

**IMPROVING THE VOCABULARY MASTERY AT THE
ELEVENTH YEAR OF MAN MASAMBA THROUGH
THREE-PHASE TEACHING METHOD**



A THESIS

*Submitted to the English Study Program of S1 Tarbiyah Department of State
Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for
S.pd Degree in English Education Study English*

**BY,
IRMA**

REG.NUM: 08.16.3.0141

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLAGE ISLAMIC STUDIES
(STAIN) PALOPO
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May God always bless us, Amien. ***Billahi Fi Sabilil Haq, Fastabiqul Khairat.***

Palopo, 15 April 2013

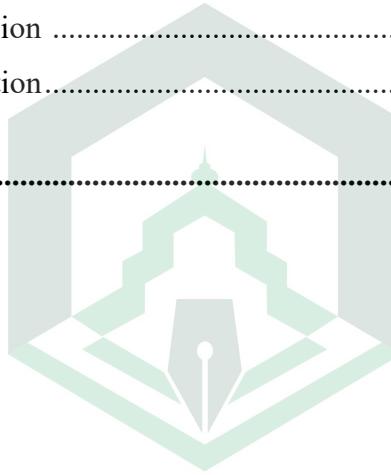


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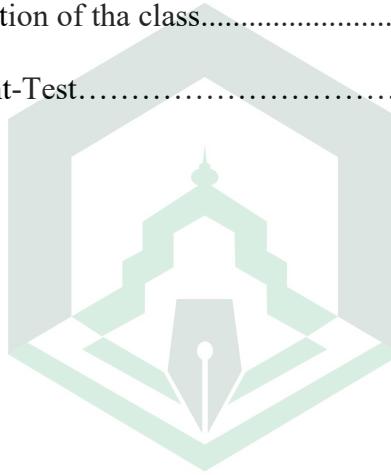
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ABSTRACT

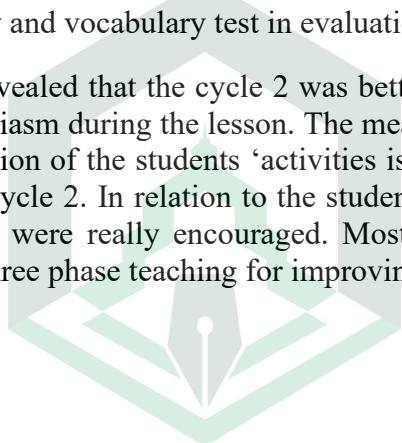
IRMA, 2013 "Improving The Vocabulary Mastery at the Eleventh Year of MAN Masamba Through Three-Phase Teaching method". Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant (1), Dr. Muhaemin, M.A and Consultant (2) Wisran, S.S., M.Pd

Key words: *Improving, Vocabulary (noun, verb and adjective) three phase teaching, Classroom Action Research.*

This thesis focused on finding out the appropriate way of through three phase in teaching vocabulary to the eleventh year of MAN Masamba?

This research employed Classroom Action Research (CAR) with two cycles namely the first cycle and the second cycle. Each cycle consists of four steps, namely planning, action, observation, and reflection. There were four meetings during the research cycle. The sample of this study was class XI IPA₁ consists of 26 students. In collecting the data, the researcher used the observation, interview and vocabulary test in evaluation.

The result of this study revealed that the cycle 2 was better than the cycle 1 scores. The students showed a great enthusiasm during the lesson. The mean score of the cycle 2 is 85, 56 and the percentage of observation of the students 'activities is 80%. The vocabulary mastery of students increase after the cycle 2. In relation to the students perception in every cycle (1 & 2) proves that the students were really encouraged. Most of the students gave positive perception to word the using three phase teaching for improving the vocabulary.



CHAPTER I

INTRODUCTION

A. Background

Vocabulary was very important aspect that must get special attention. One of the most important in learning English that is involved in mastery of language skills was vocabulary. The student can communicate to other if they have enough vocabulary. It is accepted that vocabulary was more important than grammar very little can be conveying but without vocabulary.

The more vocabulary one has the greater possibility of language skill can be. According to Tarigan, a language will function our self if our language skill improves and the students' language skill will improve if vocabularies cognitive improve, therefore the students must attempt to increase their vocabulary¹

There are some points that the learnes should focus in learning english. For example, how to contruct a good sentence or paragraph base on the grammatical structure. Vocabulary as the main necessary for teachers and learnes in language teaching. According to Harmer, vocabulary as incidental to the main purpose of language teaching. Namely the acquisition of grammatical knowledge about the language structures.²

According to the results of interviews with some of the teachers at MAN Masamba, on learning ability of students, teachers in MAN Masamba said that according to their teaching experience, so far the ability and interested to learn

¹Henry Guntur Tarigan, *Pengajaran Kosakata* (Bandung: Angkasa, 1985), P.14.

²Jeremi Harmer, *The practice of English Languange*, (New York: Longman), 1991, p.145.

English students are still lacking. They said that it was influenced by the method used by the teacher during learning, they sometimes get bored to learn English especially vocabulary. Teacher also said the failure of the learning faced by the average number of students that do not have the drive to learn English especially vocabulary.³ And students said that especially in eleventh year students of IPA₁ there was problem when they learn English, especially vocabulary. And students also said that they were bored with the methods used by their teacher to learn. They say that they cannot write and speak well because they lack vocabulary because they do not understand and know about the vocabulary contained in the text.⁴

She said that the learning process in schools was an attempt by teachers to make students learn. Activities in class that does not make students learn can't be said to be a learning process. In fact, after make an observation at MAN Masamba, Kabupaten Luwu Utara the researcher can conclude that the learning process that occurs in the classroom was relatively ineffective. Most of the students do not pay attention and follow the learning process optimally, there was chatting with her/his friends, draw and write something beyond the material being taught, and some even fall asleep.

From the author's experience during teaching practice in SMA 4 palopo, there are strategies to teach vocabulary that was considered relatively successful. Author teaches vocabulary through three stages, the first all new vocabulary students need to find their own means, either by asking friends or by looking in

³Vivik Nuraeni, *Interview guru MAN Masamba, (Sekolah MAN Masamba)*,19-11-2012.

⁴Siska, *Interview siswa kelas 2 IPA₁, (Sekolah MAN Masamba)*,19-11-2012.

the dictionary. The second stage students are trained to put the vocabulary to complete the sentence that has been provided. The third stage, each said students should be able to used it in a sentence for a action minute or two, either orally, or write half a page using the new vocabulary. The technique used is perceived to be quite successful in building students' vocabulary, but have never been proven scientifically in written research. For this reason the researcher was interested in conducting research to test the efficacy of a three-phase process of teaching the vocabulary. The explanation above; the researcher thinks that it is necessary to find out, the other way in improving English. So the researcher are connectted under to topic "**Improving the Vocabulary Mastery at The Eleventh Year of MAN Masamba Through Three-Phase Teaching Method**".

B. Problem Statement

Based on background that has been explained above, the researcher formulates problem statements as follow:

1. How can the used of three phase teaching method improve the students' vocabulary mastery?
2. How is the students' perception toward three phase teaching method?

C. Objective of the Research

The research question set above, the researcher states the objective of this research as follows:

1. To find out the appropriate strategy in through three phase teaching method to encourage the students' vocabulary skill at the eleventh class students of MAN Masamba.
2. To know the students' perception about three phase teaching method to encourage them to improve the students' vocabulary.

