IMPROVING STUDENTS' VOCABULARY THROUGH SHORT FUNCTIONAL TEXT AT THE SEVENTH YEAR STUDENTS OF SMP NEGERI 5 PALOPO

A THESIS

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

By,

NURBAYA

Reg. Num. 09.16.3.0149

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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Supervised by.

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

THESIS APPROVAL

This thesis entitled *Improving Students' Vocabulary Through Short Functional Text at the Seventh Year Students of SMPN 5 Palopo*. Which is written by Nurbaya, Reg. Num. 09.16.3.0149. English study Program of Tarbiyah Department of State Collage for Islamic Studies (STAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Monday, March 17th 2014 M, coincide with 15 Jumadil Awal 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Study Program.

Palopo, March 17th, 2014 M
15 Jumadil Awal 1435 H

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Palopo, 18th February 2014

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil'alamin, the researcher express her gratitude to the almighty God that has been given her guidance, inspiration, and good health, so that this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd.) at The State College For Islamic Studies (STAIN) Palopo on the title *"Teaching Writing Through Expressing Daily Mood at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo"* could be finished. Shalawat and salam attended to the great prophet Muhammad SAW, peace be upon to her,

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

1. Prof. Dr. H. Nihaya M, M.Hum. As the head of STAIN Palopo, who always support the writer during his study at STAIN Palopo.

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Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give postive contribution for the readers and the others.

Palopo, October 2013

Researcher

ABSTRACT

Reski Wulandari Achmad, 2013.*Teaching Writing Through Expressing Daily Mood at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo.* Thesis, English Study Program Educational Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo

Key Words   : Writing Skill, Daily Mood.

This thesis about Teaching Writing Through Expressing Daily Mood at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo. The problem statement of the research was how can expressing daily mood help The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo in learning writing? The objective of the research is to identify how can expressing daily mood help The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo in learning writing. The scope of the research focuses on the free writing process as the first step of writing by expressing students' daily mood.

This thesis used Classroom Action Research. The target populations of this research are all of the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. This case the research took 14 students of class Eleventh IPA 1 as the sample. The steps of the research used two cycles namely cycle I and cycle II to find out the students' curiosity and ability in learning writing. Then, the researcher analyzed their score by using scoring classification to know the mean score of the students which explained clearly in discussion.

The result of data analysis explained that expressing daily mood can help the eleventh year students of Madrasah Aliyah Negeri Palopo in learning writing. In this thesis, the researcher offered how if the students used their daily mood as means to flow their ideas in writing. Thus, the effective ways to encourage them in writing by expressing their daily mood are (a) motivating the students in order do not assume that writing as a burden, (b) gave opportunities to the students to express their ideas freely and appreciate their writing, (c) created more attractive and interactive activities in teaching and learning process, (d) observed the students activities more intense.

Those ways are also proved which can help them to write and comprehend what they have done by looking their score in cycle I and cycle II. Their mean score in cycle I is only 67,92 and cycle II the score makes progress to be 77,5. It means that the students' writing skill at the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo increased.

NOTA DINAS PEMBIMBING

Perihal   : Skripsi   Palopo, 12 september 2014
Lamp.   : 6 Eksampler

Kepada
Yth. Ketua Jurusan Tarbiyah STAIN Palopo
Di-
      Palopo

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

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      Jurusan   **: Tarbiyah**

      Program Study   **: BahasaInggris**

      Judul Skripsi   **:Improving Students' Vocabulary Through Short Functional Text at the Seventh Year Students' of SMPN 5 Palopo**

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr. Wb.

                             Pembimbing I

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PENGESAHAN SKRIPSI

Skripsi yang berjudul "Improving English Vocabulary at the eleventh Year Studentsof MAN Palopo through Card Guessing Game" yang ditulis oleh saudara **Muliana. NIM. 08.16.3.0143**, Mahasiswa Jurusan Tarbiyah Program Studi Tadris Bahasa Inggris pada SekolahTinggi Agama Islam NegeriPalopo, telah diuji dan dipertahankan dalam siding Munaqasyah yang diselenggarakanpadahari, tanggal 2013.Bertepatan dengan tanggal 2013 H. Dan dinyatakan telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah Program Studi Bahasa Inggris dengan beberapa perbaikan.

Palopo,   2013

H

Tim Penguji

1	Pro. Dr. H. Nihayah M.,Hum	KetuaSidang	(	)
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3	…	Penguji II	(	)
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بسم الله الرحمن الرحيم

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3. Drs. Hisban Thaha, M.Ag. as the second deputy head of STAIN Palopo, who always gives motivation to the researcher during her study at STAIN Palopo.

Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give postive contribution for the readers.

Palopo, 12th Februari 2014

Researcher

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With all awareness and consciousness, the researcher who signs bellow, pronounces that this is literary work of researcher herself. If somebody is proven that this thesis is duplicated, copied or made by the other people as whole or partially, so this thesis caused invalid for law.

Palopo, 18th February 2014

Researcher,

NURBAYA
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ABSTRACT

NURBAYA Writer, 2014. **Improving Students' Vocabulary through Short Functional Text at The Seventh Year Students of SMPN 5 Palopo.** Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Supervised by Dr.Masruddin,S.S.,M.Hum and Amalia Yahya.S.E., M.Hum.

Key word: Improving Vocabulary, Short Functional Text

This thesis is about Improving Students' Vocabulary Through Short Functional Text at the Seventh Year Students of SMPN 5 Palopo, The problem statements of this thesis: Is the use of short functional text effective in improving students' vocabulary at the seventh year of SMPN 5 Palopo?. The objective of the research is to find out whether or not Short Functional Text can improve students vocabulary at the seventh year students of SMPN 5 Palopo.

The research applied experimental technique. The population of this research was the Seventh year students of SMPN 5 Palopo, consisted of 150 students. In this research the researcher used purposive sampling technique, where the reseacher took 20 students as sample in this research. The researcher collected data by using vocabulary test. The students were asked to match the words. The test aimed to determine the improvement of the students' vocabulary after they were taught through Short Functional Text.

Having analyzed the data, it was founding out that the students vocabulary improving through Short Functional Text at the Seventh year students of SMPN 5 Palopo. There was significant difference between the result of pre-test and post-test, which was post-test was higher than pre-test, the mean score of pre-test was 5 and post-test was 8. From t-test value 7 was greater than t-table 2,093 or 7 > 2,093. It means that the students' vocabulary was improved through the use of Short Functional Text at the Seventh year students of SMPN 5 Palopo in 2014/2015 academic year.

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. *Background*

Language is the main tool of communication for human being that consists of four skills. They are listening, speaking, reading and writing. Language is very important in the world, without language we can't know what the speaker means in conversation, discussion, introduction and dialogues. Teaching English to the students can said tricky. Many people argue that describe the subject matter is very difficult because English is a foreign language inevitably be carried out under the demands of the curriculum in force in our country.

Many students feel confused when they want to speak English with smart fast way. But they were confused where to start. Does first have to master grammar, conversation, vocabulary, reading or writing? Vocabulary is one of the language aspects. The students cannot read, speak, listen, and write without understanding the meaning of words. But, by teaching vocabulary first, the students easily able to read, understand and memorize vocabulary more quickly because this is a very effective.

Vocabulary is a word that is understandable be used by people in producing active communication. Vocabulary is a set of knowing word that are used by learners to form sentence. It might be said that a person's vocabularies is generally indicate their intelligence or education level, because if someone knows many vocabulary, they will be easy to speak with many people. And vocabulary also is central of

language teaching and learning. Through vocabulary we can express ideas, emotion and desires. Besides that, through good command in teaching vocabulary on a certain language the student can express ideas effectively and efficiently.

