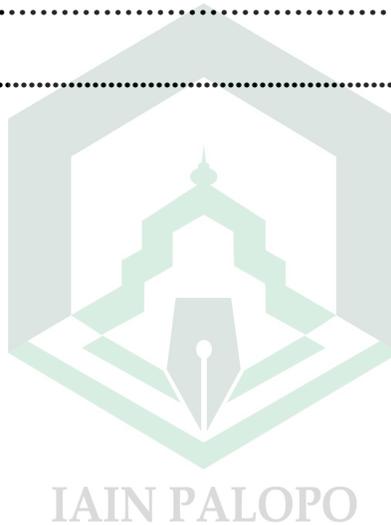


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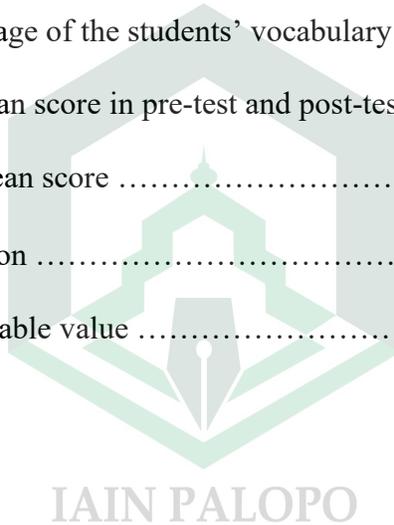
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## ABSTRACT

**Wilda Bahrum, 2011."Upgrading Vocabulary at the Second Year Students of SMPN 8 Palopo by Using Matched Pairs". Thesis, English Study Program of Tarbiyah Departement of State Collage for Islamic Studies (STAIN) Palopo. Under the supervisor of (I) Wisran, S.S., M.Pd., (II) Dr. Dahlan, M.Hum.)**

**Key word: Upgrading, Matched Pairs, Students' Vocabulary**

This thesis deals with upgrading students' vocabulary at the second year students of SMPN 8 Palopo. The main discussion is the use of matched pairs in upgrading students' vocabulary. The objective of the research was to find out whether or not the matched pairs can upgrade vocabulary of the second year students of SMPN 8 Palopo in 2010/2011 academic year.

The researcher employed experimental method. The populations of the second year students were 275 students. The sample was taken from the class eighth two and numbers of sample were 32 students. The research instruments were used in collecting data was test (pre-test and post-test).it aims to the students' ability in vocabulary skill in the pre-test and post-test. Then the researcher analysis their score by using t-test, and then explained clearly in the discussion.

The result of analysis shows that the use of matched pairs upgrade students' vocabulary skill at the second year students of SMPN 8 Palopo in 2010/2011 academic year. It is proved by the mean score of students' vocabulary that is 6,66 which is greater than t-table that is 2,04 or  $6,66 > 2,04$ , and also prove by the t-test value of students' vocabulary that is 223 which is greater than t-table that is 2,04 or  $223 > 2,04$ .

## ABSTRAK

Wilda Bahrum, 2011. "Peningkatan Kosakata di kelas dua Siswa SMPN 8 Palopo dengan Menggunakan Pasangan yang Cocok". (Di bawah Pengawasan (I) Wisran, SS, M. Pd, (II) Dr. Dahlan, M. Hum.)

Kata kunci: Upgrade, Pasangan yang cocok, Kosakata Siswa

Tesis ini berkaitan dengan peningkatan kosakata siswa di kelas dua siswa SMPN 8 Palopo. Pembahasan utama adalah penggunaan pasangan yang cocok dalam meningkatkan kosakata siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah pasangan yang cocok dapat meng-upgrade kosakata siswa kelas kedua SMPN 8 Palopo dalam 2010/2011 tahun akademik.

Peneliti menggunakan metode eksperimen. Populasi mahasiswa kelas dua adalah 275 siswa. Sampel diambil dari kelas delapan dua dan jumlah sampel 32 siswa. Instrumen penelitian yang digunakan dalam mengumpulkan data uji (pre-test dan post-test). Itu bertujuan untuk kemampuan siswa dalam keterampilan kosakata dalam pre-test dan post-test. Kemudian analisis peneliti skor mereka dengan menggunakan t-test, dan kemudian menjelaskan dengan jelas dalam diskusi.

Hasil analisis menunjukkan bahwa penggunaan pasangan yang cocok meng-upgrade kemampuan kosakata siswa di kelas dua siswa SMPN 8 Palopo dalam 2010/2011 tahun akademik. Ini membuktikan dengan skor rata-rata siswa dalam kosakata yang 6,66 yang lebih besar dari t-tabel yang 2,04 atau  $6,66 > 2,04$ , dan juga membuktikan dengan nilai t-tes siswa kosa kata yang adalah 223 yang lebih besar dari t-tabel yang 2,04 atau  $223 > 2,04$ .

# CHAPTER 1

## INTRODUCTION

### *A. Background*

Vocabulary is very important to learn, because it can construct or organize ideas in to the sentence and vice versa it is known that sentences that are produced are built by vocabulary. It means that the learners language have to pay attention about how important the vocabulary is. It also show that vocabulary is so essential that then is considered as a must.

Furthermore, the students have to upgrade the vocabulary, because it is one of the key to master the language that will be the target to learn acquired. And also it plays a very important role in communication and has a contribution to support the students' ability. Vocabulary is one of language elements that need to be acquired by English learners.

In addition, some factors must be considered, for sentence. The interference of the mother tongue when the learners lean English, in this context teacher is asked to give a command and implement appropriate technique in order to avoid misunderstanding in terms of vocabulary. The thing which is always ignored by the teacher is considering instant way to enrich student's vocabulary. They even never write a word which is followed or complete by its synonym and antonym next to each other and furthermore, the most complex problem is giving some vocabulary without

intensifying in the way of practicing them. And also as my observation in SMPN 8. I got the problem that the students' did. For example: the students got difficulties in increasing their vocabulary because the situation in the classroom was.

The researcher presents a selection of vocabulary, items and some of their derived from together with a series of exercise designed to help students remember the new words. The researches choose SMPN 8 Palopo because the researcher wants to give motivation to the students' and for to upgrade their vocabulary. The students always get bored when they are studying English in the class and lack of vocabulary it is hoped that matched pairs game can stimulate the students' to play with words or picture. The students become so involved in playing matched pairs and they are learning English. Besides that, students absorb new vocabulary and concepts directly, and remember what they have learned.

The researcher believes that students can upgrade vocabulary through matched pair's game. Therefore, the writer is interested in doing research entitled "upgrade students vocabulary of the second year students of SMP NEGERI 8 PALOPO by using matched pairs".

### ***B. Problem statement***

Based on the background above the researcher formulates the research question of follows: can matched pairs game upgrade vocabulary of the second year students of SMP Neg. 8 Palopo?

### ***C. Objective of the research***

The objective of the research is to find out the vocabulary upgrade of the second year students of SMP Neg. 8 Palopo through of the use matched pair's game.

### ***D. Significance of The Research***

The result of this study is expected to be any use theoretically and practically:

1. Theoretically, the result of this research is expected to give contribution to the development in teaching language, particular in upgrade the vocabulary through the use matched pars and also it is hope to be used for the next researcher who wants to investigate this problem deeper.

2. Practically, the result of this study is expected to be any use for the English teacher of SMP Neg. 8 Palopo. It is to develop the upgrade vocabulary by using matched pairs of the students in teaching learning process.

### ***E. Scope of The Research***

The scope of the research would be restricted to upgrade vocabulary specify on adjective, noun and verb by using matched pairs.

## CHAPTER II

### REVIEW OF RELATED LITERATUR

#### *A. Previous Research Findings*

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

1. Jasmarruddin in his research “improving vocabulary of the sixth year students’ of SDN 79 Tapping Palopo through word list” was increased. Because that the students’ vocabulary is improve through word list, it can be seen on table 3 above, where the mean score of pre-test is 61.4167 and in post-test rise become 77.0833. and also we can see on the first table, where the table shows that there was no students’ got good score, but after giving treatment by using word list, then gave post-test to the students’, there were 6 (25%) students’ got very good score and there were 8 students’ got good score.<sup>1</sup>

2. Jumarni in her research “presenting the meaning of new vocabulary through synonym at the students of SMP Muhammadiyah Palopo” Showed that synonym was able improve the students’ vocabulary. It can be seen on the table before where the mean score of treatment class students’, after giving treatment (used synonym) the mean score of students’ was 2,2, it mean that before giving treatment (used synonym)

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<sup>1</sup> Jasmarddin, Improving Vocabulary of the Sixth Year Students of SDN 79 Tapping Palopo through word list (thesis STAIN Palopo, 2007), p. 58.

the highest score was 2,6 the lowest score was 0,3. But after giving treatment the highest score was 3,6, and lowest score 1,3.<sup>2</sup>

3. Astiana silama in her research “improving students’ vocabulary in translating reading text at the eight year students’ of SMPN 8 Palopo was effective to stimulate the students’ achievement in vocabulary of the second year of SMPN 8 Palopo in academic year 2009-2010, it was proved by the t-test valve of students’ achievement that was 9, 9 which are greater than t-table that was 9, 67 so  $(9, 9 \geq 9, 67)$ .<sup>3</sup>

4. This study reports on the development of the Dyadic Adjustment Scale, a new measure for assessing the quality of marriage and other similar dyads. The 32-item scale is designed for use with either married or unmarried cohabiting couples. Despite widespread criticisms of the concept of adjustment, the study proceeds from the pragmatic position that a new measure, which is theoretically grounded, relevant, valid, and highly reliable, is necessary since marital and dyadic adjustment continue to be researched. This factor analytic study tests a conceptual definition set forth in earlier work and suggests the existence of four empirically verified components of dyadic adjustment which can be used as subscales [dyadic satisfaction, dyadic cohesion, dyadic consensus and affection expression]. Evidence is presented suggesting content, criterion-related, and constructs validity. High scale reliability is

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<sup>2</sup> Jumarni, Presenting the Meaning of New Vocabulary Through Synonym at the Students of SMP Muhammadiyah Palopo (Thesis STAIN Palopo, 2010), p. 63.