D. Significance of The Research

The researcher hopes that this research will 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, the result of this research is expected to give contribution to the development in teaching language, particular focusing in improving the vocabulary through three phase teaching method. And also it is hope to be use for the next researcher who wants to investigate this problem deeper.
2. Practically, the result of this study is expect to be any used for the English teacher of MAN Masamba in particular. It is to develop the improving vocabulary through three phase teaching method.

E. Scope the Research

The researcher limits of the research in order to achieve of the goal research. The researcher only focuses on teaching noun, verb, adjective and adverb through three phase teaching method the eleventh year of MAN Masamba.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

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

1. Sitti Wahyuni, “Improving student’s Vocabulary through Chaining Word at Eight Grade Students’ of SMP PMDS Putri Palopo”. The result of the study shows that the students’ vocabulary mastery improved through Chaining Word because Chaining Word in improving student’s English vocabulary are in good category and include in high level.¹
2. Basri, “Improving Vocabulary through letter game at the eight year students of PMDS Putri Palopo”. The formulate conclusion, that most of the students give positive respond and enjoy learning by using letter game. And furthermore, he suggest is to develop the students vocabulary practice in creative ways to enlarge students compost in mastering vocabulary process.²
3. Asrimayanti, “ The effectiveness picture dominoes in improving vocabulary at the third year of Madrasah Ibtidaiyah Datuk Sulaiman Palopo”. She state that use of picture dominoes as a teaching media able improve the students’

¹Sitti Wahyuni, *Improving Student’s Vocabulary through Chaining Word at Eight Grade Student’s Of SMP PMDS Putri Palopo* (STAIN Palopo, 2010), p.59.

²Basri, “ *A thesis on Title Improving Vocabulary through Letter Game at the Eighth Year Students of Pesantren Modern Datok Sulaiman Putri Palopo*”. (Unpumished Thesis STAIN Palopo,2009), p.60.

vocabulary at the third year students of Madrasah Ibtidaiyah Datuk Sulaiman Palopo.³

From the three researcher opinion above, it can be seen that the researches are similar to what the writer will do. However the writer would like to focus on her research dealing with improving the vocabulary mastery english at the eleventh year of MAN Masamba through three phase teaching.

B. Concepts and Theory of Teaching

1. Concepts of Teaching
 - a. Teaching and Learning

Teaching and learning are two important things that can not be separated. Teaching and learning are essentially social activities, implies role relationship of teacher and learner. These relationship are established, maintained, and evaluated through communication.

Teaching becomes the most important part in learning process. Teaching is the process of guiding, facilitating, enabling and setting condition for the learners. Teaching contains many activities. In the book the article the *Top ten requirement for good teaching* Richard Leblanc said “ Good teaching is supported by strong and visionary leadership, and very tangible instruction support

³Asrimayanti, *The effectiveness picture dominoes in improving vocabulary at the third year students of Madrasah Ibtidaiyah Datuk Sulaiman Palopo* (The State College For Islamic Studies, 2008).

resources, personnel and funds.⁴ A teacher must be able to be a good teacher. The characteristics of a good teacher are:

- 1) A good teacher has a commitment to make the material absolutely clear what has to be understood at what level and why.
- 2) A good teacher has a facility for engaging with students at their level of understanding.
- 3) A good teacher has a capacity to explain the material plainly
- 4) A good teacher has to show concern and respect for students
- 5) A good teacher has a commitment to encouraging independence
- 6) A good teacher has an ability to improvise and adapt to new demands
- 7) A good teacher uses teaching methods and academic tasks that require
- 8) Students to learn activity, responsibility and co-operatively
- 9) A good teacher has a valid assessment methods
- 10) A good teacher focuses on key concepts, and students misunderstandings of them, rather than covering the ground.
- 11) A good teacher has the highest quality feedback on students work

b. Other Important Factors In Language Learning Process

Perhaps it is useful to think in terms of methods to the extent that some of them will be better suited than others to particular learning styles, or particular cultural and educational traditions, but at the same time it is vital to remember. That determine success in language learning:

⁴Richard Leblance, *Top ten requirement for good teaching*, Online <http://www.BizColostate.Edu// good teaching. Aspx>. Accessed on 17-01-2013.

- 1) Motivation
- 2) Data (samples of the language, plus maybe information about the language)
- 3) Opportunities to experiment with the data.
- 4) Feedback to confirm that you are heading in the right direction, or to redirect you if you are not.⁵

c. The Importance Of Language Learning Strategies For Students

The goal of strategy use is to affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or interacts new knowledge. According to Oxford et al., the language learner can benefit from strategy training which seeks to encourage greater responsibility and self-direction in the learner.

Maguid Saleh explained the six major groups of foreign or second language (L2) learning strategies have been identified by Oxford.

- 1) Cognitive strategies are mental strategies the learner uses to make sense of learning. They enable the learner to manipulate the language material in direct ways. When manipulating cognitive strategies, the learner is involved in practicing, synthesizing, receiving and sending messages, reasoning, analyzing, note-taking, summarizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings and practicing structures and sounds formally.

⁵ Dana Shejbalova, *Methods and Approaches in vocabulary teaching and their influence on Students' Acquisition* online http://is. Muni. Cz/ th/ 104917 /pedf_b_a2/ bakalarska_prace. Pdf. Accessed on 15-02-2013.

2) Metacognitive strategies are essential for the leaner to plan, monitor and evaluate learning. They are employed for managing the learning process. Learning are required to centre, arrange, plan and evaluate their learning.

3) Memory-related strategies are used for storage of information. They help learners link one second or foreign language item or concept with another but do not necessarily involve deep understanding.

4) Compensatory strategies help the leaner make up for missing knowledge. Examples of such strtegies include guessing from the context in listening and reading, using synonyms and “taking around” the missing word to aid speaking and writing and strictly for speaking, and using gestures or pause word.

5) Affective strategies are concerned with the learner’s emotional needs such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk.

6) Social strategies help the learner work with others and understand the target culture. They lead to more interaction with the target language through cooperating with others, empathizing with others, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.⁶

⁶ Maguid Saleh, *Language Learning Strategies for Classroom Application* online <http://google.com/teahing-learning/strategies.doc>. Aceesed on: March 20th 2012.

2. Theory of Teaching

Before studying about the other, we will study about the theory of language and how to teach it. In general, language is a system of sounds, words, etc used by humans to communicate thoughts and feelings.⁷ According to Jack C. Richards explain clearly :

“Teaching is showing or helping someone to learn how to do something, giving information, guiding in the study of something, providing with knowledge, causing to know or understand.”⁸

C. Definition and Types of Vocabulary

1. Vocabulary is total number of words in a language, words known to a person; the year old, list of words with their meanings, especially at the back of for teaching a foreign language.⁹

Napa said that vocabulary is one of component of language and that no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their thoughts. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.¹⁰

⁷Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Oxford: University Press, 1985), p. 233.

⁸Jack C. Richard, *Approaches and Methods In Language Teaching*. (Cet. VIII, New York: Cambridge University Press, 1995), p. 44.

⁹Martin H. Manser, *Oxford Learners' Pocket Dictionary* (New Edition : Oxford University, 1995), p.482.

¹⁰Pieter A. Napa. *Vocabulary Development Skill*. (Oxford University : New York, 1991), p. 67.

Harmer states that vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisitions of grammatical knowledge about the language.¹¹

Vocabulary or word also called a base word or a word family is defined as including the base form (e.g., make) and its inflections and derivatives (e.g., makes, 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 a core component of the basis for how learners speak, listen, read and write well.¹²

Vocabulary is essential to learn a language. We need to learn what words and how they are used. For learning activities, vocabulary divides in two kinds :

- a) Receptive vocabulary refers to language items which can only be recognized and comprehended in the context of reading and listening.
- b) Productive vocabulary refers to the language items which the learner can recall and use appropriately in speech and writing.¹³

Define vocabulary is the set of words used by a writer or speaker, or a list of words used in certain book arranged in alphabetical order.