Vocabulary is word gathering knew by it meaning and can be used by someone in a language. Someone vocabulary defined as gathering all words understood by the people or all word which is possibility will be used the people to compile new sentence. Properties of someone vocabulary in general assumed to represent picture of storey level or intelligent education.

Understanding of vocabulary in general considered to be important shares of study process a language and or development of ability of someone in a language which have been mastered. Students often taught new words as part of certain subject and there are also many adult assuming forming of vocabulary as interesting activity and educative.

Vocabulary is very important to learn for the students, because we can construct or organize our ideas in the sentence, process some of information through mastery vocabulary, as we know that sentence that we produce are built by vocabulary. [1]

Improving the students vocabularies is one of the goals in teaching English as a foreign language. Therefore, the students should be given much opportunity to master vocabulary through easy way to remember fats in their long term memory.

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[1] http://contohskripsikoe.blogspot.com accessed on 5 th November 2012

Teachers of English as foreign language need to be more innovative, and have important role to make their lesson interesting.

One of the media in teaching vocabulary is through short functional text. The use of the media follows some concept of short functional text. In this way the students have many opportunities to improve their English vocabulary through some activities which are enjoyable and for them and can easy students memorizing and interest attention study vocabulary students. Also adding knowledge student so that they are not tired of to accept given vocabulary. Therefore, to develop students' vocabulary, the technique of learning improving students' vocabulary trough short functional text in the seventh of SMP Negeri 5 Palopo.

Based on the observation in SMP Negeri 5 Palopo, the researcher found that students' face problem s in learning vocabulary. There were some factor, one of them is the students still lazy to memorizing word. the function of short functional text can make attract students attention, can make them active in the classroom, give motivation to the student. So, the researcher has initiative to apply in teaching vocabulary by short functional text. Based on the explanation, the writer is interested in conduction a research about " Improving students vocabulary through short functional text at the seventh year of SMPN 5 PALOPO".

B. Problem Statement

Based on background that has been explained, the researcher formulates problem statement as follows:

"Is the use of short functional text effective in improving students vocabulary at the seventh year student of SMPN 5 Palopo?

C. Objective of the Research

Related to the research question that set above, the objective of the research is to find out whether or not short functional text can improve students vocabulary at the seventh years students of SMPN 5 Palopo.

D. Significance of the Research

The researcher hopes that this research would have some benefits in the English to learning process. Especially in teaching vocabulary. There are two kinds of benefit of this research used theoretically and practically:

1. Theoretically, To give contribution to the students of English in general specially for the students at Seventh year SMP Negeri 5 Palopo, to give new information to the students of English to improve their English vocabulary skill.

2. Practically, To stimulate other who wants to conduct the further research, short functional text is technique to teaching vocabulary for readers and can be a new reference in understanding some students problem in memorizing vocabulary.

E. Scope of the Research

The research focus in daily life students and focuses on teaching nouns, verbs, and adjectives, through Short Functional text the seventh year of SMP Negeri 5 Palopo.

The writer gave limitation of the problem in teaching vocabulary about short text and the material in the learning vocabulary are:

a. Definition of short functional text

b. Instruction

c. Shopping list

d. Greeting cards

e. Invitation

f. Warning (notice)

g. Announcements

F. Operational Definition

Short Functional Text is a short text that contains the command, direction, something to do or not that can be a prohibition, invitation, Greeting Cards, short message, shopping lists, notice, announcement, and others that contain meaning and use in everyday communication.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In this research, the researcher finding some researcher eager to held the research as follow:

Sri Dewi Ningsih in her research using online Short Functional Text to Improve the Learning Vocabulary Ability of the Eighth graders of SMAN 1 Palangka Raya. The findings of the research showed that online Short Functional Text strategy was worthy to improve the student learning vocabulary. Their memorize vocabulary developed. Mainly in findings main idea and detail information, and breaking down the text structure this can be seen from the students score that improve from 51.1 in the preliminary test to 72.1 in cycle 1 up to 75.7 in cycle 2.[1]

Nurhikmah Bulu in research under the topic "Developing Vocabulary through Story at The Second Year Students of SMPN 8 Palopo". The population was 210 students, and she only takes 25 students in 2007/2008 Academic Year. Nurhikmah Bulu finding in her thesis found that the use of story gives a significant development in developing students vocabulary at the students of SMPN 8 Palopo.[2]

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[1] Sri Dewi Ningsih,*Using Online Short functional text to Improve the Learning Vocabulary Ability of the Eighth Graders of SMAN 1 Palangka raya.* (A thesis. Graduate program in English language teaching, state Unyversity of Malang, 2011). p.70.

[2] Nurhikmah Bulu, *Developing Vocabulary through Story at The Second Year Students of SMPN 8 Palopo.* A thesis (palopo:STAIN Palopo, 2007), p. 59

Nurdin in his research under the topic "Improving Students Vocabulary through Short Message at The second Year students of SMPN 3 Malangke" . The population took 21 students and he used total sampling take all of the population. Nurdin finding in his thesis that there was significance score of students before and after giving treatment through short message, it means that short message has effect in improving students vocabulary at the second year students of SMP Negeri 3 Malangke.[3]

B. *Some Pertinent Ideas*

1. *Definition of Vocabulary*

In English dictionary, Echols and Shadily stated that vocabulary means that all of the words in the world which registered.[4]

While in Oxford Dictionary, vocabulary is the total number of words in language, words known to a person, list of words with their meaning, especially at the back of a book used for teaching a foreign language.[5]

Vocabulary is very necessary to study for the English language student. Jeremy Harmer states that vocabulary was seen as incidental to main purpose of language teaching, namely the question of grammatical knowledge about the language.

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[3] Nurdin, *Improving Students Vocabulary Through Short Message at The Second Year Students of SMPN Negeri 3 Malangke*. A thesis(Palopo: STAIN Palopo,2009), p. 61

[4] John M. Echols & Hassan Shadily, *Kamus Inggris-Indonesia*, (Jakarta;PT. Gramedia Pustaka Utama, 1997).

[5] Martin Ma*nser,Oxford dictionary*, (New Eduation: New York: Oxpord University Press, 1995). P. 408

There are many concepts of vocabulary, some of them:

a. Vocabulary is the stock of words used by a people, or by a particular class or person.

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

c. Vocabulary is the words of a language.

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

Vocabulary has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. For long time, teaching vocabulary approaches such as the Direct Method and audio lingual gave greater priority 'to the teaching of grammatical structures.[6]

Vocabulary is a group of letter allied to one another so that became that word having a meaning with realized in our life in the case of reading and also conversation.

Vocabulary is one language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learning to master a language skill mastery of the vocabulary (productive) usually related to speaking and writing, because when

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[6] Thornbury, Scott. 2002. *How to Teach vocabulary, P*erson Education limited

someone speaks or writes they produce vocabulary. While, the mastery of receptive vocabulary is usually relate to reading and listening.

Vocabulary as one of elements of language important to study, without having enough vocabulary, the ability to communicate and convey our needs could not be established. It would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words

Vocabulary is a core component of a language science and provides much of the basic for how well learners speak, listen, read and write. Without an extensive vocabulary strategy 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. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary. Learning learners need to achieve in order to read both simplified and un simplified materials and to process different kind of oral and written text, as well as the kinds of a strategies learners use in understanding, using and remembering words.[7]

From the definition above, the reader can see that vocabulary is one of the components of language and no language exist without words. Without vocabulary we cannot communicated each other, so we have to learn and memorize many of

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[7] Nunan David, *National Centre for English Language Teaching and Research,*(Macquarie University, Sydney,1981).

vocabulary in order we can speak English well. Vocabulary as an essential component of all uses of a language, because it would be impossible to learn a language without vocabulary or words.