<sup>3</sup> Astiana silama, Improving Students’ Vocabulary Translating Reading Text at the Eight Year Students’ of SMPN 8 Palopo (Thesis STAIN Palopo,2009), p. 59.

reported. The possibility of item weighting is considered and endorsed as a potential measurement technique, but it not adopted for the present Dyadic Adjustment Scale. It is concluded that the Dyadic Adjustment Scale represents a significant improvement over other measures of marital adjustment, but a number of troublesome methodological issues remain for future research.<sup>4</sup>

Based on the research findings above, it can be inferred that there are many kinds of techniques of vocabulary. Each method can be applied in any ways as long it is suitable for the students' so that, the writer will do a research by using matched pairs game to improve the students' vocabulary mastery.

### ***B. Concepts of Vocabulary***

Vocabulary as an essential component of all used of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are sings or symbols for ideas. They are the means by which people exchange their through. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. The vocabulary we understand and the vocabulary we can use varies in nature and in quality from one person to another even in our native language. We can help our students by giving those ideas on how to learn vocabulary and some guidance on what to learn. Vocabulary is one of the components of language. More

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<sup>4</sup> Yayuz Akbulut, *Journal of Marriage and Family* (Turkey: Anadolu University © 1976), p. 5.

words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning. Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV. Vocabulary plays an important part in learning to read. As beginning readers children use the words they have heard to make sense of the words they see in print.

Consider, for example: what happens when a beginning reader comes to the words dig in a book. As she begins to figure out the represented by the letters d, I, g, the reader recognized that the sounds make up a very familiar word that she has heard and said many time reading word that are not already part of their oral vocabulary.

There are many concepts about vocabulary, some of them:

1. Vocabulary is the stock of words used by a people or by a particular class or person
2. Vocabulary is a list or collection of the words of a language, book, outh or, branch of science, or the like usually in alphabetical order and difined.
3. Vocabulary is the words of a language

4. Vocabulary is the sum scope of one's expression technique as in the arts.<sup>5</sup>

### ***C. Definition of vocabulary***

There are some definitions which try to describe the meaning vocabulary. The research tries to define vocabulary in different ways. The researches do this in order to make the position of vocabulary in language.

Vocabulary is all the words that a person knows or used, all the words in a language, list the words with their meanings, especially in a book for learning foreign language.<sup>6</sup>

Jack C. Richards said that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.<sup>7</sup>

Vocabulary is words known, learned, used, short list of word with their meaning.<sup>8</sup>

The purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. After a brief discussion of what

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<sup>5</sup> Mas'ud, *Upgrading Student's Vocabulary through Weekly Vocabulary Program in STAIN Palopo* (Palopo 2008), p. 5.

<sup>6</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary* (Fourth Edition; New York: Oxford University Press, 2008), p. 495.

<sup>7</sup> *Op. Cit.*, p. 4.

<sup>8</sup> *Handy Learner's, Dictionary of American English* (New Edition; American: Longman, 2000), p. 489.

words to test, the balance of the chapter will illustrate how to evaluate vocabulary mastery.<sup>9</sup>

Based on some reference above the researches tries to make conclusion that vocabulary is very important thing to back our English where vocabulary is as one of component of language so that no more language exist without words. We also can not do more if we have less vocabulary.

Four general kinds of vocabulary test are presented:

1. Limited response is for beginners. These test items require either a simple physical action like pointing at something or a very simple verbal answer such as “yes” or “no”.
2. Multiple-choice completion is a test in which a sentence with missing words is presented; students choose one of our vocabulary items given to complete the sentence.
3. Multiple choice paraphrases, is a test in which a sentence with one word underlined is given. Students choose which of four words is the closest in meaning to the underlined item.
4. Simple completion (words) has students write in missing part of words that appear in sentences. Concluding the discussion of each test type you will find a summary of the advantages and limitations of the test types 1, 2, 3, and 4 also includes a list of alternate forms of the technique being described. Devine vocabulary

---

<sup>9</sup> Harold S. Madsen, *Techniques in Testing*, (New York: Oxford University Press), p. 12.

is the set of words used by a writer or speaker, or a list word used in certain book arrange in alphabetical order.<sup>10</sup>

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

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

#### 1. Type of vocabulary

Collier writes that there are two words lists, one of function words and one containing a basic 2000 word English vocabulary.<sup>11</sup> In addition, there is a list of suffixes and prefixes to be used with 2000 word list. The list of function words containing about 230 words of very high frequency. They were not chosen solely on the basis of frequency. However, on the basis of grammatical function. The list consists of articles, auxiliary verbs, prepositions, conjunction, pronouns, noun determiner, substitute nouns, intensifiers, and contain often specialized expressions.

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<sup>10</sup> *Ibid.* p.12.

<sup>11</sup> Collier, *the Key to English Vocabulary* (London: the Macmillan Company, 1965), p. 7.

## Function words and content words

### a. Function words

Of course competent speakers of the language also know the lexis or vocabulary of language although that knowledge will vary depending for examples, on their educational and occupation. They know what words mean and they know the subtleties of some of those meaning. Competence speakers of a langue also know how to change words, how to make possible, how to make interesting, interested and so on.

The function words are those that often have a little meaning in the dictionary sense but which serve important function in relating other words in language to teach other. Example are, is at, to which, for by, he, etc. Words are interesting in themselves. Our vocabulary is reached and colorful, even small-scale dictionary thousand of words, covering every possible shade of meaning. Many of these words come to us from the world.

Content word name and describe the infinite number of thing, person, events and processes that speakers of English want to talk about, such as: (after, man, eat, drink, house). Content words can be derived into three general classes:

- a. Words naming things, ideas, entities.
- b. Words naming actions.
- c. Words used to describe the qualities of those things or actions.

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 words is not only to express meaning but also to relate other words to each other. These are the words we must be known in order to speak or understand English with any fluency at all. Not only they are among the most frequent in the language, but they are also indispensable in forming sentences.

Many of the words can be used in more than one way, there are:

#### 1) Articles

An article is a word that is placed in front of a noun and its function is to determine or divide a noun in a sentence.<sup>12</sup>

This is the traditional term for *a*, *an*, and *the*. The correct use of these little words is extremely important in English. There is a lot of difference between *man*, *a man*, and *the man*, for instance. Some should be included among the articles, since they are used before plural count nouns the way *a/an* is used before singulars: *a man*, *some man*.

*A* and *an* are used in front of singular count nouns. *A* and *a* have the same meaning. *A* is used in front of words that begin with consonants: *b*, *c*, *d*, *f*, *g*, *h*, *k*, etc

Example:

|            |            |        |
|------------|------------|--------|
| A bathroom | a language | a dog  |
| A car      | a city     | a book |

---

<sup>12</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New York University, 1972), p.125.

“An” is used in front of words that begin with a, e, i, and o.

Example:

|           |          |              |
|-----------|----------|--------------|
| An office | an ocean | and ear      |
| An idea   | an apple | an apartment |

Use an if a word that begins with “u” has *us* sound: e, g, an uncle, an ugly picture.

Use *a* if a word that begins with “u” has a *us* sound: a usual event, and university. In the some words that begin with “h” the “h” is not pronounced. Instead, the word begins with a vowel sound and *an* is used. e, g an hour, an honor.

## 2) Auxiliary verbs

Auxiliary verbs are “helping” verbs that can combine with various parts of other verbs to make verbs phrase.<sup>13</sup> The most common are being, have, and do. In addition, we have the modals: can, could, may, might, must, shall, should, will, would, as well as dare and need under certain condition. The phrase ought to, used to, and (be) supposed to are included because they resemble modals, in spite of the fact that, unlike ordinary modals, they included the word to.

## 3) Conjunctions

Most conjunction is historically derived from other parts of speech particularly from preposition. Like preposition, the conjunction is members of small class that have no characteristic form. They function chiefly as non movable structure

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<sup>13</sup>*Ibid.* p. 94.

words that join such unit as parts of speech, phrase, or clauses. There are two types of conjunction: Coordinate and subordinate.<sup>14</sup>

a) Coordinate conjunction

The coordinate conjunction joins structural units that are equal grammatically. The conjunction comes before the last unit and is grammatically independent of this unit.<sup>15</sup>

These join matching structural, that is, they join nouns, verbs to verbs, adjective, and so on. In the list the are:

|     |                     |
|-----|---------------------|
| And | both...and          |
| But | neither...nor       |
| For | either...or...      |
| Yet | not only...but also |
| Nor | etc.                |

b) Subordinate conjunctions

A subordinate conjunction introduced a clause that depends on a main, or independent clause. The subordinate conjunction is grammatically part of the clause it introduces; is it never separated from is clause by a comma.<sup>16</sup>

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<sup>14</sup>*Ibid.* p. 206.