¹¹Jeremi Harmer, *The Practice Of Language Teaching*, (New York: Logman), 1991, p.155.

¹²Jack C Richards and Willy A Renandya, *Methodology In Language Teaching : An Anthology Of Current Practice* (United States Of America : Cambridge University, 2002), P.258.

¹³Ruth G. Michael Mc. Carthy and o'dell, *Felicity English Vocabulary in Use: Upper Intermediate*, p. 2.

2. Types of vocabulary

Vocabulary is the stock of lexical items in a language, for the purpose of teaching and learning activities. Word in language is small elements, which could make up a language.

Linguist classifies vocabulary into two kinds, namely receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the words or lexical items, which can be recognized and comprehend in context of listening and reading. While productive vocabulary refers to words, which we use in speaking and reading.¹⁴

According to Alan Hunt and David Beglar states that there are two words lists, one of function words and one containing a basic 3.000 words English vocabulary. In addition, there is a list of suffixes to be used with 3.000 word list.¹⁵ Some classifications of vocabulary are given in the following:

a) Distinguishes Vocabulary as Follows :

1. Active vocabulary refers to vocabulary that students have learned and which they expected to be able to use.
2. Passive vocabulary refers to words, which students will recognize when they meet but will probably not be able to produce.¹⁶

¹⁴ Nurhidayah, *Using Situational Language Teaching In Teaching Vocabulary To The First Year Students of SMP Negeri 3 Belopa*, (Makassar 2005), p.4.

¹⁵ Collier, *The Key to English Vocabulary*, (London : Macmillan Company, 1965), p.35.

¹⁶ Jeremi Harmer, *The Practice Of English Language Teaching*, (New York: Logman), 1991, p.159.

b) Divides Vocabulary Into Four Kinds, as Follows :

1. Oral vocabulary, consist of words actively used in speech. The significant character of oral vocabulary is that the speaker in unheard situation actively uses it.
2. Writing vocabulary are the words, which are activity used in writing.
3. Listening vocabulary is the stock of word to which one responds with meaning and understands meaning and meaning and understanding in the speaking with others.
4. Reading vocabulary, are the words, which one responds with meaning and understandings in the writing of others.

Based on the statement above there are many types kinds of vocabulary that the researcher can conclude, vocabulary is a meaning full words in language and vocabulary is used not only in speaking and writing but also in listening and reading.

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D. Function Words and Content of Words

1. Function words

Function word are those that often have little meaning in the dictionary sense but which serve important function in relating other in the language to each other. For example: is, at, to, which, for, by, and etc.

Function words belong to the closed class of words in grammar in that it is very uncommon to have new function words created in the course of speech, whereas in the open class of words (that is, nouns, verbs, adjectives, or adverbs)

new words may be added readily (such as slang words, technical terms, and adoptions and adaptations of foreign words).

2. Content words

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

- a) Words naming things ideas, entities.
- b) Words naming actions
- c) Words used to describe the qualities thing or action.

These derivations correspond closely to the traditional part of speech, namely noun, verbs, and adjective-adverb.¹⁷ That will be explaining one by one as follows:

- 1. Noun: Noun is a word that give name a person, thing, place, or idea.¹⁸

Examples:

- Coffee, Book **IAIN PALOPO**
- Table, Water.
- Mr. Johnson, Miss Lucy.
- Freedom, Justice, Philosophy, Democracy
- Jakarta, Tokyo, Hospital, Factory, Supermarket.

¹⁷Coller Macmillan, *The Key to English Vocabulary*, (Cet. V: New York:Macmillan Company, 1971), p. 4

¹⁸Robby Lou, “*English Tenses and How to Use Them: The First Step Toward Speaking English*”, (Jakarta: English Plus Series,2006), p.3.

Noun can have different functions in a sentence. Some nouns function as subjects while others function as objects or complements. As Azhar states that “A noun is used as the subject of a sentence: a noun is used as the subject object of a preposition”.¹⁹

2. Verb is the most complex part of speech; its varying arrangements with nouns determine the different kinds of sentences, statements, questions, command and exclamations.²⁰ There are some types of verb they are:

a. Infinitives

Examples:

- I want *to swim*.
- They come *to study English*.

b. Gerund

Examples:

- He likes *climbing*.
- She seems *confusing*.

c. Phrases

Examples:

- They don't know how to make it go.
- I do homework.

¹⁹Betty Schrampfer Azar, *Basic English Grammer*,(Second Edition;Jakarta:PT. Prenhallindo,1996),p.131

²⁰Marcella Frank, *Modern English A Practical Reference Guide*, (New York: Prentice Hill), p.47

d. Clause

Examples:

- I don't know *what you want*
- You don't think *what you will do.*

But there are some of transitive verb which has two objects (double object) commonly the one is mention the name of things called direct object and another one is mention person or animal called indirect object.

Examples:

- I brought her a book
- A book - direct object
- Her - indirect object

Indirect object is placed before the direct object in front of direct object.

But, if the direct object placed after and before indirect object, so that we have to use preposition.

Examples:

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- I made a coffee for him
- A coffee - direct object
- Him - indirect

e. Intransitive verb

Intransitive verb is the verb is the verb which doesn't need object

Examples:

- Bark fall go laugh
- Become cry stand taste

- Turn sit sleep walk etc
- He always laughing
- It is very difficult to wake in the morning

3. Adjective

Adjective is word that describes a noun, c. g green in garden grass.

Adjectives are marked by their ability to fill certain positions and follow qualifiers. Adjective are two subclasses:

- a) Base adjective get the inflectional suffix – er and est in their comparative and superlative degrees. They from nouns with the derivational suffix-ness and from adverbs with the derivational suffix-iy.
- b) Derived adjective are formed from various bases by derivational suffixes like- ours, al and able example: I read a historical novel.²¹

E. Some Technique and principle of learning For Teaching Vocabulary

1. Some technique for teaching vocabulary:

a. Presentation

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

b. Discovery

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

²¹Rudi Haryono, ‘*Complete English Grammar Special Edition*,’ (cet. I; Surabaya; Gitamedia Press, 2002),p.181

c. Practice

Using new vocabulary, which known in real communication. So, it won't be forgotten easy.

Language is words word united. So if we want to study a language we have to memorize its vocabulary first

There are more than 50.000 list of words in English include its derivation. That Indonesia English dictionary which is made by Johns M echoless and Hassan shadily only consists of 12.000 vocabularies.²²

2. The Principle Of Learning

If we learn vocabulary, it takes a lot of particle and content connection for us to learn it well. a rough grouping of word we understand when we hear them encompasses our 'passive' vocabulary, whereas our 'active' vocabulary is made up of word the come to our immediately when we have to use them in a sentence as we speak, so one has to know it well and in combination with other word in phrases, where it commonly used. In learning and teaching vocabulary there are some principles as follows:

- a. Aims; the teacher should know the aims of the words taught.
- b. Quantity; the number of new words, which students should presses and learn must clear.
- c. Need; it is necessary to select the words which teachers serve to student selection process is based on the aims of the course and the objective of the individual lesson, students background and language need.