Vocabulary is total number of word in language, words known to a person list of words with their meanings, especially at the back of for teaching foreign language.

Vocabulary or word also called a base word family is defined as including the base form and its inflection and derivations (e,g, makes, made, making, maker and markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them. Vocabulary is the set of words used by a writer or speaker or a list or word used in certain book arrange in alphabetical order.

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking little specification was given to the role of vocabulary. The status of vocabulary now seems to the changing.[8]

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[8] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (*Teaching Vocabulary*), (USA: Cambridge University Press), 2010. p. 255-256.

Vocabulary is a core component of language proficiency and provides much of the basic 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 speaker, using the language in different contexts, reading, or watching television. Research on vocabulary in recent year has done a great deal to clarify the levels the vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kinds of oral and written text, as well as the kinds of strategies learners use in understanding, using, And remembering words.[9]

It may seem a little strange to see meaning-focused speaking and writing as ways of expanding learners vocabulary, but the most exciting finding of recent research on vocabulary learning have revealed how spoken production of vocabulary items help learning and how teacher and course designers can influence this spoken production. This research is reported in Newton (1995), Joe (1995) and Joe, Nation, and Newton (1996). The main finding of the research into spoken communicative activities are as follow:

a) The written input to a communicative task a major effect on vocabulary is used and negotiated during the task. Newton (1995) found that all of the vocabulary negotiated in the ranking problem-solving tasks he investigated was in the written task sheet handed out to the learners. Joe (1995) found that in in retelling task,

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[9] *Ibid*., p. 255-256.

vocabulary from the written text was produced during the retelling even when the written text could not not be consulted and some of the vocabulary items were previously unknown

b) Negotiation of the meaning of unknown vocabulary meant that words had a greater chance of being learned. However because much more previously unknown vocabulary was used and not negotiated, quantitatively more vocabulary was learned through being used productively or receptively.

c) The quality of leaning depends on the quality of use of the previously unknown vocabulary during the communicative task (Joe 1995). The more the vocabulary is observed or used in contexts which differ from its occurrence in written input, the better it is learned.

d) learners are able to provide useful information to each other on most of the vocabulary in a typically communicative task; that is, if someone in a group does not know a particular word, there is likely to be someone else in the group who knows something useful about it and who can communicative this information effectively.

e) Learners who actively negotiated the meaning of known words do not seem to learn more than learners who observe the negotiation.

f) Only a small amount of the negotiation in a communicative task (about 6% in a Newton's study) is negotiation of word meaning. The other kinds or negotiation include negotiation of procedure, negotiation of comprehension, negotiation of mishearing and so on.

g) Research on learning from negotiation needs to be careful about distinguishing what is negotiation.[10]

The significance of the findings for vocabulary learning is that by carefully designing and monitoring the use handout sheets for spoken tasks, teacher can have a major influence on determining what vocabulary could be learned from such task, and how well it is learned.[11]

2. *Importance of Vocabulary*

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that no language exists without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

There are so many general concept of vocabulary, the writer would like to explain about some definition or concept of vocabulary. The lists below are the appearance some definition of vocabulary. Manser on his book he wrote that vocabulary is:

a) Total number of words in a language

b) Word known to a person

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[10]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice (*Alan Hunt and David Beglar. *Current Research and Practice in Teaching Vocabulary)*, (New York: Cambridge University Press, 2010), p. 268-269.

[11]*Ibid*., p. 269.

c) List of word with their meaning, especially at the back of a book used for teaching foreign language.

From the explanation above, the writer concludes that vocabulary is words or total of word, which use in learning language with meaning of word itself in order to know the meaning of words or sentences and next definition vocabulary is a group of words which are arranged in alphabetical order and briefly explained and should be studied in context. Words or sentences become meaningful when these are studied and considered in context. That is, with all the other words which surround them and which help give them their meaning.[12]

Vocabulary is very important in language, a large number of vocabularies are so difficult to learn, and because of that, the teacher should use good method in teaching vocabulary. Since the teaching of English in Indonesia is aimed increasing that teaching vocabulary? The English teacher much takes deep concern of vocabulary lesson. However, vocabulary teaching has not always been very responsive to such problems, and the teachers have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary.

Although there are many techniques of teaching vocabulary. When we teach a word we must teach three things:

1) we must teach the shape or the form of the word,

2) we must teach the meaning of the word,

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[12]Anonym *Concept of vocabulary*, http://www.shvoong.com/writing-and-speaking/self-publishing/2105539-general-concept-vocabulary/, The internet available Online, Accessed on 1st May 2012

3) and we must teach that the form and the meaning of the word together.

Vocabulary is critical to reading success for there is reason:

a. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.

b. Words are the currency of communication. A robust vocabulary improves all areas of communication – listening, speaking, reading, writing.

c. How many times have you asked your student or your own children to "use your words''? when children and adult improve their vocabulary, their academic and social confidence and competence improve also.

The importance of vocabulary is to get meaning from what they red, students need both a great many words in their vocabulary and the ability to us various strategies to establish the meanings of new words when they encounter them. Young students who don't have large vocabularies and effective word-learning strategies often struggle to achieve comprehension.

This particular relationship between vocabulary knowledge and reading comprehension seems clear. But vocabulary knowledge contributes to reading success in other important ways that are perhaps less obvious. For beginning readers, evidence indicates a link between word knowledge and phonological awareness.

Young children who have a large number of words in their oral vocabulary may more easily analyze the representation of the individual sounds of those words.[13]

3. *Types of Vocabulary*

Learning a language will mean nothing without learning vocabulary. Categorized vocabulary into four types :

a. Listening vocabulary

This type of vocabulary is developed early, since a child begins to recognize sound. It is limited only to the sound, which is associated with his experience.

b. Speaking vocabulary

This type vocabulary is also built early, that is time when the child begins to communicate with the surrondings. Although the application of vocabulary at this stage is very simple and it contains many of the small function words, that kind of vocabulary can make up a speech.

c.   Vocabulary of reading and writing

This types of vocabulary are developed almost at the some time. However, reading vocabulary usually comes earlier than vocabulary of writing. These types of vocabulary are recognized when one has the capability of writing.

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabularies are reading vocabulary.

Oral vocabulary refers to words that we used in speaking or recognize in

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[13] https://docs.google.com/document/ ac cessed on 8 th maret 2013

listening. Reading vocabulary refers to words recognize our us in print or the words we use in need to know to understand what we hear. Writing vocabulary refers to words we use in writing.

Vocabulary plays as important part in learning to read. As beginning readers, children use the words they heard to make sense of the words they see in print. Consider, for example, what happen when a beginning readers comes to the words dig in book. As the beginning to figure out the sound represented by the letter d, I, g, the reader recognize that the sound make up a very familiar word that she has heard and said many times. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.

4. *Vocabulary Selection*

Teaching vocabulary is an important part of language and it must be done carefully. English teacher should know which words will not be useful to the students. Useful words are the word that occurs frequently in everyday English.

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.