<sup>15</sup> *Ibid.* p. 206.

<sup>16</sup> Marcella Frank, p. 215

Here are the ones in the list:

|           |          |         |
|-----------|----------|---------|
| After     | if       | because |
| Before    | till     | that    |
| When      | while    | until   |
| Whenever  | though   | as      |
| After all | although | since   |

The question words *how*, *whom*, *what*, *which*, *when*, *why*, and *where* also introduce subordinate clauses of a special type, usually called indirect questions. The relative pronouns *who*, *whom*, *which*, *whose*, and *that* introduce subordinate clauses of another type, usually called relative clauses, which modify nouns.

#### 4) Preposition

The preposition is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech.<sup>17</sup>

The preposition in our list of function words is these:

|        |         |         |
|--------|---------|---------|
| About  | but     | outside |
| Above  | down    | over    |
| Along  | from    | across  |
| After  | against | among   |
| Before | behind  | below   |
| Before | between | beyond  |

---

<sup>17</sup> *Ibid.* p. 163.

Remember that most of these words may also function as adverbs, if no noun follows.

### 5) Pronouns

Pronouns are word that is used to change noun in a sentence. Its function in order there is no repeated word that monotone.

According to, Azhar Arsyad there is five kinds of pronouns, namely:

1. Subject pronoun: I, you, she, he, we, they, it.
2. Object pronoun: me, you, us, them, him, her, it.
3. Adjective pronoun: my, your, our, their, his, her, its.
4. Possessive pronoun: my, mine, yours, his, hers, ours, theirs, its.
5. Reflexive pronoun: myself, yourself, himself, itself, ourselves, themselves, it selves.<sup>18</sup>

These words take the place of nouns. The meaning they have depends on the noun they replace, called the antecedent. They have case (different forms according to their function in the sentence), number (singular vs. plural), and person (inclusion or exclusion of the speaker and the person (s) addressed). In addition, the third singular pronouns have gender (different forms according to certain categories of meaning expressed by the antecedent: male vs. female, animate vs. inanimate, etc.

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<sup>18</sup> Azhar Arsyad, *Dasar-Dasar Penguasaan Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 2007), p. 17.

## 6) Noun determiners

These are the expression that signals the presence of a following noun. (If there is no noun following, then the expression itself functions as a noun-a “substitute noun”).

## 7) Substitute noun

The expression resemble the pronouns in that echo, or replace, a noun in a context, but for grammatical reason it is convenient to separate them from the pronouns. Many of them can be determiner as well.

These words in the list may be substitute nouns:

Much

Several

All

Many

Some

Enough

More

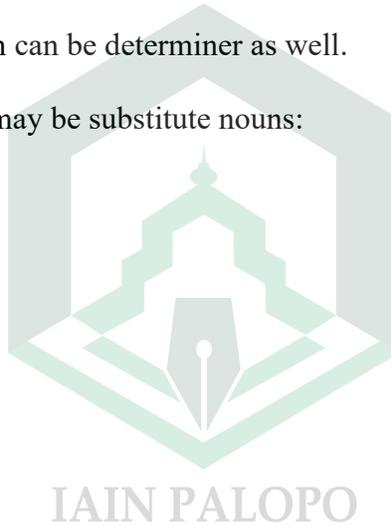
Any

Either

A few

Most

Etc.



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## 8) Intensifiers

These traditionally called adverbs, but they behave in special ways and are better treated separately. They some just before adjectives or adverbs (except for enough, which follow them) and express a degree of the quality named by latter word. Here are the ones on the list:

Pretty

Quite

Rather

Really

Right

Almost

Awfully

Enough



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## b. Content word

Content word is the infinitive number of thing, person, events and processed that speakers of English want to talk about:

## 1. Noun

Noun is the words which can be the name of people, the name of place, and the name of things or idea.<sup>19</sup>

There are two kinds of noun: they are countable noun and uncountable noun.

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<sup>19</sup> Windy Novia, S. Pd, *Basic English Grammar* (Jakarta: Gama Press, 2010), p. 15.

- A countable noun can usually be made plural.<sup>20</sup>

For example:

|          |           |
|----------|-----------|
| Singular | plural    |
| A book   | two books |
| A child  | children  |
| Datum    | data      |
| Medium   | media     |

- Uncountable noun is not used in the plural form.<sup>21</sup>

For example:

Water

Sugar

Salt

Air



## 1. Verb

Windy Novia said that verb is word which show the activities and the chief word of a sentence.<sup>22</sup> Verb can be divided into four, they are:

### a. Infinitive verb

Infinitive verb divided into two kinds-they are:

#### 1. Infinitive with to

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<sup>20</sup> *Op. Cit.*, p. 7.

<sup>21</sup> *Ibid.* p. S104.

<sup>22</sup> *Op. Cit.*, p. 104.

For example:

To want

To wish

To refuse

To start

To propose

Etc.

## 2. Infinitive without to

Buy

Go

Bring

Eat

Drink

Etc.



### ➤ Regular and irregular verb

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

Example:

| <b>Infinitive</b> | <b>past tense</b> | <b>past participle</b> |
|-------------------|-------------------|------------------------|
| Call              | called            | called                 |
| Attend            | attended          | attended               |
| Arrive            | arrived           | arrived                |

|       |         |         |
|-------|---------|---------|
| Ask   | asked   | asked   |
| Knock | knocked | knocked |

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

Example:

| <b>Infinitive</b> | <b>past tense</b> | <b>past participle</b> |
|-------------------|-------------------|------------------------|
| Give              | gave              | given                  |
| Find              | found             | found                  |
| Draw              | drew              | drawn                  |
| Bring             | brought           | brought                |
| Eat               | ate               | eaten                  |

b. 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:

He buys a book

I will come to your village

They give me money

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

Example:

Say

Send

Have

Drive

Become

Etc.

c. Full verb and, aux

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

Example:

Laugh

Sing

See

Say

Yell

Etc.



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

Example:

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

To do (does, did)

To have (has, had)

Modal auxiliaries (may, might, must, have to, had to, need to, would, shall, should, ought to, dare).

### 3. Adjective

Adjective is word whose main syntactic role is to modify a noun or pronoun.

There are kinds of adjective, they are:

#### a. Descriptive adjective

Descriptive adjective is the used to show someone's conditional or someone's characteristic, animals, etc.

Example:

Beautiful

Handsome

Funny

Patient

Polite

Etc.



#### a. Numeral adjective

Numeral adjective is adjective that indicate number or show the quantity of something. It is divided into there, they are:

- Cardinal number

Example:

One, two, three, four, etc.

- Ordinal number

Example

First, second, third, fourth, etc.

- Quantitative adjective

Quantitative adjective is adjective which indicate the number of something or adjective which indicative how much/many things that we mean. They are: many, much, a lot of, lost of, plenty of, a great many, a great deal of, few, a few, little, a little, etc.

- Demonstrative adjective

Demonstrative adjective is adjective which is use to show something animals or people that we mean.

- Proper adjective

Proper adjective which is used to indicate proper noun. Generally it is begun by capital letter.

Example:

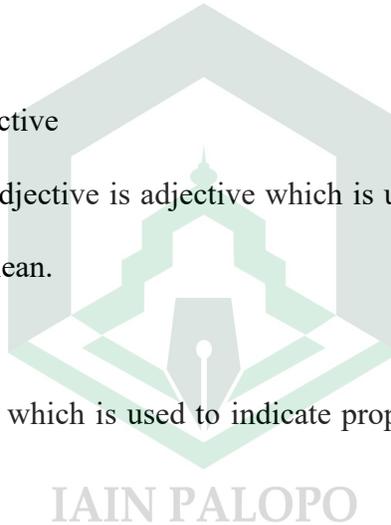
The name of country

- Interrogative adjective

Interrogative adjective is adjective which is used as question word. It is used to ask noun.

Example:

What book is this?



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What pen is your?

f. Possessive adjective

Possessive adjective is adjective which is used to indicate to something.

Example:

My, your, their, etc.

g. Distributive adjective

Distributive adjective is adjective which show that the noun which we mean is many kinds.

Example:

Each, every, either, etc.

2. Vocabulary Selection

Teaching vocabulary is crucial process in learning of language and it must be managed properly. In English structure the words have integral point. It is due to the lack of vocabulary referential for the students can make students poor in language skill.

To select the important vocabulary, means that the teacher or instructor should choose the actual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle, and intermediate the teacher or instructor should choose what vocabulary the students need.

A general principle of vocabulary selection has been that of frequency. We can decide which words we should teach on the basis of how frequently they are used

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

Based on the explanation above, it can be conclude that when teach vocabulary must be related to the students need by considering their level/age, environment and anything that relate to their words. The students may be like to study by picture, games, role play, singing a song, etc.

### 3. Some Technique in Teaching and Memorizing Vocabulary

- a. Demonstrating the real objects.
- b. Showing some picture
- c. Singing a song
- d. Creating some words.

States that there are three activities, which are designed to teach and practice word, they are:

#### 1. Presentation

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

#### 2. Discovery

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



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### 3. Practice

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

Students need to learn the lexis of language. They need to learn what words mean and how they are used. While this obviously involves giving them names for things (e.g. table, chair, etc.). it also involves showing them how words are stretched and twisted (e.g. to able a motion, to chair a meeting) dearly some words are more likely to be taught at lower level than other, and some user of words may be more sophisticated than others and therefore more appropriate for advanced students.