²²Hasan Hadily, Jhon M Echols. *Kamus Inggris Indonesia*. Jakarta: PT Gramedia, pustaka utama, 1976

- d. Frequency exposure and repetition; there is a need of a certain amount of repetition until there is evidence that students learn the target words.
- e. Meaningful presentation; in presenting in vocabulary lesson, students, should have a clear and specific understanding of what the word refer to or denote. Its presentation should be perfect, meaningful and unambiguous.
- f. Situation presentation; the way in presenting the word should be appropriate to students situation.
- g. Presenting in context; through reading material, new words or unfamiliar words be presented as a medium in teaching vocabulary.
- h. Learning vocabulary in the mother tongue and target language; in teaching the target words, teacher may use words of the mother tongue as a tool of compare similarities and difference of the words.
- i. Guessing produce in learning vocabulary; guessing is a way in learning vocabulary. It leaders students to think the meaning of the word taught.²³

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F. Vocabulary Selection and Teaching Skills Vocabulary

1. 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.

²³J. Michael Wallace, *Teaching Vocabulary*, (English Language Book Society: Hainemann Education Books, 1982),P.22

Vocabulary for beginners, middle, and intermediate the teacher or instructor should choose what vocabulary the students' need.²⁴

2. Teaching skills vocabulary

a. Eliciting New Vocabulary

1) Select some of the word given in selection a preliminary discussion.

Put them into suitable context, then teach them to your neighbour as if were presenting them to a class, you aim is to teach these word for active.

2) Do the same for some vocabulary from text book that you would preteach for active control before beginning on a new unit.

b. Remedial vocabulary teaching

The list below contains pairs of words that are similar but not the same in our use students often muddle these up. Add other pairs that your students often get unixed up because of similarities in meaning.

Example:

- Lend borrow
- Surprise shock
- Kill die
- In time on time
- Hard hardly
- Alone lonely
- To drop to fall
- Nightmare dream

²⁴ Mujahidah, *Developing Students' Vocabulary Through Word Formation At The Eleventh Year Of MAN Palopo*. (A Thesis STAIN Palopo, 2009)

c. Using a dictionary

Each choose a different reading passage from your course book and look up in a dictionary that your students use, the words they are likely to look up them selves.

d. A game to play

Ask the right question. An elicitation game u need a set of cards, between 30 and 50. Which you can make quickly your selves, each card has a word or phrase written on it.²⁵

3. Narrative text

a. Defenitioan of narrative text

The general purposes in semiotic and literary theory, a narrative is a story or part of story. It may be spoken written or imagined, and it will have one or more points of view representing some or all the participants or observers.²⁶

According to Tri wahyuni in Anderson said the narrative text type tells a story, in doing so, entertains the audience, makes the audience think about an issue, teacher them a lesson, or excite their emotions.²⁷ In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view.

²⁵Jane Wills, *Teaching English Through English*, p.121.

²⁶Wikipedia, *Narrative* online http://www.En_wikipedia.org/wiki/narrative. Accessed on 02-01-2013.

²⁷Tri Wahyuni Florist, *Teaching Narrative text*, online <http://www.google.com/research>. Accessed on 20 januari 2013.

The human element in narrative is important. We can say that must have a human (or human-like) agent who must do something, or something must be done to him or her. Event stories involving animals or inanimate object have characters which act like, or have feature of human beings.²⁸

Narrative inquiry research, like only other research or methodology has advantage and limitation. According to Bell, the benefits of narrative inquiry include the following :

- 1) Narrative provides the researcher with an understanding of an experience.
- 2) Narrative gives the researcher access to stories or themes that the story may not even be conscious.
- 3) Narrative highlight changing perspectives and understanding of people and event as function of time in the evaluation of an experience.

b. Qualities and characteristic of narrative

A good story is one that takes the reader or listener along with it, one that engages their interest and makes them want to know more. An important characteristic of most good stories is the extent to which the way in which they are written enables writer/author to make imaginative contact with the reader/hearer. There are some characteristics that we are able to identify in a good narrative text, they are: a) Liminality, b) Creativity, c) Audience, d) Evaluate, e) Substantive, f) Aesthetic, g) Reflexivity, h) Impact, and narrative themes.

²⁸Ismail Is Thalib, *Narrative theory*, Online, <http://courses.nus.edu.sg/courses/elibts/narrative theory.html>. Accessed on 02-01-2013.

c. Narrative Intelligence

Bruner argues that story making is central to creating an understanding of the world which a person can fell they will fit. And according foucaunt argues that rules which influence narratives to do education for example emerge through the construction of discourse anf from a research point of view foucault offer at least two approacher that connet whit narrative forms of inquiry.

1) The element of narrative

- a. Plot; the sequence of events that take place in a story
- b. Setting; the time and the place in which the events of a story take palce
- c. Characterization; the method used to present the personality of a characteristic in narrative namely direct and indirect.
- d. Atmosphere; the general mood or feeling established in a piece of literature.
- e. Point of view; who is narrating the story (2 main types : First person, Third person).
- f. Conflict; the central problem that drives the action of a story. (2 main types) namely, 1) Internal the conflict happens in a character's mind. A character with a quilty conscience is an example of internal conflict and 2) External is the conflict happens between characters, or between a character and some outside force, like nature. Sherlock Holmes pursuing a criminal is an example of external conflict.²⁹

2) Types Of Narrative

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction,

²⁹Narhand, online <http://www.clas.ufl.edu/users/pcraddoc/narhandl.html> accessed on 03-02-2013.

romances, horor stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

3) Teaching Vocabulary By Narrative Text

Learning is one of the primary activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more meaningful. To accomplish such condition, teacher must variety and attractive methods for the class.

Vocabulary narrative text can help the teacher to create contenx in which the language is useful and meaningful. The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions e.g. soap operas and television dramas that are used to raise topical issues. They believe that it should seek to capture something of the sense of life as it is lived.

4. Theories of Perception

On a straightforward view, we directly perceive the world as it is. The way that things look, feel, smell, taste, and sound is the way that they are. We see colors, for example, because the world is colored. This view of perception is called, somewhat dismissively, naive realism.

Plausibly, perception is a lot more complicated than this. Though things may appear to be colored to us, our experiences of color are merely representative of the surface properties of objects; the physical property of reflecting certain

wavelengths of light and the color red as we experience it are two quite different things.

This has led to representative realism, which suggests that perception is not the passive process that the naive realist suggests, that we do not simply receive information about the world through our senses. Rather, we are actively involved in perception, supplying much of the content of our experiences, and must bear this in mind if we are to know what the world is really like in itself.³⁰

G. The Concept of Three Phase Teaching

Based on a theoretical basis proposed above, then the study was designed in two phases.

Phase 1: Preparation

At this stage held edifications vocabulary will be taught. When assessed content standards issue by Ministry of Education learning material in high school English consists of:

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- a. Functional text
- b. Monologue discourse or genre

All the material above, to further smooth using a vocabulary. But in this study only focused on the vocabulary associated with the genre or text type. For that provided oral and written texts for narrative text. Based on this text created a list of vocabulary that is thought to be a new vocabulary for students in grade 11 MAN Masamba.

³⁰<http://www.theoryofknowledge.info/theories-of-perception/>. Accessed on 3mei 2013

Phase 2: Stage Of Implementation.