Incorrect use of search vocabulary is the single largest cause of a failed search. Here are three tips to help you use better search vocabulary.

a) Be deliberate in your choice of a keyword versus a subject heading search.

b) Use the appropriate search terms used by each database.

c) Keep a research log.[14]

5. *Class of Words*

a. *Function Words*

In contrast to content words function words (also called grammatical words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence. Function words are closed-class words. Languages do not easily add new words to this set. They are always relatively few and resistant to change. They are lexically unproductive and are generally invariable in form. Example:

a. **Prepositions:**
   of, at, in, without, between
b. **Pronouns:**
   he, they, anybody, it, one
c. **Determiners:**
   the, a, that, my, more, much, either, neither
d. **Conjunctions**:
   and, that, when, while, although, or
e. **Auxiliary**:
   verbs be (is, am, are), have, got, do
f. **Particles:**
   no, not, nor, as

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[14]Anonym*Vocabulary Selection*, http://www.libraries.psu.edu/psul/ebsl/how/searchstrategy/vocab.html, The internet available Online, Accessed on 6th May 2012

By function words we mean a word that does not belong to one of the four major parts of speech in English (noun, adjective, verb 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 among the most frequent in the language, but they are also indispensable in forming sentences. Function words are also called from words, empty words, and factor. Among the function words are articles, auxiliary verb, conjunctions, preposition, pronouns, noun determine, substitute nouns, intensifiers, and other specialized expression. They also include numeral, day of the week, and month of the year. Many of the words can be used in more than one way.

The other function of words is the basic building in speech and writing. No one can communication without words that convey exact meaning. The purpose 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 they are among the most frequent in the language, but also indent in forming sentence.[15]

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[15] http://www.myenglishpages.com/site_php_files/vocabulary-lesson-function-words.php/accessed on 20 th april 2013.

b. *Content Words*

Content words are words that have meaning. They can be compared to grammatical words, which are structural. Nouns, main verbs, adjectives and adverbs are usually content words. Auxiliary verbs, pronouns, articles, and prepositions are usually grammatical words.

1. **Noun**

A noun is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. The highlighted words in the following sentence are all nouns:

Late last year our **neighbrou** bought a goat.

Portia white was an **opera singer**.

The **bus inspector** looked at all the **passenger's passes**.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

a) Types Nouns

There are many different types of nouns. As you know, you capitalize some nouns, such as "Canada" or "Louise," and do not capitalize others, such as "badger" or "tree" (unless they appear at the beginning of a sentence). In fact, grammarians have developed a whole series of noun types, including the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun (also called the count

noun), the non-countable noun (also called the mass noun), and the collective noun. You should note that a noun will belong to more than one type: it will be proper or common, abstract or concrete and countable or non-countable or collective.

If you are interested in the details of these different types, you can read about them in the following sections.

1) Proper Nouns

You always write a proper noun with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organizations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun

In each of the following sentences, the proper nouns are highlighted:

Many people dread **Monday** mornings.

Beltane is celebrated on the first of **May**.

Abraham appears in the **Talmud** and in the **Koran**.

2) Common Nouns

A common noun is a noun referring to a person, place, or thing in a general sense -- usually, you should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

In each of the following sentences, the common nouns are highlighted:

According to the **sign**, the nearest **town** is 60 **miles** away.

I don't understand why some **people** insist on having six different **kinds** of **mustard** in their **cupboards**.

Many child-care **workers** are underpaid.

3) Concrete Nouns

A concrete noun is a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of a abstract noun.

The highlighted words in the following sentences are all concrete nouns:

The **judge** handed the **files** to the **clerk**.

Whenever they take the **dog** to the **beach**, it spends hours chasing **waves**.

The **book binder** replaced the flimsy paper **cover** with a sturdy, cloth-covered **board**.

4) Abstract Nouns

An abstract noun is a noun which names anything which you can *not* perceive through your five physical senses, and is the opposite of a concrete noun. The highlighted words in the following sentences are all abstract nouns:

Buying the fire extinguisher was an **afterthought**.

Tillie is amused by people who are nostalgic about **childhood**.

Justice often seems to slip out of our grasp.

Some scientists believe that **schizophrenia** is transmitted genetically.

5) Countable Nouns

A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the **highlighted** words are countable nouns:

We painted the **table** red and the **chairs** blue.

Miriam found six silver **dollars** in the **toe** of a **sock**.

The oak **tree** lost three **branches** in the **hurricane**.

6) Non-Countable Nouns

A non-countable noun (or mass noun) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The highlighted words in the following sentences are non-countable nouns:

Oxygen is essential to human life.

The **furniture** is heaped in the middle of the room.

Gravel is more expensive than I thought.

7) Collective Nouns

A collective noun is a noun naming a group of things, animals, or persons. You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit. You need to be able to recognise collective nouns

in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

In each of the following sentences, the highlighted word is a collective noun:

The **flock** of geese spends most of its time in the pasture.

The steering **committee** meets every Wednesday afternoon.

The **class** was startled by the bursting light bulb.[16]

2. *Verbs*

A verb is a word that shows action or being. Whatever you are doing can be expressed by verb. A sentence can have only one word as long as that word is a verb. Play! Stop! Run!

Verbs can be classified according to whether they are action verbs or linking verbs.

a) Action verbs

There are two types of action verbs : transitive and intransitive.

1) Transitive verbs

A transitive verbs expresses an action and as followed by an object that receives the action of the verb.

In the following example, transitive verbs are shown in color and direct object of these verbs are underline.

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[16]Anonym *Noun*, http://grammar.about.com/od/mo/g/nounterm.htm, The internet available Online, Accessed on 1st May 2012

I washed (what?) the <u>car</u> yesterday.

I took (whom?) my <u>sister</u> to the movie.

John studies (what?<u>) English</u>.

2) Intransitive verbs

Intransitive verbs an intransitive verb expresses an action but is not followed by an object. Applying (what?) or (whom?) test to an intransitive verb shown immediately that an object cannot follow.

Tom's grades improve (what? Whom?) with the help of a tutor.

The child cried (what? Whom?) loudly.

The mother sang (what? Whom?) to her children.

b) Linking verbs

Linking verbs do not show action. A linking verb (also called copulative verb) links or establishes a relationship between the subject and its complement. It describes or renames the subject.

She is angry.

The word is (a form of the verb to be) links the subject she to the subject complement angry.

Linking verb followed by predicate noun:

My friend is a teacher.

My became the president of the company.

Linking verb followed by predicate adjective:

I feel nervous.

That pie taste delicious.

List of common linking verbs: appear, become, feel, get, grow, look prove, remain, seem, smell, sound, taste, turn and be

Only *become* and *seem* are always linking verbs. Other verbs from the list above sometimes can function as action verbs.

In the following examples, verbs *feel* a*nd taste* are functioning *as* action verbs.

I *feel* pain from the injury.

Taste the pie and tell me if you like it.

To determine whether a verb is a linking verb substitute *am, is,* or *are* for the verb. If it fits the substituted verb is a linking verb.

In the following examples, verb *feel* is substituted with *am.*

I *feel* nervous.

I *am* nervous

Make sense so feel is linking verb.

I *feel* pain from the injury.

I am pain from the injury.

Does not make sense so feel is action verb

The verb *To Be* is the most common/used verb in the English language. Here are eight words to the verb to be :*am, are, is, was, were, be, being, been.* Here are tenses of the verb to be.

1) Present tense : I am, you/ we/ they (are), he/ she/ it (is).

2) Past tense: I/ he/ she/ it (was), you/ we/ they (were).

3) Future tense: I/ you/ they/ we/ he/ she/ it (will be)

4) Present perfect tense: I/ you/ they/ we (have been), he/ she/ it (has been)

5) Past perfect tense: I/ you/ they/ we/ he/ she/ it (had been)

6)   Future perfect tense: I/ you/ they/ we/ he/ she/ it (will have been)

   The three principal parts of verbs: Present, Past, and Past Participle.

a) The Present is used by itself for the present tense.

   I *jump*.

   I *eat*

b) And with helping verb *will* for the future tense

   I will *jump*.

   I will *eat*.

c) The Past is used for the past tense

   I *jumped*.

   I *ate*.

   The Past participle is used with the verb *have (has, had)* to form perfect tenses

1)   Present perfect

   I have *jumped*.

   I have *eaten*.

2) Past perfect

   I had *jumped*.

   I had *eaten*.