Mastering vocabulary is an important thing for people who want to understand reading conversation or writing in English without enough vocabularies it is impossible for us to get it.

Most of people sometimes ask "how to speak English well and perfectly" this is a classical question and it has many answer. There are three important things that should be paid attention by the English learners.

1. We should have an interest, wise word says, "Where there is a will, there is a way" so the people who have good desire or interest to study English, it is impossible to master it. The difficulties in English will be very easy when the students have interest.

2. We should have enough vocabularies, these vocabularies can be getter by many source, can be from reading material, or discussion with friends.

3. We should practice the vocabularies that we have. Using vocabulary has sometimes been forgotten by English learners. They sometimes have enough vocabularies but because of being lazy or the never use them in their daily life, so they can be easy to forgot it. So the suggestion is "Please use the vocabularies that you have had any time". For example, when you are talking to your friends or want to present your presentation in front of English club.

#### ***D. Definition of Game***

Game is thing that interest to be done. Game will be interesting because there is competition, hesitation because at first we did not know who would be the winner and the looser the good learning is active learning.

##### **1. Games for Language Learning**

Games also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information .

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of ‘meaningfulness’ is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus experienced and, therefore, better remembered.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

## 2. Creative Games for the Language Class

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

4. Games provide language practice in the various skills speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

### ***E. Definition of Matched Pairs***

Matched pairs are means that you match your subjects based on certain factors even though you give them different treatments. For example, perhaps you have 20 participants in a study on the effects of chocolate on happiness. You might match the groups based on gender and age. Of the 20 participants, you would have 10 pairs. An example of a pair would be two 14 year old women. Now one half of this pair would be in the control group (not receiving chocolate) and the other in the experimental group (receiving chocolate). This in this way, we know that both gender and age are not effecting the outcome of this experiment. Obviously you can match your pairs on any factor or combination thereof as appropriate to your study.<sup>23</sup>

Matching characteristic is a key benefit of using matched-pair is to maintain Temperature tracking. In general, for matched pair devices, one device of the matched pair has gate leakage currents, junction temperature effects, and drains current temperature. Coefficient as a function of bias voltage that cancel out similar effects of the other device, resulting in a temperature stable circuit. As mentioned

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<sup>23</sup> Alibaba, at. Al. *Http://wiki.answers.com//What\_Does\_the\_Term\_Matched\_Pairs\_Mean*, 2011, on September,2011.

earlier, this temperature stability can be further enhanced by biasing the matched-pairs at even though that could require special circuit configuration and power consumption design consideration. With the design and active programming, even units from different batches and different date of manufacture have well matched characteristics. As these devices are on the same monolithic chip, they also exhibit excellent tempo tracking.<sup>24</sup>

The strengths of matched pairs are:

1. One of the treatment that can help students to upgrade vocabularies is to give matched pairs game through interesting picture. The picture will be matched by the words that have been given by the teacher
2. Order effects do not arise, demand characteristics are less problematic than in repeated measures designs and the effects of individual differences are reduced compared to other designs.

The weakness of matched pairs Designs is Matching participants is difficult and individual differences may be problematic if matching is flawed.

#### ***F. The Relation Between Vocabulary and Matched Pairs***

Matched pair is one way which can motivate students' in studying vocabulary. Matched pairs can also attract the students interest to learn it and facilitate students a relax or fun atmosphere. In which students feel enjoyable with such a condition.

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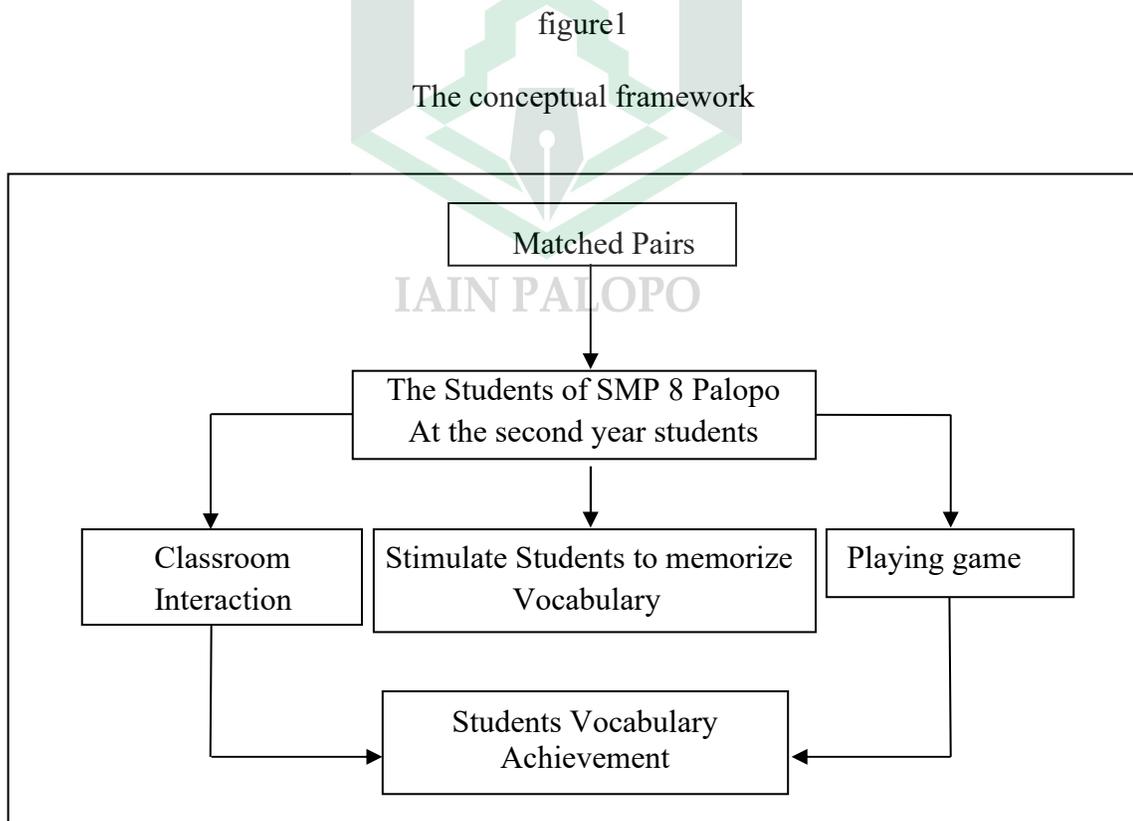
<sup>24</sup> Aldinc. [www.com/.../ALD1108xxPerformance](http://www.com/.../ALD1108xxPerformance) Characteristics of Matched pair , 2009, on October 06, 2011

### G. Conceptual Framework

Vocabulary is one of the words very important on language. By having enough vocabularies people to make easy in teaching vocabularies and matched pairs is one of the methods in teaching by elaborating game in order that students are easier to understand, memorize and remember vocabularies.

By using matched pairs game the students are expected to memorize much vocabulary because the boredom can be reduced and it can make the students active in the classroom. The purpose of this game is to upgrade the student's vocabulary.

The conceptual framework in this research in show in the diagram as follows:



## ***H. Hypothesis***

Matched pairs are effective way upgrade students' in teaching English vocabulary of the second year students'. According to researcher, communicative approval in teaching English speaking skill is effective.

1. (Ha) : Matched pairs game is effective to upgrade vocabulary at the second year students of SMPN 8 Palopo?
2. (Ho) : matched pairs game is not effective to upgrade vocabulary at the second year students of SMPN 8 Palopo?



## CHAPTER III

### RESEARCH METHOD

The chapter describes about the research, method, population and sample, instrument, procedure of the collection data and technique of data analysis.

#### *A. Method and Design of The Research*

##### 1. Method

This research applied and experimental method. It involved one that was given pre-test and post-test. It is used to describe the improving vocabulary of the second year students of SMPN 8 Palopo through matched pairs.

##### 2. Research Design

This research employed experimental design. The design this research involved one group of students with pre-test and post-test. Pre-test was given on the first day and post-test was given at the meeting. The design was written as follow:

$X_1 - T - X_2$

Notation:  $X_1$  : Pre- test

T : Treatment

$X_2$  : Post-test

## ***B. Variable and Operational Variable Definition***

### 1. variable

There two variables in this research namely:

- a. Matched pairs as independent variable
- b. Students' vocabulary as dependent variable

### 2. Operational variable definitions

a. Matched pairs are an activity which is done by researcher to develop the students' vocabulary through adjectives, verbs, nouns and then the students will be asked to match Indonesian to English words where these words will put on paper, and then students will be asked to find pairs of the words.

b. Students' vocabulary is number of words namely, adjective, verb, and noun that qualified by students.

## ***C. Population and sample***

### 1. Population

Dealing with the objective of the research, the population of this research is the second year students of SMPN 8 Palopo 2011-2012 academic year it consists of 8 classes and the total populations at the second year students of SMPN 8 Palopo 2011-2012 academic year are 275 students. Can be seen the table as follows:

Table1

The table of population

| Class            | Students |        |        |        |        |        |        |        | population |
|------------------|----------|--------|--------|--------|--------|--------|--------|--------|------------|
|                  | VIII.1   | VIII.2 | VIII.3 | VIII.4 | VIII.5 | VIII.6 | VIII.7 | VIII.8 |            |
| The second class | 37       | 32     | 37     | 35     | 33     | 36     | 33     | 32     | 275        |

## 2. Sample

The research used purposive sampling which means that this researcher the used population as sample. The sample of researcher took the sample in the class eighth two which consist of 32 students. The researcher choose the class because the researcher found that the students there did not actively participate in the learning process it was caused by lack of vocabulary.