Based on the theory that the author would make in the formulation of learning strategy named because it consists of three phases of learning from the teaching phase:

a. The first phase – finding meaning

At this phase the students are given a list of new vocabulary. And they were asked to find the meaning of the word, either through the dictionary, and asked their friends in the group. The process of finding the meaning of this done by the students without assistance teacher. After that, meaning of word already found students had discussed in class discussions led by teacher.

b. The second – phase of vocabulary

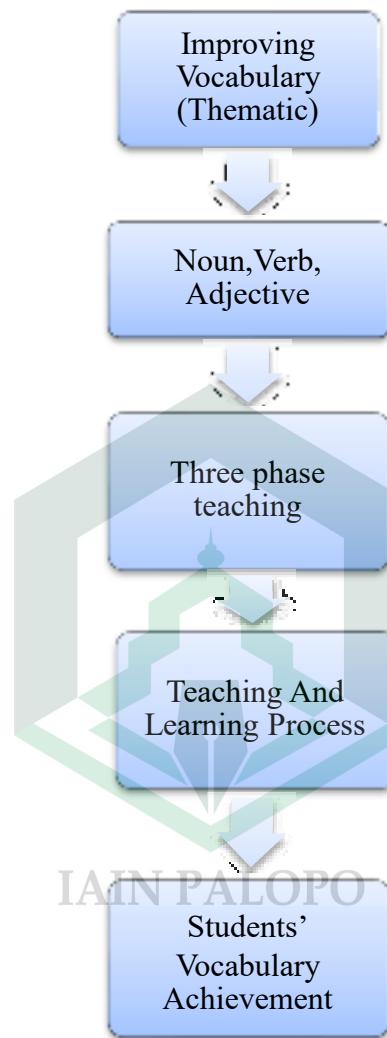
At this phase the students are given vocabulary exercises. Students are given some incomplete sentences. And students choose the right vocabulary to complete the sentence.

c. The third phase – using the vocabulary

This phase is the practice of using words that are in the learning. It is a good Mastery of vocabulary reinforcement. Students are asked to write at least a half-page book uses every newly learned vocabulary. Then the students spoke, about 30 seconds for each word and then 30 seconds to a combination of the two vocabularies. Verbally using the new vocabulary can be followed by one minute, two minutes, even if it allows up to three minutes by using a new vocabulary.³¹

³¹Aswir Astaman, [Http://Aswir.Blogspot.Com/2010/03/Motivating-Reluctant-Language-Learners.Html](http://Aswir.Blogspot.Com/2010/03/Motivating-Reluctant-Language-Learners.Html).Acceessed on 21-02-2012.

H. Theoretical Framework



The diagram above showed that in this researcher for improving vocabulary a student's the researcher using verb, noun, and adjective with three phase teaching they are finding meaning, phase of vocabulary and phase using the vocabulary to get students' vocabulary achievement.



CHAPTER III

RESEARCH METHOD

A. Research Type

In this research, the writer used classroom action research. Classroom Action Research (CAR) was range of contextual learning study class conducted by the teacher to solve learning problems faced by teachers, encouraging quality and outcomes of learning and try out new things for the sake of encouraging the quality of learning and learning outcomes.¹

Action research was the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience.²

From the definitions, it can be formulated that Classroom Action Research (CAR) is an action research in education that is done in classroom area for repair and increase the quality of learning.

B. Setting of the Research

1. Location of Research

This research was conducted at the second semester of the eleventh class student of MAN Masamba, Kecamatan Masamba, Kabupaten Luwu Utara in academic year 2012/2013.

¹Akmal, *Pendidikan.Net/Penelitian_Tindakan_Kelas.* Htm. 11 maret 2011. <http://pakguruonline>.

²Sukardi, *Metodology Penelitian Pendidikan*, (Bumi Aksara: Jakarta, 2009), p. 210.

2. Subject and Object of Research

This research was carried out at MAN Masamba. The subject will be taken from the first semester of the eleventh year students in 2012/2013 academic year and the total number of class the eleventh years in this school is three, but the researcher chooses the XIth class. The total number of student is 26 students.

The object of this research was the implementation of running three phases Teaching Method in encouraging students to write. Besides that, the research will focus in how to manage the learning process well and how to make the students are encouraged to write.

3. Procedures of the Research

Cycle 1

The first cycle of this classroom based research consist of planning, acting, observation, and reflecting.

a) Planning

1. The teacher extends to the Headmaster of the school about the classroom action research.
2. Made lesson planning based on the curriculum, and arrange material of lesson planning and it should based on the competition three phase in teaching vocabulary.
3. Preparing the test instrument.
4. Preparing teaching facilities (board marker, eraser and camera).
5. Made the observation paper for observe the condition of learning process.
6. Prepare the list of vocabulary.

7. Preapring students' attendance.

b) Acting

1. Teacher introduces herself to students.
2. Teacher calls the students' name.
3. Teacher explains her aim in conducting an action research in the classroom.
4. The researcher explains the aims of the learning process.
5. The researcher give notice about three phases in teaching vocabulary.
6. The researcher gives motivation to the students.
7. The researcher gives the vocabulary test.
8. Close the class.

c) Observation

The researcher observed the students response, participation, and evething which was found during the teaching and learning process. In learning vocabulary, most should pay attention to used competition three phase in teaching method vocabulary. Also, the researcher observe the students mastery in vocabulary by vocabulary test.

d) Reflecting

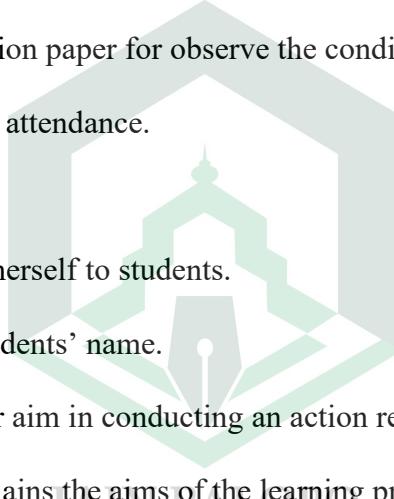
The researcher analyzed the weakness that she have get in observing. The result of data that have been done it was continue in the analysis until can be reflection after action research. The reflection it was discusse as well as a guidance lecture while teacher and should make research planning for the next cycle.

Cycle 2

After doing the first cycle, the second cycle of this classroom based research consist of planning, acting, observation, and reflecting.

1. Planning

- a) Made lesson planning based on the curriculum, and arrange material of lesson planning and it should based on the three phase in teaching vocabulary.
- b) Preparing the test instrument.
- c) Preparing teaching facilities (board, eraser, and camera).
- d) Made the observation paper for observe the conditioan of learning proses.
- e) Preparing students attendance.



2. Acting

- a) Teacher introduce herself to students.
- b) Teacher call the students' name.
- c) Teacher explain her aim in conducting an action research in the classroom.
- d) The researcher explains the aims of the learning process.
- e) The researcher give notice about three phase in teaching vocabulary.
- f) The researcher give motivation to the students.
- g) The researcher give the vocabulary test.
- h) Close the class.

3. Observation

- a) Observing the students activities.
- b) Observing the students cooperation in their groups.
- c) Observing the teaching learning process

4. Reflecting

Reflecting was done at the end of teaching learning activity 2 by observing and analyzing the result of observation in teaching learning activity 1 and 2. Reflecting in this step done to discuss the result of observation to make a conclusion. This classroom action research was success if some of the following requirement were fulfill:

- a) Most of the students have a good score in evaluation (vocabulary test), and reach the mean score (70).
- b) Most of the students' active in learning process (85%).

After doing the first cycle, there are still many weaknesses then based on the reflection part, the researcher was do the second cycle.