3) Future perfect

I will *have jumped*.

I will *have eaten*.

English regular and irregular verbs

Most English verbs are regular. Regular verbs just add d and ed when they change principal parts from the present to the past to the past participle.

I *learn* English now. (present)

I *learned* English last year. (past)

I a short time she has learned English well. (past participle)

Irregular Verbs form their past tenses and past participles in unpredictable ways. There are some patterns among them (*blow-blew, know-knew,...*), (*spring-sprang, drink-drank,...*) but it is not always easy to apply these patterns. The only way to learn irregular verbs is to memorize them.

3. *Adjective*

Adjectives (adjectives) is a word that is used to give the nature of the objects, or words that give strength and to limit the use of nouns (noun). Adjectives   are also used to clarify or narrow the nouns and pronouns.

writing adjectives usually:

- In front of the noun

- After to be (am, is, are, was, etc.)

- After the object

Adjective is indicates a quality of a person, or thing prefer to by a noun. adjective can describe the noun many ways. these are:

a. Descriptive adjective can be divided into different categories such as colors, sizes, sound, taste, touch, shapes, qualities, time, personality and ages. The following lists provide a few examples of descriptive adjectives in each of their categories:

1. Colors - examples: black, blue, white, green, red

2. Sizes - examples: big, small, large, thin, thick

3. Shapes- examples: triangular, round, square, circular

4. Qualities- examples: good, bad, mediocre

5. Personality - examples: happy, sad, angry, depressed

6. Time - examples: Yearly , monthly, annually

b. Possessive adjective are adjectives or adjective which claimed ownership of an object. The word used is **my, your, our, their, his, her, its**, Possessive adjective also usually placed in front of the noun, for example: my book, your friend, our family, their house, his darling, her hair, its tail, etc.

Example:

1. *My book is new.*

2. *Your friend is studying now.*

3. *Our family is very friendly.*

4. *Their house will be sold.*

5. *His darling lives in Surabaya.*

6. *Her hair makes everybody interested.*

7. *I have a cat; **its** tail is very long.*[17]

c. Demonstrative adjectives are adjectives that function indicates the existence of an object and is always located before the noun. The word used is **this, these, that, and those.**

Example:

1. ***This*** *car is your*

2. ***That*** *man is my father*

3. ***That*** *animal is very interesting*

4. *They are getting married **this** June*

5. *Those women are our teachers*

6. *These houses are very expensive*

7. *The book is red*

d. Limiting adjective describe how many, how much, which one, and whose.[18]

Examples:

1. *The three boys in the car are my brothers.*

2. *I found three small round stones in my shoe*

3. *This beautiful new bicycle is mine*

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[17] Hariyono, Rudy. 2002. *Complete English Grammar.* Penerbit Gitamedia press

[18] http://catatanbahasainggris.blogspot.com demonstrative-adjectives.html/ accessed on 21 th april 2013

4. *Adverb*

Adverb is a word modify a verb, an adjective or another adverb or used to explain how, where, when, and why an action is performed is know as an adverb

Example:

They lived happily

Rucha is very beautiful

She speaks English quite well.[19]

Adverb is market by their ability to appear in utterance final position following a nouns functioning as complement. A few adverbs, mostly those which are identical with adjectives (flat adverbs), use inflectional suffixes –as and –est to form comparative and superlative degrees. According to murthy adverb are divided into eight kinds on the basis of their use:

a) Adverb of manner

An adverb use to show how an action done is known as an adverb of manner. e.g. quickly, bravely, happily, probably, possibly, sadly, clearly, evidently, soundly.

Example:

She dance beautifully

They speak English well

b) Adverb of place

An adverb used to show where an action done is known as an adverb of place. e.g. here, up, down, away, every, by, in, out, above, below, near.

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[19]Masruddin, *Error Analysis*, (Stain Palopo: Penerbit LPS Press, 2009), p. 60.

Example:

She went away

He lives near me

c) Adverb of time

An adverb used to show when an action done is known as an adverb of time. e.g. now, the, today, tomorrow, early, soon, still, yet, before ago, often, never, always, again, seldom, sometime.

Example:

We will soon be there

Write today

He has not finished (his breakfast) yet

d) Adverb of frequency

An adverb used to show how often an action is done is known as an adverb of frequency, such as: once, twice, often, never, always, again, seldom, sometimes.

Example:

They sometimes stay up all night.

He can never understand.

e) Adverb of certainly

An adverb used to show definition of the action is known as an adverb of certainly. e.g. certainly, serenely definitely, obviously.

Example:

Ramya is obviously very clever

f) Adverb of degree

An adverb used to show how much or in what degree or to what extent an action is done is known as an adverb of degree, such as: very, rather, fairly, quite, too, almost, hardly, fully, enough, so, altogether, no, pretty, any, party.

Example:

The box is not big enough

I almost ready

g) Interrogative adverb

An adverb use to ask question is know as an interrogative adverb.

e.g. where, when, why, how.

Example:

When do you come?

How long will you stay in Delhi?

Where did you go yesterday?

h) Relative adverb

An adverb used to relate two clauses or statement is known as an relative adverb.

e.g. where, when, why.

Example:

I did not you where she had gone.

Do you know when Hehi come here

I do not now why ika went to canada[20]

6.Definition of Short Functional Text

Short Functional Text is a short text that contains the command, direction, something to do or not to do that can be a prohibition, invitation, Greeting Cards, short message, shopping lists, notice, announcement, and others that contain meaning and use in everyday communication.

a. Kinds of Short Functional Text

1) Instruction

Instruction is a command or direction to do a job.

example:

a. Close the door, please!
b. Keep your room clean!
c. Staff only
d. Read the test rules!
e. How to boil eggs:
   - Prepare a pan and some eggs
   - Put some water in the pan
   - Put some eggs in the pan
   - Turn on the stove
   - Put the pan on it
   - Wait until the water is boiled
   - Wait for 4 minutes
   - The boiled eggs are ready

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[20]*Ibid*., p. 61-64.

2) Shopping List

Sentence that contains the list of items to be purchased. Example :

Day: Monday

Date: July 22, 2007

4 Loaves of bread

3 kilos of beans

1 kilo of apples

2 kilos of sugar

1 kilo of carrots

1 kilo of oranges

1 can of soft drink

3) Greeting Cards

Greeting cards are given to show the person's expression and awareness to things that happen in one's life. For example to express feelings of happiness, sadness, pride and others.

Well done Mike!

Congratulation on winning the second place of basketball competition. Your team is really the best one in our school. Keep practicing and get the 1st winner on the next session.

School Board

Wendy Baker

4) Announcement

   Example announcement:

   Our school basketball matches will begin on Saturday, January 1. The events will run from 8:00 to 10:00 for the next four weeks. The final tournament will be held on February 7. For more information, contact Rizka (021 12345678)

5) Short messages

   Short message is the message conveyed briefly with emphasis on key points only. In a short message only important things are delivered. Directly to different problems with the letter there should be an introduction, contents, and cover .. example short messages:

   Memo is a short message delivered in writing by a person for another person who was not at

Example:

SMU 1 PALOPO
JL. PAMUTIH RAYA NO 1 PALOPO

FROM :PRINCIPAL
TO: Mr.:MUHAMMAD AKRAM S.Pd (CHEMISTRY TEACHER CLASS XI)

LETTER MEMO

Please you represent me for a meeting at the Department of Education Palopo
which will be held on:
Day   : Monday
Date   : 12 November 2012
Time   : 09.00 am
Place   : Hall of the Department of Education Palopo
Event   : Meeting of the Implementation of the National Exam

We are to be implemented with the best - well. thank you

Palopo, 5 November 2012
Principal

Drs. suherman Antraman

6)   Invitation

Invitation   is The letter aims to invite someone to come in the event

organized.