### ***D. Instrument of the research***

The instrument used in this research the form is essay test. The test consists of 3 word classes, namely verb, noun, and adjective and then students look for the matched pairs of vocabulary that writer gives. The consist of 150 items of 3 word classes (verbs, nouns, adjective). Each group consists of 50 questions, 50 verbs, 50 adjectives, and 50 nouns. Each items has 1 score if the students can answer it well.

So, the totals of score are 150 if the students can answer all of the questions correctly. The test aims to know the significant of matched pairs in teaching vocabulary at SMPN 8 Palopo.

### ***E. Procedure of collecting data***

The research does several procedures. The procedure is as follows:

#### 1. Pre-test

The pre- test takes 90 minutes. The researcher gave pre-test which aimed to know and to identify the student's prior knowledge of vocabulary. The research gave test worksheet to find the matched pairs word. The test consisted of 150 questions where the adjective 50 questions, verb 50 questions, and noun 50 questions.

#### 2. Treatments

The treatment of the research is matched pairs word. The writer conducted three times treatments for three weeks.

- a. The first treatment, the researcher will explain about matched pairs. Matched pairs words will use adjective awhere the students have to match Indonesian to English words.
- b. The second treatment, the researcher as the students to match some antonyms as many as they can
- c. The third treatment, the researcher as the students to match some synonyms as many as they can

- d. The fourth treatment, the researcher asks students to match some words through picture and then students are asked to match these pictures to verbs in correct order
- e. The fifth treatment, the researcher asks students to match some words through picture and then students are asked to match these pictures to nouns in correct order
- f. The sixth treatment, students are hope to find out the meaning of words which have been provided in sentence

### 3. Post-test

In post-test, the researcher distributes the written test. That consist 150 items. Intent to know the upgrading of students' vocabulary through matched pair's game.

### ***F. Technique of data analysis***

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

1. Scoring the students answer from the given test.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 10.^1$$

For example: if the students total correct answer is 10, the score is 7, 1 with calculated as follows:

Total correct answer is 15

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<sup>1</sup> Salwiah Amir, Upgrading Students' Vocabulary at the Sixth Year Students of Madrasah Ibtidaiyah Dotok Sulaiman Putra Palopo through Opposite Game (Thesis: English Department STAIN, 2008), p. 50.

Total items is 20

$$\frac{15 \times 10}{20} = 7,5 \text{ (fair good)}$$

20

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

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

In which: P= percentage

F= the cumulative Frequency

N= total numbers of respondents

The score is classified into criteria interpretation score as follow:

Score 9,6 – 10 = excellent

Score 8,6 – 9,5= very good

Score 7,6–8,5 = good

Score 6,6 – 7,5= fairly good

Score 5,6 – 6,5= fairly

Score 3,6 – 5,5= poor

Score 0 – 3,5= very poor<sup>2</sup>

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<sup>2</sup> Rahma Bulan, The Ability of The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 (STAIN Palopo, 2007), p. 34.

### 3. Mean score

Calculation the mean score of the students:

$$M = \frac{\sum x}{N}$$

Where M: mean score

$\sum x$ : total of row score

N: total numbers of respondents

### 4. Standard Deviation

Standard deviation is one of very good standard of the standard that has been explained.<sup>3</sup>

Calculating the standard of written test. In pre test and post test by using the following formula:

$$sd = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{n - 1}$$

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Where : sd = standard deviation

$\sum X$  = the sum of all scores

$(\sum X)^2$  = the square of all sum

N = the total number of sample

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<sup>3</sup> Subana, et al. *Statistik Pendidikan* (Bandung: CV Pustaka Setia, 2000), p. 87.

## 5. Test significance

Test significance is calculating the t-test to indicate the significance differences between pre-test and post-test of vocabulary test. The writer calculated of dependent sample. The formula is:

$$t = \frac{Md}{\frac{\sqrt{\sum X^2 d}}{N(N-1)}}$$

Where :

|              |   |
|--------------|---|
| t            | = test of significance                          |
| Md           | = mean deviation between pre-test and post-test |
| $\sum X^2 d$ | = different deviation and mean deviator         |
| N            | = total number of simple                        |
| I            | = constant number. <sup>4</sup>                 |

This research will use 95<sup>0</sup> level of effectiveness and the consolation is on 5% of significance column.

Criteria of hypothesis acceptability:

$t_0 > t_1$  = Reject null hypothesis

$t_0 < t_1$  = Accept null hypothesis

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<sup>4</sup> Salwiah Amir, *Op.,Cit*, p. 52.

In which:

$t_0$  = Test of significance (t-test)

$t_1$  = Level of significance on one tailed test (t-table)



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter explains about score and output research in school based on given sample, and explains the detail of pre-test and post-test after giving treatment by used total physical response method.

#### *A. Findings*

The data was analyzed done through quantitative way. It was used to get the score of respondents. The score of respondents for vocabulary test can be explained separately, as follows:

1. The students score on the pre-test and post-test

Table2

The score of students in pre-test ( $X_1$ )

| No | Respondent | Correct Answer | Score |
|----|------------|----------------|-------|
| 1  | R. 1       | 47             | 3,1   |
| 2  | R.2        | 94             | 6,2   |
| 3  | R.3        | 76             | 5     |
| 4  | R.4        | 62             | 4,1   |
| 5  | R.5        | 87             | 5,8   |
| 6  | R.6        | 93             | 6,2   |

|    |       |     |     |
|----|-------|-----|-----|
| 7  | R.7   | 75  | 5   |
| 8  | R.8   | 43  | 2,8 |
| 9  | R.9   | 69  | 4,6 |
| 10 | R10.  | 48  | 3,2 |
| 11 | R.11  | 47  | 3,1 |
| 12 | R. 12 | 61  | 4   |
| 13 | R.13  | 55  | 3,6 |
| 14 | R.14  | 51  | 3,4 |
| 15 | R.15  | 96  | 6,4 |
| 16 | R.16  | 104 | 6,9 |
| 17 | R.17  | 86  | 5,7 |
| 18 | R.18  | 94  | 6,2 |
| 19 | R.19  | 66  | 4,4 |
| 20 | R.20  | 66  | 4,4 |
| 21 | R.21  | 94  | 6,2 |
| 22 | R.22  | 67  | 4,4 |
| 23 | R.23  | 102 | 6,8 |
| 24 | R.24  | 53  | 3,5 |
| 25 | R.25  | 60  | 4   |
| 26 | R.26  | 17  | 1,1 |

|    |      |    |     |
|----|------|----|-----|
| 27 | R.27 | 63 | 4,2 |
| 28 | R.28 | 70 | 4,2 |
| 29 | R.29 | 65 | 4,3 |
| 30 | R.30 | 52 | 3,4 |
| 31 | R.31 | 44 | 2,9 |
| 32 | R.32 | 47 | 3,1 |

From the table above we can see that all students obtained unexpected score. The highest 6,9 score and the lowest 1,1 score, there was 1 student who obtained 6,9 score, there was 1 student who obtained 6,8 score, there was 1 student who obtained 6,4 score, there were 4 students who obtained 6,2 score, there was 1 student who obtained 5,8 score, there was 1 student who obtained 5,7 score, there were 2 students who obtained 5 score, there were 2 students who obtained 4,6 score, there were 3 students who obtained 4,4 score, there was 1 student who obtained 4,3 score, there was 1 student who obtained 4,2 score, there were 2 students who obtained 4 score, there was 1 student who obtained 4,1 score, there was 1 student who obtained 3,6 score, there was 1 student who obtained 3,5 score, there were 2 students who obtained 3,2 score, there were 3 students who obtained 3,1 score, there was 1 student who obtained 2,9 score, there was 1 student who obtained 2,8 score, and there was 1 student who obtained 1,1 score.