B. Techniques and Instruments of Collecting Data

- 1. Techniques in collecting data in this classroom action are:
 - a) Observation done to find out the students participation during through three phase teaching method in vocabulary.
 - b) Test is given in order to students. It is was consideration to researcher what the researcher has to do in the planning step. The researcher can be found the all data about student. It is very significant.
 - c) Interview to found out the level of successful in implementing the through three phase in teaching vocabulary.
- 2. Instruments that are used to collect data in this classroom action research are:

- a) Vocabulary test: asking the students to translate vocabulary in English into Indonesia and from Indonesia into English.
- b) Observation list: it is used when observing the students participation during the used of arranging three phase in teaching method vocabulary also as the basic instrument that were used in discussing part among the teacher and the collaborators as way to make reflection in each cycle.
- c) Guided Interview list: to find out the level of successful in implementing the use of arranging three phase in teaching vocabulary.
- d) Discussing result among the members of team.
- f) Questionnaire was used to know the students interest in learning vocabulary by three phase teaching method. This questionnaire consists of 10 items. Each item has one score if the students can answer it well. So, the total is score 10 if the students can answer all od the questions correctly. The questionnaire are provid in likert scale which is modifi in five alternative answer that consists of strongly agree = 5, agree =4, less agree = 3, disagree = 2 and strongly agree = 1.³

³S. Nasution, *Metode Research (Penelitian Ilmiah)*, Edisi 1 Cet.21, (Jakarta: Bumi Aksara, 2011), p. 61

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The First Condition of The Class

Based on the pre-observation, the researcher got some data about the students' condition of the class, including the students' problem. From interview the researcher got information from the students that difficulties of four skills namely speaking, reading, writing, and listening in English; due to lack of vocabulary and on this case the researcher analyzed to overcome the problems. They are not able find out the meaning of words, and difficulty to spell them well. Besides that, the students consider that learning English was boring and uninteresting subject to learn. It means that the teacher also needs to used some spelling method to make the process of teaching and learning English interesting and enjoyable for the students.

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Cycle 1

a) Planning

In this section, the researcher prepared to carry out the action research less required different tools that had been created and developed previously, namely lesson plan, the supporting instrument: questioner list, observation sheets, camera, and tests. In this step, the researcher prepares what have to do in the action step, paper work students, and vocabulary tests. The test consists of ten items; the type

of test was guessing word. Those were guessing words such as noun, verb, adjective, and adverb based indicators of the research achievements.

b) Action

The implementation of the planning during two meetings as the first cycle is as follows. In the first meeting, the researcher started the activities by giving the students motivation, and describing the instructional objectives that would be achieved. The steps done in this first meeting was used vocabulary narrative text in learning vocabulary.

In this step, the researcher elicited the student's knowledge about vocabulary that they have known. Then, these steps as follows:

1. The researcher gave narrative text that will explain to the students. The students have to read and analyzed the text. After that, the writer explained about the noun, verb, adjective and adverb in three phase teaching method. Where consist of, first phase in this step the researcher ask the students to find out the meaning of word. Then in second phase the students are trained to put the vocabulary to complete the sentences that has been provided and the last phase the students should be able to it in a sentences for a action , either orally or write half a page using the new vocabulary.

2. Joint Construction of Text in this part, the students have to work together with their friends or work in group. The purpose of this activity is to gave the students a chance to interact and share with another students so that they would learn and be able to solve the problem by them self. The students have to do the exercise based on the text. The researcher guides the students to do the task.

3. After working in group, the students have to practice what they had learned individually.

The second meetings, was focused on assessing the students' performance in learning vocabulary such as noun, verb, adjective, and adverb. The meeting was ended by making some reflection about what they had done on that meeting.

c. Observation

Based on observation made by researcher and collaborators in the first cycle, the data obtained as follows:

1) The first cycle of learning, the students were still lack enthusiasm to understand the concept of the learning. Some students who were easy to get bored and there are some inactive students. It could be influenced by some factor such as they don't interested with English lesson, the students seemed confuse with their new lesson or they thought about the other thing so that they don't concentrate to study.

2) The condition of the class was noisy when the researcher gave explanation and divided them into some group.

3) The students did not understand and still confused how to identify the noun, verb, adjective, and adverb, in the text.

4) It was difficult for the students to spell and researcher the English words.

5) There were some students who could not accept quickly and explain of the teacher, so there are groups that could not finish the task.

6) Evaluations on the students' vocabulary showed that were mostly in low score. The score was only 68, 461.

Table 4.1
Score of the students' vocabulary in cycle I

Subject	Noun	Verb	Adjective	Adverb	Meaning	Total
1	18	17	17	15	3	71
2	21	16	16	17	3	73
3	15	14	14	16	2	63
4	20	16	16	15	2	70
5	15	15	15	15	2	64
6	20	14	14	17	2	66
7	14	18	18	15	2	66
8	20	15	15	16	2	70
9	15	15	15	16	3	66
10	20	14	14	16	2	71
11	21	17	17	20	2	77
12	20	18	18	15	2	67
13	18	15	15	16	1	67
14	21	16	16	18	2	74
15	14	19	19	15	2	65
16	16	14	14	12	1	56
17	17	15	15	14	2	63
18	20	15	15	17	2	71

19	12	15	15	16	2	62
20	18	17	17	18	3	69
21	21	16	16	16	2	72
22	21	17	17	18	3	77
23	19	16	16	13	2	66
24	19	15	15	15	3	69
25	15	17	17	15	3	69
26	19	17	17	19	3	76
Mean score						68.461

1) Scoring Classification of The Students First Cycle

(a)Noun

Table 4.2

Criteria and percentage of the students' Noun score

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	-	-
2	15-26	Good	23	88,461%
3	12-14	Fair	3	11,538%
4	9-11	Poor	-	-
5	5-8	Very Poor	-	-
Total			26	100%

Table above indicates that criteria and percentage of the students noun in first cycle shows that there were 23 students (88,462%) got “Good” scores and 3 students (11,528%) got “fair” scores.

(b) Verb

Table 4.3
Criteria and percentage of the students' Verb score

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	-	-
2	15-26	Good	22	84,165%
3	12-14	Fair	4	15,384%
4	9-11	Poor	-	-
5	5-8	Very Poor	-	-
Total			26	100%

Table above indicates that criteria and percentage of the students verb in first cycle shows that there were 22 students (84,615%) got “Good” scores, 4 students (15,384%) got “Fair” scores.

(c) Adjective

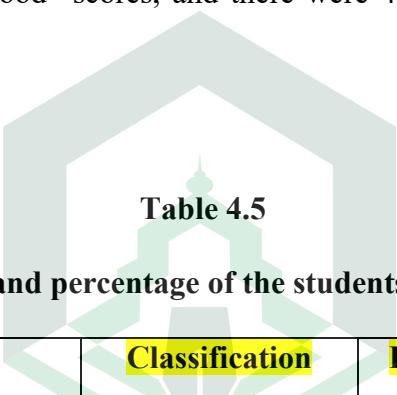
Table 4.4
Criteria and percentage of the students' Adjective score

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	-	-
2	15-26	Good	32	100%

3	12-14	Fair	-	-
4	9-11	Poor	-	-
5	5-8	Very Poor	-	-
Total			26	100%

Table above indicates that criteria and percentage of the students adjective in first cycle shows that there were 4 students (12,5%) got “very good” scores, 24 students (75%) got “good” scores, and there were 4 students (12,5%) got “fair” scores.

(d) Adverb


Table 4.5
Criteria and percentage of the students' adverb score

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	-	-
2	15-26	Good	23	88,461%
3	12-14	Fair	3	11,538%
4	9-11	Poor	-	-
5	5-8	Very Poor	-	-
Total			26	100%

Table above indicates that criteria and percentage of the students' adverb in first cycle shows that there were 23 students (88,461%) got “Good” scores and 3 students (11,538%) got “Fair” scores.