Parts of the invitation letter is:

1)   Name / to the person who invited (address)

2)   Sentence greeting

3)   Fill the invitation letter

4)   Cover (sender's name)

Example:

> Dear Friends,
>
> We request the pleasure of you in the candle light party
>
> for the 10th anniversary of our marriage at garden Restaurant
>
> February 20, 2009 at 19.00
>
> Dress code: Casual Red
>
> Thanks
>
> Rince

7). Warning (Notice)

is an example of a short functional text. Between the sign and notice that there is a form sentences ban. sentence serves to prohibit people to do something.[21]

Example sentence like the following:

o Do not fight!
o Do not argue!
o Do not tell me to go!
o Do not give up on me!
o Do not come late

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[21] http://nurulbadrya.blogspot.com/short-functional-text.html accessed on 23 th april 2013

7. Function of short functional text learning Vocabulary

a. Can Make students' relax, enjoy, happy and easy to understand and memorizing vocabulary
b. Give learning to students knowledge vocabulary about short functional text
c. The students getting much vocabulary which learning short functional text
d. Can facilitate students learn vocabulary with short functional text.

C. *Conceptual Framework*

Vocabulary is an important part of language. In teaching vocabulary there are many media that can be used. But in this case the researcher uses short functional text in teaching vocabulary.

Short functional text is one of technique make the students learning vocabulary with fun and they feel enjoy when they accept the lesson in class.

Based on the writer above, the writer focuses on the improving vocabulary through short functional text in teaching English vocabulary. In which vocabulary being introduce by using short functional text.

The theoretically framework in this research is shown in the flowchart as follow:

```
          ┌─────────────────────┐
          │    SMPN 5 Palopo     │
          └─────────────────────┘
                     │
                     ▼
          ┌─────────────────────┐
          │  Lack of Vocabulary  │
          └─────────────────────┘
                     │
                     ▼
          ┌─────────────────────┐
          │ Short Functional Text│
          └─────────────────────┘
           ╱         │         ╲
          ▼          ▼          ▼
    ┌────────┐  ┌────────┐  ┌───────────┐
    │  Noun  │◄►│  Verb  │◄►│ adjective │
    └────────┘  └────────┘  └───────────┘
           ╲         │         ╱
          ┌───────────────────────────┐
          │ Students' Vocabulary Ability│
          └───────────────────────────┘
```
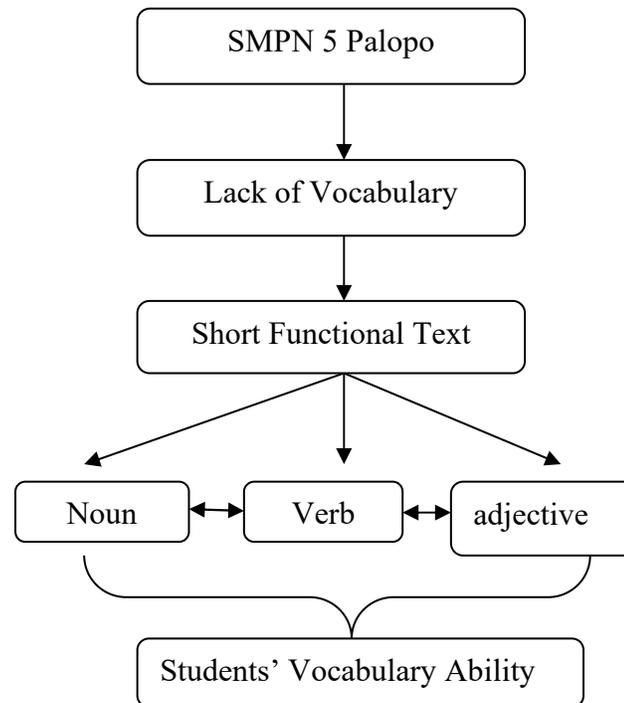
The research use short functional text in teaching vocabulary to the students at seventh year SMP 5 Negeri Palopo. Short functional text can stimulate the students to memorize vocabularies. It can make the students active in the classroom. The purpose of short functional text is to improve the students' vocabulary.

D. Hypothesis

The hypothesis of this research is formulated as follow:

Ho: There is no significant improvement on students' vocabulary achievement after teaching by using of short functional text.

Ha: There is significant improvement on students' vocabulary achievement after teaching by using of short functional text.

CHAPTER III

METHOD OF RESEARCH

A. Method and Design of Research

The method of this research was Pre-experimental method with one group pre-test – postest design. The treatment (X) was conducted after pre-test (O_1) and before post-test (O_2). It can be described as follow :[1]

Pre-test	Treatmen	Post-test
0_1	X	0_2

B. Variable of Research

This research consisted of two variables, namely:

1. Independent variable was the use of short functional text

2. Dependent variables was vocabulary development.

C. Population and Sample

1. Population

The population of this research was the seventh year students of SMPN 5 Palopo in 2014/2015 academic year. The total number of population was 150 students from classes.

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[1] Suharsimi Arikunto, *Manajemen Pendidikan,* (Jakarta : PT Rineka Cipta, 1998), p. 279.

2. Sample

The technique of this research was purposive sampling. It chose class VII$_2$ as sample. There were 20 students as sample in this research. Since the researcher know that has low ability in vocabulary.

D. Instrument of the Research

1. Tests

The tests were used to know the students' vocabulary improvement through short functional text at the seventh year students of SMPN 5 Palopo.

E. Procedure of Collecting Data

The procedure of collecting data as follows:

1. The writer gave the pre-test which is was intended to know the students' vocabulary in English before giving treatment.

2. Giving treatment

a)   The first meeting, the researcher introduced material about vocabulary' and their condition and their knowledge about vocabulary to follow the teaching and learning process and gave explanation about short functional text.

b)   The second meeting, The researcher gave material about instruction by using short functional text. The researcher asked the students to make instruction and then students memorized to word in sentence which they make.

c)   The third treatment, the researcher gave material about *shopping list* by using short functional text. And the researcher asked the students to make example shopping list and students make grouping to study discussion about shopping list and then

students memorizing word in the sentence shopping list which they make.

d)　The fourth meeting, the researcher gave material about *Greeting Cards* by using Short Functional Tex. And The researcher asked the students to make greeting cards and then students discussion about the topic.

e)　The fifth meeting, the researcher gave material about *invitation* by using short functional text and The researcher asked the students to make invitation and the students make grouping and then students memorized word in sentence which they make.

f)　The sixth meeting, the researcher gave material about *warnings* by using short functional text and. The researcher asked the students to make warning(notice) and then students make grouping to discussion and students memorized vocabulary word in the sentence which they make.

　　3.　The writer gave post-test. This test is intended to know the achievement of the students' vocabulary after the treatment.

F. Technique of Data Analysis

The data collected through the pre-test and the post-test we analyzed quantitatively. In the relation of this, the writer uses the following formula:

　　1.　Scoring the Students' answer of pre-test and post-test

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \text{ x } 10$$

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

$$P = \frac{F}{N} \text{ x } 100\%$$

Notes :

        P   : Percentage

        F_q : The cumulative frequency of subjects

        N   : Total number of sample[2]

To know the level of the student's score the following classification were used

a.   8,5 – 10   is classified as excellent

b.   7,0 – 8, is classified as good

c.   5,5 – 6,9 is classified as fairly

d.   4,0 – 5,4 is classified as poor

e.   0,0 – 3,9 is classified as bad[3]

3. Mean score :

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

Where : MD   = Mean difference

           $\sum D$ = Total of raw score

           N   = Total of number of respondents

4. Standard Deviation

Calculating the standard deviation of written test in pre-test and post-test by using the following formula:

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[2] Ridwan, *Dasar-dasar Statistika,* (Bandung: Alfabeta, 2003), p. 41.
[3] Oemar Hamalik, *Tekhnik Pengukuran dan Evaluasi Pendidikan,* (Bandung: Mandar Maju, 1989), p. 122.

