 students (40%) chose strongly agree, but there were 1 student (5%) chose strongly disagree and none students chose strongly agree.

Table 4.14**You feel necessary to study vocabulary through wish words**

No	Item of choice	Frequency	Percentage
9	Strongly agree	7	35%
	agree	13	65%
	disagree	-	-
	Strongly disagree	-	-
	total	20	100%

The table above explained that the students felt necessary to study vocabulary through wish words. There were 13 students (65%) chose agree, there were 7 students (35%) chose strongly agree, and none of students chose strongly disagree and strongly disagree.

Tabel 4.15

After following this research, you ability in memorizing vocabulary become sdeveloping

No	Item of choise	Frequency	Percentage
10	Strongly agree	5	25%
	agree	14	75%
	disagree	1	5%
	Strongly disagree	-	-
	total	20	100%

The table above explained that after following this research, the students ability in memorizing vocabulary became developing. There were 14 students (70%) chose agree, there were 5 students (25%) chose strongly agree, but there was 1 student (5%) chose disagree, and none of students chose strongly disagree. Based on the questionnaires above, the researcher concluded that wish words was a good way to apply in the classroom.

B. Discussion of the Data Analysis

Based on the result of the data analysis above shows that wish words can improve students vocabulary it can be seen on the table before and after giving treatment (different result between pre-test and post-test).

The data analysis based on the students result in answering question through wish words. It presented in pre-test, there were 3 students got 80 score, there were 6 students got 75 score, there was 1 student got 70 score, there were 2 students got 65 score, there were 2 students goot 60 score, there were students got 55 score, there were 2 students got 50 score and there were 2 students got 45 score.

So, in percentage shows that none of students got very good category. There were 12 (60%) students got good category. There were 8 (40%) students got fair category, and none of students got poor category and very poor category.

Based on the result in pre-test above the researcher concluded that the students ability in mastery vocabulary was still low even though there were students who got good category but the researcher wanted the sttyudents vocabulary was deveploment more. So that the researcher needed to conduct treatment an dafter that is must be evaluated by post-test.

The data analysis based on the students result in answering questions through wish words. It presented in post-test, there were 4 students got 90 score, there were 4 students got 85 score, there was 1 students got score 80, there were 2 students got 75 score, there were 4 students got 70 score, there were 3 students got 65 score, there was 1 student got 60 score, and there was 1 student got 55 score.

So, in percentage shows that there were 8 (40%) students got very good category, there were 10 (50%) students got good category, there was 2 (10%) students got fair category and none of students got poor category and got very poor category.

Based on the result in post-test above the researcher concludes that the students vocabulary got improving. Where the mean score of pre-test is 65,5, which classified as the low score than means score in post-test is 76 which classified as the higher score than mean score in pre-test.

The result of t table (t_t) with significant 5% we got 2,09 and (t_t) with significant 1% we got 2,86. With comparing t_t and t_0 which is got in pre-test, the

researcher gives the interpretation “ t_o ” is higher than “ t_t ” it is showed as following:

$$2,09 \leq 75 \geq 2,86$$

From the comparing between t_{count} and t_{table} where $t_o \geq t_t$. So, hypothesis alternative (H_a) is received while Hypothesis null (H_o) is rejected. It means that wish words is effective in teaching vocsbulary.

To know further about students responses toward questionnaire. Actually most of students were “agree” that they very happy to study English where the percentage was 65% most of students were “agree” that they must memorize vocabulary where the percentage was 75% most of students were strongly agree and agree that their vocabulary are developed where the percentage was 50%, most of students were “agree”, that they enjoy the material where the percentage was 55% and then, most of students were disagree that to study vocabulary was difficult where the percentage was 30%, and then, most of tudents were agree that the material was appropriate with their level where the percentage was 55% most students were agree that the material was easy for them where the percentage was 50%, and most of students agree that the students motivation became developing after learning vocabulary through wish words where the percentage was 55%, and then most of students were “agree” that they felt necessary to study vocabulary through wish words where the percentage was 65%. And most of students were agree that their ability to memorize vocabulary become developing where the percentage was 65%.

This indicates that applying wish words is good way to build up the students vocabulary because it is fun and enjoyable when we teach vocabulary in the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

After finding and discussion of the data analysis, this research describes the conclusion as follow:

Based on the finding the researcher concludes that wish word improve the students vocabulary at the eleventh class of State Vocational High School Number 1 Sabbang.

Was effective. It is proved that $t_{test} (7,5)$ is bigger than $t_{table} (2,09)$. Where t_{test} is bigger than t_{table} ($t_{test} \geq t_{table}$) it means the students vocabulary was developed.

Based on the questinnairies answering by students, learning vocabulary through wish word really needed by students where this way can set and built up the students mind. It indicates that the syudents have many chances to improve their vocabulary where a whole the activity invloved the students to find words in the text. Most of them automatically did competition to do it quickly, they enjoyed and got happy. So that, wish word was good because it is proved by the students responses toward wish word.

B. *Suggestion*

Based on the conclusion above, the researcher has some suggestion as follows:

1. One of the effective strategy in teaching vocabulary is wish word because is it proved most of students agree if this strategy has to be applied in teaching vocabulary. So the teacher should use it in vocabulary class like what the researcher applied.

2. It is suggested to the next researcher that this thesis can be as literature and it can be as previous study. 9and the researcher expects that wish word gives contributes more for all reader.



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