(e) Meaning

Table 4.6**Criteria and percentage of the students' Meaning score**

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	-	-
2	15-26	Good	-	-
3	12-14	Fair	8	30,769%
4	9-11	Poor	16	61,538%
5	5-8	Very Poor	2	7,692%
Total			26	100%

Table above indicates that percentage criteria and percentage of the students meaning in first cycle shows that there were 8 students (30,769%) got “Fair” scores, 16 students (61,538%) got “Poor” scores, and there were 2 students (7,692%) got “very poor” scores.

The result of the test shows that level of the student's interactive learning vocabulary through three phase teaching is still low. The mean of the test is 68,461. Besides, many of them still have problem with meaning, and verb.

7) The result of the observation on students activities during the teaching and learning process it can be seen in the table :

Table 4.7**The result of observation on students' activities cycle**

No	Data Code	Students activities indicator			
		A	B	C	D
1	001	√	√	-	√
2	002	-	√	-	-
3	003	√	-	√	√
4	004	√	-	√	√
5	005	√	√	√	√
6	006	√	√	√	√
7	007	√	-	√	√
8	008	-	√	√	√
9	009	√	√	√	√
10	010	√	-	√	√
11	011	√	-	√	√
12	012	-	√	√	√
13	013	√	-	-	√
14	014	√	√	√	√
15	015	-	-	√	√
16	016	-	√	√	√
17	017	√	-	√	√
18	018	-	√	√	-
19	019	√	-	√	-

20	020	√	√	√	√
21	021	√	√	√	√
22	022	√	-	-	√
23	023	-	√	-	-
24	024	-	√	-	√
25	025	√	√	-	-
26	026	-	√	√	√
Total		17	16	19	20
Percentage (%)		65.384%	61.538%	73.076%	76.923%

With: A= attentively to the teachers instruction

B= the participations students

C= the cooperative learning process

D= make a note of the narrative texts

On the basis of the obtained data from the observation, the researcher and the collaborator teacher made analysis and reflection. It was found that the students were not active and motivated in teaching and learning process. It means that the level of student's interactive learning vocabulary through three phase teaching still lack. Improvement was needed on some aspect of the teaching and learning process employed. It means that, cycle 2 was needed.

d. Reflecting

There were still some significant weaknesses in the first cycle:

1) In the first cycle of learning, the students, still lack enthusiasm to understand the concept of the learning. Some students who were easy to get bored and there were some inactive students. It could be influenced by some factor such as they don't interested with English lesson, the students seemed confuse with their new lesson or they through about the other thing so that they don't concentrate to study.

2) The condition of class was noisy when the researcher gave explanation and divided them into some group.

3) The students didn't understand and still confused how to identify the noun, verb, adjective, and adverb, in the text.

4) It was difficult for the students to spell and researcher the English words

5) There were some students who could not accept quickly and explain of the teacher, so there are groups that could not finish the task.

6) Most of the student still have problem with meaning and indentifying words in narrative text.

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7) There were some students not cooperative in their group to finish the task.

8) Evaluation on students vocabulary showed that students mastery on vocabulary were mostly in low score. The score was only 68.461.

Besides, many of them still have problem with meaning and verb. Through the case, improvement was needed on some aspects of the teaching and learning process employed. It means that cycle 2 was needed.

Cycle 2

Similar to the data presentation in cycle 1, in cycle 2, the planning, the implementation of the action, the observation, and the analysis and reflection are made. The analysis and reflection covered the analysis of the teaching and learning process, the analysis of the result of the student's vocabulary, and the reflection.

a. Planning

In planning stage, the preparation were made such as; time to conduct the action and the lesson plan, criteria of success and how to score the students vocabulary. This cycle also was planned for 2 meetings. The first meeting, focused on giving model of teaching vocabulary through three phase teaching method. Meanwhile, the second meeting was the time for assessing the students' performance in learning vocabulary.

In order to improve to the weaknesses and to keep the successful in the first cycle, then the second cycle was planned as follows:

- 1) Gave more motivation to the students in order to be active in learning process.
- 2) Gave more chances to the students who got score to share their knowledge about the vocabularies.
- 3) Gave more intensive guidance to the students that got difficulties in learning vocabulary at the first cycle.
- 4) Gave an award to the students that to be the highest score.

b. Action

Just like what the researcher have done in cycle 1, this cycle was also implemented in 2 meetings. Based on some weaknesses found in cycle 1, in the first meeting, the researcher emphasized vocabulary and meaning. Then the researcher gave model of narrative text to the students, asked about subject, discussed the vocabulary in text, and asked the students to practice.

The implementation of cycle 2 created some interesting result. First, the students were enthusiastic in the activities with the classroom language though all of the students understood. However, they seemed to be optimistic that if classroom language is constantly applied. In addition, they were not afraid of making mistakes when they interactively performed the activities. Second, the researcher's performance was higher than the students. She played his role more dominantly than the students in the classroom activities. This was based on the fact that the interaction happened only between the researcher and students. There were not interaction students by using the classroom language. In order to improve this problem, she should constantly motivate the students to interact by making the most use of the classroom language. In addition, she should complement the students who use the classroom language right away and make any necessary correction in a motivating way for the students.

c. Observing

The second meeting was focused on assessing the student's performance in learning vocabulary.

- 1) Learn vocabulary by using three phase teaching got positive respond.

2) Evaluation on the students vocabulary showed that the students master on vocabulary were increase. The mean score reached 87.5384

Table 4.8
Score of the students' vocabulary in cycle II

Subject	Noun	Verb	Adjective	Adverb	Meaning	Total
1	20	25	26	19	5	95
2	28	19	20	19	5	91
3	20	25	23	25	4	97
4	24	25	28	19	3	99
5	20	22	24	23	4	93
6	25	18	20	29	3	95
7	19	29	17	20	4	89
8	20	19	20	18	3	80
9	20	17	23	20	3	83
10	22	19	18	18	5	82
11	23	18	17	20	4	82
12	18	28	20	19	3	88
13	19	20	15	20	5	79
14	21	17	24	18	5	85
15	25	19	19	21	5	89
16	16	22	20	20	3	81
17	18	27	18	23	4	90
18	20	18	20	20	3	81

19	20	17	19	21	4	81
20	21	18	20	18	4	81
21	21	17	16	22	4	80
22	21	19	20	24	3	87
23	19	16	25	27	4	91
24	27	20	20	25	3	95
25	26	19	17	17	4	83
26	20	29	27	19	4	99
Mean score						87.5384

a) Scoring Classification of The Students Second Cycle

(1)Noun

Table 4.9

Criteria and percentage of the students' Noun score

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	2	7,692%
2	15-26	Good	24	92,307%
3	12-14	Fair	-	-
4	9-11	Poor	-	-
5	5-8	Very Poor	-	-
Total			26	100%

Table above indicates that criteria and percentage of the student's noun in second cycle shows that there were 2 students (7, 6292%) got "Very Good" scores and 24 students (92,307%) got "Good" scores.

(2)Verbs

Table 4.10

Criteria and percentage of the students' Verb score

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	4	15,384%
2	15-26	Good	22	84,615%
3	12-14	Fair	-	-
4	9-11	Poor	-	-
5	5-8	Very Poor	-	-
Total			26	100%

Table above indicates that criteria and percentage of the students verb in second cycle shows that there were 4 students (15,384%) got "Very Good" scores, 22 students (84,615%) got "Good" scores.