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

Where: SD $\quad$ = Standard Deviation

$\quad$ $(\sum X_1)$ $\quad$ = The Sum of X_1 Score

$\quad$ $(\sum X_1)^2$ = The square of X_1

$\quad$ n $\quad$ = Total sample

5. Test significance

Calculating the t-test to know the diffrence between the result of pre-test and post-test by using the following formula:

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

Where: t $\quad$ = Test of significance

$\quad$ Md $\quad$ = Mean deviation between pre-test and post-test

$\quad$ $\sum D$ $\quad$ = The mean of difference score

$\quad$ $\sum X^2 d$ $\quad$ = Different deviation and mean deviation

$\quad$ n $\quad$ = Total number of sample

$\quad$ 1 $\quad$ = constant number[4]

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[4]Suharsimi Arikunto, *prosedur penelitian: Suatu Pendekatan Baru Dalam TeorI Praktek*, (Jakarta: PT Rineka Cipta, 1992), p. 327

Criteria of hypothesis acceptability

$t_o \geq t_t$: acceptable null hypothesis

$t_o \leq t_t$: unacceptable null hypothesis[5]

in which :

t_o = test of significance (t-test)

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

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[5]*Ibid.*, p. 91

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion:

A. *Findings*

1. Test Analysis

In the previous description, it has been explained that the data analysis in this research used descriptive quantitative. Those descriptions explain the result of the researchP (pre-test and post-test). The data was analyzed and performed in the following table:

a. The score of the students in Pre-test (X_1) and Post-test (X_2)

Table 1. The Score of Students in Pre-test (X_1)

Respondents	Value of Students' Correct Answer	Score
001	12	6
002	12	6
003	11	5.5
004	11	5.5
005	11	5.5
006	11	5.5
007	12	6
008	4	2
009	4	2

010	13	6.5
011	5	2.5
012	4	2
013	12	6
014	12	6
015	2	1
016	14	7
017	12	6
018	10	5
019	14	7
020	16	8

The table above shows the value of students' correct answer and their score in doing the pre-test. It shows in that all students taken as sample in this research got very low score. The highest score was 8 and just one student got it, and the lowest score was 1. It means that the students' vocaburary at the seventh year students of SMPN 5 Palopo is still low.

Table 2. The Score of Students in Post-test (X$_2$)

Respondents	Value of students' correct answer	Score
001	17	8.5
002	15	7.5
003	15	7.5
004	17	8.5
005	14	7
006	16	8
007	17	8.5
008	16	8
009	14	7
010	15	7.5
011	15	7.5
012	17	8.5
013	16	8
014	18	9
015	16	8
016	18	9
017	18	9
018	14	7
019	18	9

020	20	10

The table above shows the value of students' correct answer and their score in doing the post-test. It shows the difference between the result of pre-test (in the first table) and post-test, where all the students taken as sample in this research got very low score in pre-test and became high in the post-test. The highest score of pre test was "8" and just one students got it, and lowest score was "1". The lowest score was "7" and three students got it, and the highest score "10" and just one student got it. Another students got 7.5, 8, 8.5, and 9 score.

b. Rate Percentage of Students' Score in Pre-tes (X_1) and Post-test

The score of students in pre-test and post-test are illustrated in the following table:

Table 3. Rate Percentage of Students' Score in Pre-test (X_1)

No	Classification	Score	Frequency	Percentage
1	Excellent	8.5 – 10	-	-
2	good	7.0 – 8	3	15%
3	fairly	5.5 – 6.9	11	55%
4	poor	4.0 – 5.4	1	5%
5	bad	0.0 – 3.9	5	25%
Total			**20**	**100%**

The table above shows that in the pre-test, the number of students taken as sample in the research there were 5 (25%) students got bad score, there were 1 (5%) students got poor score, there were 11 (55%) students got fairly score and there were

3 (15%) students got good score. It means that all the students' vocabulary is still low, because just three students got expected score, another students got unexpected score.

Table 4. Rate Percentage of Students' Score in Post-test (X₂)

No	Classification	Score	Frequency	Percentage
1	Excellent	8.5 – 10	9	55%
2	good	7.0 – 8	11	45%
3	fairly	5.5 – 6.9	-	-
4	poor	4.0 – 5.4	-	-
5	bad	0.0 – 3.9	-	-
Total			**20**	**100%**

Table above shows that the score that the score of students in pre-test and in the post-test was different, where we can see from the table above that all the students got expected score there were 11 (45%) students got good score and there were 9 (55%) students got excellent score. It means that the score of students after doing the treatment process during sixth meetings was very significance because the students' score improve from the pre-test to the post-test.

It means that all the students' vocabulary teaching through short functional text to the seventh year students of SMPN 5 Palopo after the treatment was done.

c. The score of the students' vocabulary in Pre-test and Post-test

Table 5. Score of The Students' vocabulary in Pre-test and Post-test

No	Pre-Test (X_1)	X_1^2	Post-Test (X_2)	X_2^2	Deviation $D= X_2-X_1$	D^2
001	6	36	8.5	72	2.5	6
002	6	36	7.5	56	1.5	2
003	5.5	30	7.5	56	2	4
004	5.5	30	8.5	72	3	9
005	5.5	30	7	49	1.5	2
006	5.5	30	8	64	2.5	6
007	6	36	8.5	72	2.5	6
008	2	4	8	64	6	36
009	2	4	7	49	5	25
010	6.5	42	7.5	56	1	1
011	2.5	6	7.5	56	5	25
012	2	4	8.5	72	6.5	42
013	6	36	8	64	2	4
014	6	36	9	81	3	9
015	1	1	8	64	7	49
016	7	49	9	81	2	4

017	6	36	9	81	3	9
018	5	25	7	49	2	4
019	7	49	9	81	2	4
020	8	64	10	100	2	4
Total	$\sum X_1 =$ 101	$\sum X_1 2 =$ 584	$\sum X_2 =$ 163	$\sum X_2 2 =$ 1339	$\sum D =$ 62	$\sum D^2 =$ 266

The table above shows that $\sum X_1 =$ 101, $\sum X_1 2 =$ 584, $\sum X_2 =$ 163, $\sum X_2 2 =$ 1339, $\sum D =$ 62, $\sum D^2 =$ 266. The next finding the mean score of pre-test (X_1) and post-test (X_2), the difference of standard deviation between variable X_1 (Pre-test) and variable X_2 (post-test) as follows.

d. Mean score of Pre-test (X_1) and Post-test

1. Mean score of pre test (X_1) :

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{101}{20}$$

$$M = 5$$

2. Mean score of post-test (X_2) :

$$M = \frac{\sum X_2}{N}$$

$$M = \frac{163}{20}$$

$$M = 8$$

Table 6. The Students' Mean Score

Component	Pre-Test	Post-Test
Mean	**5**	**8**

The table above indicates that the mean score of students in the post-test was very different with their mean in the Pre-test or post-test > pre-test = 8 > 5

e. Standard Deviation of Pre-test and Post-test

1. Standard deviation of Pre-Test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n\,(n-1)}}$$

$$SD = \sqrt{\frac{20(101)^2 - (101)^2}{20(20-1)}}$$

$$SD = \sqrt{\frac{20(10201) - (10201)}{20(19)}}$$

$$SD = \sqrt{\frac{204020 - 10201}{380}}$$

$$SD = \sqrt{510}$$

$$SD = 22$$

2. Standard deviation of Post-Test

$$SD = \sqrt{\frac{n(\sum X_2)^2 - (\sum X_2)^2}{n\,(n-1)}}$$

$$SD = \sqrt{\frac{20(163)^2 - (163)^2}{20(20-1)}}$$

$$SD = \sqrt{\frac{20(26569)-(26569)}{20(19)}}$$

$$SD = \sqrt{\frac{531380-26569}{380}}$$

$$SD = \sqrt{1328}$$

$$SD = 36$$

Table 7. Standard Deviation

Component	Pre-Test	Post-Test
Standard Deviation	22	36

The table above shows that standard deviation of pre-test lower than post-test, where standard deviation of pre-test 22 and post-test 36. It shows a different although not very big.