Table3  
The score of students in post-test ( $X_2$ )

| No | Respondent | Correct answer | Score |
|----|------------|----------------|-------|
| 1  | R. 1       | 74             | 4,9   |
| 2  | R.2        | 112            | 7,4   |
| 3  | R.3        | 117            | 7,8   |
| 4  | R.4        | 95             | 6,3   |
| 5  | R.5        | 116            | 7,7   |
| 6  | R.6        | 116            | 7,7   |
| 7  | R.7        | 137            | 9,1   |
| 8  | R.8        | 71             | 4,7   |
| 9  | R.9        | 88             | 5,8   |
| 10 | R10.       | 80             | 5,3   |
| 11 | R.11       | 80             | 5,3   |
| 12 | R. 12      | 86             | 5,7   |
| 13 | R.13       | 85             | 5,6   |
| 14 | R.14       | 77             | 5,1   |
| 15 | R.15       | 134            | 8,9   |
| 16 | R.16       | 100            | 6,6   |
| 17 | R.17       | 115            | 7,6   |
| 18 | R.18       | 121            | 8     |

|    |      |     |     |
|----|------|-----|-----|
| 19 | R.19 | 112 | 7,4 |
| 20 | R.20 | 117 | 7,8 |
| 21 | R.21 | 134 | 8,9 |
| 22 | R.22 | 106 | 7   |
| 23 | R.23 | 131 | 8,7 |
| 24 | R.24 | 82  | 5,4 |
| 25 | R.25 | 96  | 6,4 |
| 26 | R.26 | 65  | 4,3 |
| 27 | R.27 | 97  | 6,4 |
| 28 | R.28 | 110 | 7,3 |
| 29 | R.29 | 117 | 7,8 |
| 30 | R.30 | 83  | 5,5 |
| 31 | R.31 | 82  | 5,4 |
| 32 | R.32 | 84  | 5,6 |

The table above shows that the highest is 9,1 score and the lowest 4,3 score, there was 1 student who obtained 9,1 score, there were 2 students who obtained 8,9 score, there was 1 student who obtained 8,7 score, there was 1 student who obtained 8 score, there were 3 students who obtained 7,8 score, there were 2 students who obtained 7,7 score, there was 1 student who obtained 7,6 score, there was 1 student who obtained 7 score, there were 2

students who obtained 7,4 score, there was 1 student who obtained 7,3 score, there was 1 student who obtained 6,6 score, there was 1 student who obtained 6,3 score, there were 2 students who obtained 6,4 score, there was 1 student who obtained 5,8 score, there was 1 student who obtained 5,7 score, there were 2 students who obtained 5,6 score, there was 1 student who obtained 5,5 score, there were 2 students who obtained 5,4 score, there were 2 students who obtained 5,3 score, there was 1 student who obtained 5,1 score, there was 1 student who obtained 4,9 score, there was 1 student who obtained 4,7 score, and there was 1 students who obtained 4,3 score. It means that students had good progress after giving treatment.

## 2. The rate percentage of students score

In collecting data, the researcher used vocabulary tests, namely pre-test and post-test. After calculating the result of test, the rate percentage score is presented in the following table.

Table4

The rate percentage of the students' vocabulary in pre-test

| Classification | Score   | Frequency | Percentage |
|----------------|---------|-----------|------------|
| Excellent      | 9,6-10  | -         | 0          |
| Very Good      | 8,6-9,5 | -         | 0          |
| Good           | 7,6-8,5 | -         | 0          |

|             |         |    |         |
|-------------|---------|----|---------|
| Fairly Good | 6,6-7,5 | 2  | 6,25%   |
| Fairly      | 5,6-6,5 | 7  | 21,875% |
| Poor        | 3,6-5,5 | 13 | 40,625% |
| Very Poor   | 0-3,5   | 10 | 31,25%  |
| Total       |         | 32 | 100%    |

The table shows how the second year students of SMP Neg. 8 Palopo answer vocabulary essay test. It seems that there were 2 students (6,25%) had fair good category, there were 7 students (21,875%) had fair category, there were 13 students (40,625%) had poor category, there were 10 students (31,25%) had very poor category, and there was no students having excellent, very good and good category.

Table5

The rate percentage of the students' vocabulary in post-test

| Classification | Score   | Frequency | Percentage |
|----------------|---------|-----------|------------|
| Excellent      | 9,6-10  | -         | 0          |
| Very Good      | 8,6-9,5 | 4         | 12,5%      |
| Good           | 7,6-8,5 | 7         | 21,875%    |
| Fairly Good    | 6,6-7,5 | 5         | 15,625%    |
| Fairly         | 5,6-6,5 | 7         | 21,875%    |
| Poor           | 3,6-5,5 | 9         | 28,125%    |

|           |       |    |      |
|-----------|-------|----|------|
| Very Poor | 0-3,5 | -  | 0    |
| Total     |       | 32 | 100% |

The table above shows the percentage of the students' vocabulary in post-test after the treatment conducted. Then result indicates that there were 4 students (12,5%) had very good category, there were 7 students (21.875%) had good category, there were 5 students (15,625%) had fairly good category, there were 7 students (21,875%) had fairly category, there were 9 students (28,125%) had poor, and there was no students having excellent and very poor category.

Table6  
The students mean score in pre-test and post-test

| Respondents | Variable X <sub>1</sub><br>Pre test | Variable X <sub>2</sub><br>Post test | D (Gain)<br>X <sub>2</sub> -X <sub>1</sub> |
|-------------|-------------------------------------|--------------------------------------|--|
| R. 1        | 3,1                                 | 4,9                                  | 1,8  |
| R.2         | 6,2                                 | 7,4                                  | 1,2  |
| R.3         | 5                                   | 7,8                                  | 2,8  |
| R.4         | 4,1                                 | 6,3                                  | 2,2  |
| R.5         | 5,8                                 | 7,7                                  | 1,9  |
| R.6         | 6,2                                 | 7,7                                  | 1,5  |
| R.7         | 5                                   | 9,1                                  | 4,1  |

|       |     |     |      |
|-------|-----|-----|------|
| R.8   | 2,8 | 4,7 | 1,9  |
| R.9   | 4,6 | 5,8 | 1,2  |
| R.10. | 3,2 | 5,3 | 2,1  |
| R.11  | 3,1 | 5,3 | 2,2  |
| R. 12 | 4   | 5,7 | 1,7  |
| R.13  | 3,6 | 5,6 | 2    |
| R.14  | 3,4 | 5,1 | 1,7  |
| R.15  | 6,4 | 8,9 | 2,5  |
| R.16  | 6,9 | 6,6 | -0,3 |
| R.17  | 5,7 | 7,6 | 1,9  |
| R.18  | 6,2 | 8   | 1,8  |
| R.19  | 4,4 | 7,4 | 3    |
| R.20  | 4,4 | 7,8 | 3,4  |
| R.21  | 6,2 | 8,9 | 2,7  |
| R.22  | 4,4 | 7   | 2,6  |
| R.23  | 6,8 | 8,7 | 1,9  |
| R.24  | 3,5 | 5,4 | 1,9  |
| R.25  | 4   | 6,4 | 2,4  |
| R.26  | 1,1 | 4,3 | 3,2  |
| R.27  | 4,2 | 6,4 | 2,2  |
| R.28  | 4,2 | 7,3 | 2,7  |

|      |                 |                 |               |
|------|-----------------|-----------------|---------------|
| R.29 | 4,3             | 7,8             | 3,5           |
| R.30 | 3,4             | 5,5             | 2,1           |
| R.31 | 2,9             | 5,4             | 2,5           |
| R.32 | 3,1             | 5,6             | 2,5           |
| N=32 | $\sum X_1=4,44$ | $\sum X_2=6,66$ | $\sum D=71,4$ |

2. Mean score

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

a. Mean score of the Student's Pre-test

$$X_1 = \frac{142,2}{32}$$

$$= 4,44$$

b. Mean score of the Student's Post-test

$$X_2 = \frac{213,4}{32}$$

$$= 6,66$$

Table7  
The students' mean score

| Component | Pre-test | Post-test |
|-----------|----------|-----------|
| Mean      | 4,44     | 6,66      |

Table above indicates that the mean score of students in the post-test was different with than mean score in the pre-test or post-test > pre-test or  $6,66 > 4,44$ .

### 3. Standard deviation

$$sd = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{n-1}$$

#### a. Standard Deviation of the Students' Pretest

$$Sd = \frac{\sqrt{694,9 - \frac{(4,44)^2}{32}}}{32-1}$$

$$= \frac{\sqrt{694,9 - \frac{19,71}{32}}}{31}$$

31

$$= \frac{\sqrt{694,9 - 0,615}}{31}$$

$$= \frac{\sqrt{694,285}}{31}$$

$$= \sqrt{22,39}$$

$$= 4,73$$

b. Standard Deviation of the Students' Post-test

$$Sd = \frac{\sqrt{1480,96 - \frac{6,66^2}{32}}}{32-1}$$

$$= \frac{\sqrt{1480,96 - \frac{44,35}{32}}}{31}$$

$$= \frac{\sqrt{1.480,96 - 1,385}}{31}$$

$$= \frac{\sqrt{1479,57}}{31}$$

$$= \sqrt{47,72}$$

$$= 6,90$$



Table8

Standard deviation

| Component          | Pre-test | Post-test |
|--------------------|----------|-----------|
| Standard deviation | 4,73     | 6,90      |

Table above shows that standard deviation of pre-test was lower than post-test, where standard deviation of pre-test was 4,44 and post-test was 6,66 or  $6,66 > 4,44$ .

## 4. Test of significance

$$t = \frac{Md}{\frac{\sqrt{\sum X^2 d}}{N(N-1)}}$$

$$Md = \frac{\sum D}{N} = \frac{71,4}{32} = 2,23$$

$$\sum X^2 d = \sum D^2 - \left(\frac{\sum D}{N}\right)^2$$

$$\sum X^2 d = 176,25 - \frac{5012,64}{32}$$

$$= 176,25 - 156,64$$

$$= 19,61$$

$$t = \frac{Md}{\frac{\sqrt{\sum X^2 d}}{\sqrt{N(N-1)}}}$$

$$t = \frac{2,23}{\sqrt{\frac{19,61}{32(32-1)}}}$$

$$= \frac{2,23}{\sqrt{\frac{19,61}{992}}}$$

$$= \frac{2,23}{0,01}$$

$$= 223$$

The mean score of pre-test was in poor achievement and post-test was in fairly good achievement. It means that the score of written test was improved.

## 5. Testing hypothesis of students score

In testing hypothesis, the researcher used six steps as follows:

a. Stated that null hypothesis and alternative hypothesis based on the research questions.

(Ha) : Matched pairs game is effective to upgrade vocabulary at the second year students of SMPN 8 Palopo?

(Ho) : matched pairs game is not effective to upgrade vocabulary at the second year students of SMPN 8 Palopo?

b. Set the alpha level =  $\alpha = 0,05$

c. Finding out the difference between pre-test and post-test score by calculating dependent t-test. The result of t-test is 223. The researcher also determinate the degree of freedom:

$$\begin{aligned} df &= N-1 \\ &= 32-1 \\ &= 31 \end{aligned}$$

d. Writing decision rule or rejecting the null hypothesis

Before doing it, we have to know the value of  $t_1$  with an alpha level 0,05. We can see it in distributions t-table 2, 04. It means that we rejected Ho if the calculated of t-test is more than 223.

The decision rule: rejected  $H_0$ , if  $t\text{-test} > 2,04$

Accepted  $H_0$ , if  $t\text{-test} > 2,04$

e. Writing a summary statement

Table9

The t-test and t-table value

| Component | t-table | t-test |
|-----------|---------|--------|
| t-value   | 2,04    | 223    |

: rejected  $H_0$  because  $223 > 2,04$

f. Writing a statement of the result on standard English

Since the alternative hypothesis is accepted, the researcher concluded that: matched pairs can upgrade vocabulary at the second The table above shows that t-test was highest than t-table. It result a summary statement year students of SMPN 8 Palopo.

## ***B. Discussion***

Based on the pesentation of the finding above, the researcher present some interpretation of findings in order to explain in detail as follows:

According to Jack C. Richards said that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Vocabulary is words known, learned, used, short list of word with their meaning. Harold S. Madsen said that the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. After a brief discussion of what words to test, the balance of the chapter will illustrate how to evaluate vocabulary mastery.

Based on some teory above the researches tries to make conclusion that vocabulary is very important thing to back our English where vocabulary is as one of component of language so that no more language exist without words. We also can not do more if we have less vocabulary.

The description of the data collected through vocabulary test as explained in the previous section showed that the students' vocabulaty improved. Looking at the result data analysis, the researcher presents the discussion of data given to the students. The students have low vocabulary of English with mean score 4,44 based on the pre-test, after they were given treatment for 6 times through matched pairs, the students' vocabulary improve with mean score 6,66 based on the result of post-test. It means that the total scores between the result of pre-test and post-test are significantly different and it proves that there is an improvement of the students' vocabolary.

Seeing the comparison of the students pre-test and post-test above, the researcher can conclude that there was improvement of the students' vocabulary after giving treatment through matched pairs. Where the standard deviation of the students pre-test are 4,73 and post-test are 6,90. Both of standard deviation describes that distance of each score of the students is enough heterogenous. This difference is proved by calculating the difference of both tests by using t-test analysis were the t-test value 223 is greater than t-table value 2,04 for  $\alpha = 0,05$  level significance and the degree of freedom 31. It means that the students' vocabulary improved after giving them treatment through matched pairs game.

The t-test result shows that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted. So, it can be said that there is significance different between the students' vocabulary through matched pairs on the pre-test and post-test is proved.

Based on the tables above, the student's post-test is better than the student's pre-test because most of the students achieved desired scored in post-test. 4 (12,5%) students had very good, 7 (21,875%) students had good, 5 (15,625%) students had fairly good, 7 (21,875%) students had fairly, 9 (28,125%) students had poor category.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

#### *A. Conclusion*

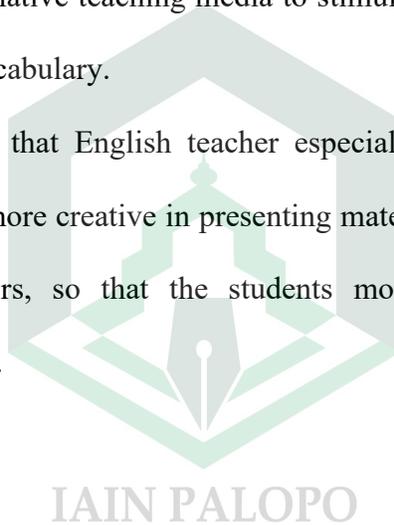
Matched pairs is one method to improve students' vocabulary in a way to pair the words with a partner that's for sure. For example, students are directed to seek a partner of antonyms and synonyms. This way student is able to memorize, understand, and remember the vocabulary that has been taught by the researcher. By the method of matched pairs of researchers to prove the results of this research field that matched pairs can improve students' vocabulary.

Based on the finding and discussion of the research. It can be concluded that the use of matched pairs as a teaching media be able to improve students' vocabulary at the second year students of SMPN 8 Palopo in academic year 2010/2011. It is provided by the mean score of students' vocabulary that is 6,66 which is greater than t-table, that is 2,04 or  $(6,66 > 2,04)$ , and also provided by the t-test value of students' vocabulary that is 223 which is greater that t-table that is 2,04  $(223 > 2,04)$ .

### ***B. Suggestion***

Based on the result of the data analysis and conclusions, the researcher gives some suggestion as follows:

1. It is suggested that the teachers should use some different medias and method to attract the students attention in learning English
2. It is suggested that the teachers use matched pairs in teaching students' vocabulary as one alternative teaching media to stimulate the students interest and to upgrade the students vocabulary.
3. It is suggestion that English teacher especially the teachers of English at SMPN 8 Palopo to be more creative in presenting material when teaching vocabulary by using matched pairs, so that the students more interest and enjoyable in memorizing vocabulary.



APPENDIX A: ADJECTIVE

Name :

Class :

Pasangkan kata-kata dibawah ini sesuai dengan antonym dan sinonymnya:

(Match the words this below appropriate with antonym and synonym)

| English            | Antonym   | English               | Sinonym   |
|--------------------|-----------|-----------------------|-----------|
| 1. Happy (Senang)  | Difficult | 1. Beautiful (cantik) | difficult |
| 2. Wet (basah)     | Before    | 2. High (tinngi)      | small     |
| 3. Easy (mudah)    | Sad       | 11. Courteous(sopan)  | honest    |
| 4. Small (kecil)   | Live      | 4. Little (kecil)     | fast      |
| 5. Good (bagus)    | Stupid    | 5. Hard (sulit)       | near      |
| 6. Black (hitam)   | Poor      | 6. Fair (jujur)       | friend    |
| 7. After (sesudah) | Dry       | 7.Quick (cepat)       | rich      |
| 8. Dead (mati)     | Big       | 8. Close (dekat)      | polite    |
| 9. Clever (pintar) | Sad       | 9. Mate (teman)       | tall      |
| 10. Rich (kaya)    | White     | 10. Wealthy (kaya)    | pretty    |
| 11. Weak (lemah)   | Honest    |                       |           |
| 12. Lie (bohong)   | Dirty     |                       |           |
| 13. Clean (bersih) | Far       |                       |           |
| 14. Cool (dingin)  | Strong    |                       |           |
| 15. Near (dekat)   | Hot       |                       |           |

APPENDIX B: VERB

| <b>Indonesian</b> | <b>English</b> |
|-------------------|----------------|
| 1. Renang         | .....          |
| 2. Lari           | .....          |
| 3. Berbaring      | .....          |
| 4. Berdiri        | .....          |
| 5. Mendorong      | .....          |
| 6. Berlutut       | .....          |
| 7. Berjalan       | .....          |
| 8. Menendang      | .....          |
| 9. Loncat         | .....          |
| 10. Duduk         | .....          |
| 11. Menangkap     | .....          |
| 12. Tidur         | .....          |
| 13. Tertawa       | .....          |
| 14. Memasak       | .....          |
| 15. Mencuci       | .....          |
| 16. Berbicara     | .....          |
| 17. Membaca       | .....          |
| 18. Memberi       | .....          |
| 19. Bermain golf  | .....          |
| 20. Membuka       | .....          |
| 21. Jatuh         | .....          |
| 22. Memanjat      | .....          |

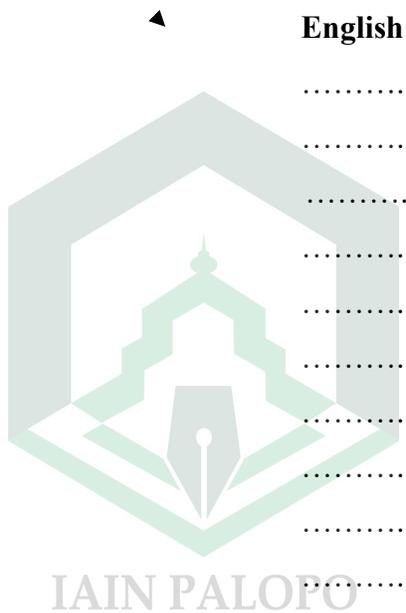


|                  |       |
|------------------|-------|
| 23. Makan        | ..... |
| 24. Minum        | ..... |
| 25. Shalat       | ..... |
| 26. Bermain voli | ..... |
| 27. Bernyanyi    | ..... |
| 28. Bertemu      | ..... |
| 29. Membaca      | ..... |
| 30. Menjual      | ..... |
| 31. Belajar      | ..... |
| 32. Memukul      | ..... |
| 33. Pergi        | ..... |
| 34. Terbang      | ..... |
| 35. Bulutangkis  | ..... |
| 36. Mengemudi    | ..... |
| 37. Tinju        | ..... |
| 38. Merangkak    | ..... |
| 39. Mengajar     | ..... |
| 40. Bermain bola | ..... |
| 41. Menangis     | ..... |
| 42. Menulis      | ..... |
| 43. Bekerja      | ..... |
| 44. Mengangkat   | ..... |
| 45. Menangkap    | ..... |
| 46. Menutup      | ..... |
| 47. Mengambil    | ..... |
| 48. Bermain      | ..... |
| 49. Menikah      | ..... |
| 50. Menjemur     | ..... |