f. Test of significance

After finding the mean score and standard deviation of pre-test and post-test, the next finding is test of significance as follows :

1. T-test

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

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

$$\sum X^2 d = 266 - \frac{(62)^2}{20}$$

$$\sum X^2 d = 266 - \frac{(3844)}{20}$$

$$\sum X^2 d = 266 - 192$$

$$\sum X^2 d = 74$$

$$Md = \frac{\sum D}{N} = \frac{62}{20}$$

$$Md = 3$$

$$t = \frac{3}{\sqrt{\frac{74}{20(20-1)}}}$$

$$t = \frac{3}{\sqrt{\frac{74}{20(19)}}}$$

$$t = \frac{3}{\sqrt{0,19}}$$

$$t = \frac{3}{0,43}$$

$$t = 7$$

Table 8. T-test and t-table Value

Component	t-Table	t-Test
t-value	2,093	7

Based on table above indicates that the result of t-test was greater than t-table. t-value above compared with t-table for certain real level α = 0,05 by the degree of freedom n-1. The value is 2,093. It means that t-test was greater than t-table or 7 >

2,093, it means that the students vocabulary upgraded through short functional text at the seventh year students of SMPN 5 Palopo.

The base of taking decision: by comparing the value of t-test with t-table, as follow: if value of t-test > value of t-table, so Ho accepted means not improved.

B. Discussion

1. Test Analysis

Looking at the data finding, the researcher present the discussion of data given to the students. The students of SMPN 5 Palopo was lower in the pre-test than post-test. In this case discussion about test analysis, which was intended to find out the improvement on the students' vocabulary through short functional text, it could be identified through the result of pre-test and post-test.

Based on the result of testing that has described above, it can be proved that the students' vocabulary improved through short functional text at the seventh year students of SMPN 5 Palopo. Short Functional Text is effective to improve students' vocabulary at SMPN 5 Palopo. The table 6 shows that the mean score of students in pre-test is 5 and in the post-test rise become 8. It is also seen in the table 3 where in the pre-test, all students taken as sample in this research got unexpected score, it shows that there were 5 (25%) students got bad score, there were 1 (5%) students got poor score, there were 11 (55%) students got fairly score, and there were 3 (15%) students got good score. While in the post-test (after doing the treatment process) was change, where the students got expected score, the table 4 above shows that there

were there were 11 (55%) students got good score, and there were 9 (45%) students got excellent score.

It means that after doing the treatment during sixth meetings, the students' vocabulary improve through short functional text at the seventh year students of SMPN 5 Palopo. This development is proved by calculating the difference of both tests (pre-test and post test) by using t-test anaysis, where the result of t-test value is 7. The value is greater than t-table value (2,093) for $\alpha = 0,05$ level of significance and the degree of freedom (19)

Based on the discussion above, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students' vocabulary improved throught short functional text at the seventh year students of SMPN 5 Palopo.

In this research, the researcher explained to use short functional text to develop their vocabulary ability. Allen points out that "short functional text, for example, create conditions in which the use of the target language is necessary for leading study to the correct short functional text". Memorize vocabulary to provide young learners with the element of fun and enjoyment which is important for learning. However, not a lot of teachers consider vocabulary worthwhile, and only worry about finishing the curriculum.[1]

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[1] Alfiyatul Haifah Al Zaabi, *A Study on Teaching English by Using short functional text Increase The Students' Vocabulary for The Third Grade of MI Ma'arif Pamon,* http://bIgfkp unirow2008c.wordpress.com/2011/07/27/name-alfiyatul-Haifah-class-2008-c-npm-1106080155/card guessinggame, The internet available Online, Accessed 22nd October 2013

According to alfiyatul haifah Al Zaabi "short functional text and other strategies designed to attract students' interest were used to enhance the learning of vocabulary. During the action plan, I used short functional text to gain students' attention in learning vocabulary. When I monitored and observed students learning vocabulary, I saw them talk to each other about the short functional text; take turns hearing each other try to spell the words; and some were asking me if the words were correct or not. These observations were confirmed by my supervising college teacher, whose reports revealed that I used short functional text that promoted learning and that students were engaged. Moreover, surveys demonstrated that students enjoyed learning vocabulary through short functional text, and parents as well agreed that their children told them that they liked learning vocabulary."[2]

Learning vocabulary through short functional text is one of effective and interesting ways that can be applied in any classroom and the researcher gave material about short functional text and example of short functional which gave is instruction, shopping list, greeting cards, invitation and warning(notice).and The result of data analysis in the previous chapter, the researcher would like to conclude that the students' vocabulary effectively improve through the use of short functional text at the seventh year students of SMPN 5 Palopo in 2014/1015 academic years. This improvement is proved by calculating the difference of both test (pre-test and post-test) by using t-test analysis, where the result of t-test value is 7. The value is greater than t-table value(2,093) for $\alpha = 0{,}05$ level of significance and the degree of

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[2] *Ibid.*, p. 85.

freedom (19) or value of t-test > value of t-table or 7 > 2,093. So, rejected. It can be said that the students in post-test was greater than post-test or pre-test or 8 > 5. It means, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students' vocabulary improved through short functional text at the seventh year students of SMPN 5 Palopo.

Learning vocabulary through short functional text are used not only for more fun, but more importantly, for the useful presenting, practice and review of vocabulary to develop the learner's communicative competence. However learning English vocabulary using short functional text has importance role for teachers and students.and for the teacher should gave an appropriate method to the students, which can make them relax, enjoy, happy, and easy to understand and memorizing what the teacher said or explain. and for the students In memorizing vocabularies the students should not use the general method that is memorizing word one by one but they can memorizing vocabulary with easy and enjoy.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on description in result of the research in the previous chapter , the research described the conclusion as follow:

The result of data analysis in the previous chapter, the researcher would like to conclude that the students' vocabulary effectively improve through the use of short functional text at the seventh year students of SMPN 5 Palopo in 2014/1015 academic years. This improvement is proved by calculating the difference of both test (pre-test and post-test) by using t-test analysis, where the result of t-test value is 7. The value is greater than t-table value(2,093) for α = 0,05 level of significance and the degree of freedom (19) or value of t-test > value of t-table or 7 > 2,093. So, rejected. It can be said that the students in post-test was greater than post-test or pre-test or 8 > 5. It means, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students' vocabulary improved through short functional text at the seventh year students of SMPN 5 Palopo.

B. Suggestions

Based on the result of the research and conclusion, the researcher gave some suggestion as follow:

1. For the teacher, it is suggested to the teacher who want to teach English vocabulary through short functional text, since this short functional text has been proved to improve the students' vocabulary.

2. For the students, it is suggested to learn vocabulary through short functional text, because through short functional text the students may find the easier way to learn or improve English vocabulary

3. For the other researcher, it is also suggested to other researcher who want to conduct a research dealing with short functional text. Since the research through short functional text in teaching English vocabulary is very few. So, this research is still opened to be more explored by other researcher.

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APPENDICES