APPENDIX C: NOUN

| <b>Indonesian</b> | <b>English</b> |
|-------------------|----------------|
| 1. Pisang         | .....          |
| 2. Appel          | .....          |
| 3. Anggur         | .....          |
| 4. Wortel         | .....          |
| 5. Bawang         | .....          |
| 6. Lemon          | .....          |
| 7. Apokat         | .....          |
| 8. Strowberi      | .....          |
| 9. Mangga         | .....          |
| 10. Tomat         | .....          |
| 11. Kelapa        | .....          |
| 12. Ikat pinggang | .....          |
| 13. Rok           | .....          |
| 14. Celana        | .....          |
| 15. Jaket         | .....          |
| 16. Kaos kaki     | .....          |
| 17. Bola          | .....          |
| 18. Kopi          | .....          |
| 19. Susu          | .....          |
| 20. Lampu         | .....          |



|                  |       |
|------------------|-------|
| 21. Cermin       | ..... |
| 22. Kursi        | ..... |
| 23. Meja         | ..... |
| 24. Lemari       | ..... |
| 25. Meja belajar | ..... |
| 26. Buku         | ..... |
| 27. Pulpen       | ..... |
| 28. Tas          | ..... |
| 29. Garpu        | ..... |
| 30. Sepatu       | ..... |
| 31. Sandal       | ..... |
| 32. Sarung       | ..... |
| 33. Piring       | ..... |
| 34. Sendok       | ..... |
| 35. Mangkok      | ..... |
| 36. Kertas       | ..... |
| 37. Odol         | ..... |
| 38. Gelas        | ..... |
| 39. Mobil        | ..... |
| 40. Pisau        | ..... |
| 41. Sepeda       | ..... |
| 42. Telur        | ..... |
| 43. Kue          | ..... |
| 44. Ikan         | ..... |
| 45. Mie          | ..... |
| 46. Kopi         | ..... |
| 47. Ember        | ..... |
| 48. Teh          | ..... |
| 49. Nasi         | ..... |



IAIN PALOPO

50. Roti

.....



IAIN PALOPO

PRE-TEST

APPENDIX A: ADJECTIVE

Name :

Class :

Write into English words below:  
(tuliskan bahasa inggris untuk kata-kata dibawah ini)

| <b>Indonesian</b> | <b>English</b> |
|-------------------|----------------|
| 1. Senang         | .....          |
| 2. Jauh           | .....          |
| 3. Tinggi         | .....          |
| 4. Basah          | .....          |
| 5. Tua            | .....          |
| 6. Bagus          | .....          |
| 7. Kecil          | .....          |
| 8. Dingin         | .....          |
| 9. Besar          | .....          |
| 10. Gemuk         | .....          |
| 11. Mudah         | .....          |
| 12. Jelek         | .....          |
| 13. Sulit         | .....          |
| 14. Mati          | .....          |
| 15. Hidup         | .....          |
| 16. Setelah       | .....          |
| 17. Sedih         | .....          |
| 18. Kering        | .....          |
| 19. Cantik        | .....          |
| 20. Sedikit       | .....          |
| 21. Sebelum       | .....          |



- 22. Cerdas .....
- 23. Pintar .....
- 24. Bodoh .....
- 25. Hitam .....
- 26. Putih .....
- 27. Sibuk .....
- 28. Lemah .....
- 29. Teman .....
- 30. Kuat .....
- 31. Miskin .....
- 32. Cepat .....
- 33. Kaya .....
- 34. Ganteng .....
- 35. Baik .....
- 36. Jujur .....
- 37. Marah .....
- 38. Tersenyum .....
- 39. Bohong .....
- 40. Jujur .....
- 41. Bersih .....
- 42. Kotor .....
- 43. Susah .....
- 44. Tua .....
- 45. Menang .....
- 46. Sopan .....
- 47. Tinggi .....
- 48. Panjang .....
- 49. Indah/Cantik .....
- 50. Besar .....



APPENDIX B: VERB

| <b>Indonesian</b> | <b>English</b> |
|-------------------|----------------|
| 1. Renang         | .....          |
| 2. Lari           | .....          |
| 3. Berbaring      | .....          |
| 4. Berdiri        | .....          |
| 5. Mendorong      | .....          |
| 6. Berlutut       | .....          |
| 7. Berjalan       | .....          |
| 8. Menendang      | .....          |
| 9. Loncat         | .....          |
| 10. Duduk         | .....          |
| 11. Menangkap     | .....          |
| 12. Tidur         | .....          |
| 13. Tertawa       | .....          |
| 14. Memasak       | .....          |
| 15. Mencuci       | .....          |
| 16. Berbicara     | .....          |
| 17. Membaca       | .....          |
| 18. Memberi       | .....          |
| 19. Bermain golf  | .....          |
| 20. Membuka       | .....          |
| 21. Jatuh         | .....          |
| 22. Memanjat      | .....          |
| 23. Makan         | .....          |
| 24. Minum         | .....          |
| 25. Shalat        | .....          |
| 26. Bermain voli  | .....          |
| 27. Bernyanyi     | .....          |



IAIN PALOPO

|                  |       |
|------------------|-------|
| 28. Bertemu      | ..... |
| 29. Membaca      | ..... |
| 30. Menjual      | ..... |
| 31. Belajar      | ..... |
| 32. Memukul      | ..... |
| 33. Pergi        | ..... |
| 34. Terbang      | ..... |
| 35. Bulutangkis  | ..... |
| 36. Mengemudi    | ..... |
| 37. Tinju        | ..... |
| 38. Merangkak    | ..... |
| 39. Mengajar     | ..... |
| 40. Bermain bola | ..... |
| 41. Menangis     | ..... |
| 42. Menulis      | ..... |
| 43. Bekerja      | ..... |
| 44. Mengangkat   | ..... |
| 45. Menangkap    | ..... |
| 46. Menutup      | ..... |
| 47. Mengambil    | ..... |
| 48. Bermain      | ..... |
| 49. Menikah      | ..... |
| 50. Menjemur     | ..... |



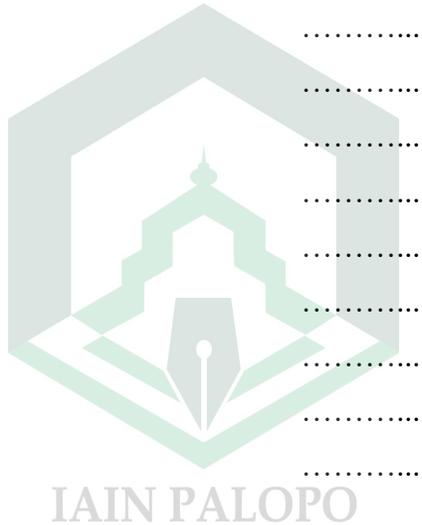
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APPENDIX C: NOUN

| <b>Indonesian</b> | <b>English</b> |
|-------------------|----------------|
| 1. Pisang         | .....          |
| 2. Appel          | .....          |
| 3. Anggur         | .....          |
| 4. Wortel         | .....          |
| 5. Bawang         | .....          |
| 6. Lemon          | .....          |
| 7. Apokat         | .....          |
| 8. Strowberi      | .....          |
| 9. Mangga         | .....          |
| 10. Tomat         | .....          |
| 11. Kelapa        | .....          |
| 12. Ikat pinggang | .....          |
| 13. Rok           | .....          |
| 14. Celana        | .....          |
| 15. Jaket         | .....          |
| 16. Kaos kaki     | .....          |
| 17. Bola          | .....          |
| 18. Kopi          | .....          |
| 19. Susu          | .....          |
| 20. Lampu         | .....          |
| 21. Cermin        | .....          |
| 22. Kursi         | .....          |
| 23. Meja          | .....          |
| 24. Lemari        | .....          |
| 25. Meja belajar  | .....          |
| 26. Buku          | .....          |



|             |       |
|-------------|-------|
| 27. Pulpen  | ..... |
| 28. Tas     | ..... |
| 29. Garpu   | ..... |
| 30. Sepatu  | ..... |
| 31. Sandal  | ..... |
| 32. Sarung  | ..... |
| 33. Piring  | ..... |
| 34. Sendok  | ..... |
| 35. Mangkok | ..... |
| 36. Kertas  | ..... |
| 37. Odol    | ..... |
| 38. Gelas   | ..... |
| 39. Mobil   | ..... |
| 40. Pisau   | ..... |
| 41. Sepeda  | ..... |
| 42. Telur   | ..... |
| 43. Kue     | ..... |
| 44. Ikan    | ..... |
| 45. Mie     | ..... |
| 46. Kopi    | ..... |
| 47. Ember   | ..... |
| 48. Teh     | ..... |
| 49. Nasi    | ..... |
| 50. Roti    | ..... |



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