(3) Adjectives

Table 4.11

Criteria and percentage of the students' Adjective score

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	2	7,692%
2	15-26	Good	24	92.307%

3	12-14	Fair	-	-
4	9-11	Poor	-	-
5	5-8	Very Poor	-	-
Total			26	100%

Table above indicates that criteria and percentage of the students adjective in second cycle shows that there were 2 students (7,692%) got “Very Good” scores, 24 students (92,307%) got “Good” scores.

(4) Adverb

Table 4.12
Criteria and percentage of the students' Adverb score

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	2	7,692%
2	15-26	Good	24	92.307%
3	12-14	Fair	-	-
4	9-11	Poor	-	-
5	5-8	Very Poor	-	-
Total			26	100%

Table above indicates that criteria and percentage of the student's adverb in second cycle shows that there were 2 students (7,692%) got “Very Good” scores, 24 students (92,307%) got “Good” scores

(5) Meaning

Table 4.13

Criteria and percentage of the students' Meaning score

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	6	23,076%
2	15-26	Good	11	42,307%
3	12-14	Fair	9	34,615
4	9-11	Poor	-	-
5	5-8	Very Poor	-	-
Total			26	100%

Table above indicates that criteria and percentage of the students meaning in second cycle shows that there were 6 students (23,076%) got "Very Good" scores, and 11 students (42,307%) got "Good" scores.

The result of the test show that level of the student's interactive learning vocabulary through three phase teaching had improved. The mean of the test is 87.53846 it means there is an increase score of the mean. It is above the maximum requirement of mastery learning. In short, through there have been big significant increases in terms of mean of the test as well as the number of students who have reached the mastery learning level.

During the teaching and learning process, the collaborator observed the researchers activities and the researcher observed students activities by using the observation sheet. The observation was done to ensure whether the implementation of the strategy worked as planned. The result of the observation

on student's activities during the teaching and learning process it can be seen in the table:

Table 4.14
The result of observation on students' activities cycle 2

No	Data code	Students activities indicator			
		A	B	C	D
1	001	√	√	√	√
2	002	√	√	√	√
3	003	√	√	√	√
4	004	√	√	√	√
5	005	√	√	√	√
6	006	√	√	√	√
7	007	√	√	√	√
8	008	√	√	√	√
9	009	√	√	√	√
10	010	√	√	√	√
11	011	-	√	√	√
12	012	√	√	√	√
13	013	√	√	-	√
14	014	-	-	√	√
15	015	√	√	√	√
16	016	√	√	√	√
17	017	√	√	√	√

18	018	√	√	√	√
19	019	√	√	√	√
20	020	√	√	√	√
21	021	√	√	√	√
22	022	√	√	√	√
23	023	√	√	√	√
24	024	√	√	√	√
25	025	√	√	√	√
26	026	-	√	√	√
Total		23	25	24	26
Percentage (%)		88,461%	96,153%	92,307%	100%

On the basis of the obtained data from the observation, the researcher and the collaborator teacher made analysis and reflection. It was found that the students were more active and motivated in teaching and learning process. It means that the level of student's interactive learning vocabulary through vocabulary narrative texts has improved. Therefore, the action research was completed accordingly.

B. Final Result

	Students can reach standard achievement score	Students can reach standard achievement score	Mean
Cycle I	11 (42,307%)	15 (57,692%)	68,461
Cycle II	26 (100%)	0 (0%)	85,56

Table above shows the final result of the student's vocabulary assignment.

After applied vocabulary three phase teaching technique in cycle I students can reach standard achievement score there are 11 and 15 students can't. And in the cycle 2, all of the students can reach standard achievement score.

C. The Questionnaires

Interviewing between researcher and the students, after the researcher applied three phase teaching method, there were no students have difficult in learning vocabulary. The result questionnaires can be show as below:

No	Question	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
1	Pelajaran bahasa inggris yang paling saya suka	50%	50%	-	-	-
2	Three phase teaching adalah	61,538%	34,615%	3,846%	-	-

	metode yang tepat untuk mempelajari kosakata (adjective, verb, noun, dan adverb)					
3	Saya mearasa senang mempelajari kata adjective, verbs,noun ,adverb	57,692%	42,307%	-	-	-
4	Saya bersemangat mempelajari kata adjective, verbs,noun ,adverb melalui three phase teaching	46,153%	53,846%	-	-	-
5	Saya lebih mudah mengenal kata adjective, verbs,noun ,adverb melalui three phase teaching	30,769%	69,230%	-	-	-

D. Discussion

This part discusses the three phase teaching procedures implemented that improve the students' vocabulary mastery and effective to motivated the students

learning vocabulary at the eleventh year of MAN Masamba. In the discussion about the procedures, all the elements that had been proved effective and applicable in learning vocabulary instructions at the eleventh year of MAN Masamba are presented.

Cycle I

In cycle I the researcher do the acting prepared, where: a) The researcher will prepared all of the instrument in the class before start teaching as paper. b) the researcher will introduce the materials of the lesson included vocabulary three phase teaching.c) the researcher asks the students to vocabulary the three phase teaching then answer the question.d) before they started to answer the question the researcher will gave they some vocabulary.e) closed the class.

The data which have been analyzed indicate that there was improvement between first cycle and second cycle. In the first cycle the result of the test shows that the level of student's vocabulary has not improved. There were still some significant weaknesses in the first cycle such as:

1. In the first cycle of learning, the students, still lack enthusiasm to understand the concept of the learning.
2. Some students who were easy to get bored and there were some inactive students. It could be influenced by some factor such as they don't interest with English lesson, the students seemed confuse with their new lesson or they thought about other thing so that they don't concentrate to study.

The problem in the first cycle attracted the researcher and partner continued to in this study the researcher had conducted collaboration classroom action

research which means that in conducting this research involve a collaboration to assist in handling this research. Glen Huntley said, teaching of three phase would be one of the later stages of the process mastery vocabulary. This was relevant and helps the collaborator find new idea, the researcher claiming to need collaboration or cooperation in action research was of paramount importance for the success of the research.¹

The condition of class was noisy when the researcher gave explanation and divided them into some group.

3. The students didn't understand and still confused how to identify the nouns, verbs, adjectives, and adverbs, in the text.
4. It was difficult for the students to spell and write the English words. To solve this problem the researcher asked the students to repeat the words until their spell was correct and the researcher always wrote the material in the whiteboard and asked the student to write it in their book so they remember and could practice it home.

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5. There were some students who could not accept quickly and explain of the teacher, so there are groups that could not finish the task.
6. Most of the student still have problem with meaning and indentifying words in narrative text.
7. There were some students not cooperative in their group to finish the task.

¹Huntley Glen, “<http://www.Teaching Vocabulary By Young Learners>”, Accessed on Desember 02-10-2012.

8. Evaluation on students vocabulary showed that students mastery on vocabulary were mostly in low score. The score was only 68.461. It means there is a one point increase of the mean.

Scoring classification of the students first cycle, the percentage of students noun in first cycle shows that were 23 students (88,461%) got “Good” scores and 3 students (11,538%) got “Fair” scores. And the percentage of students verbs in first that there were 22 students (84,615%) got “Good” scores, 4 students (15,384%) got “Fair” scores. The percentage of the students adjective shows that there were 4 students (12,5%) got “very good” scores, 24 students (75%) got “Good” scores, and there were 4 students (12,5%) got “Fair” scores. The percentage of students’ adverb shows that were 23 students (88,461%) got “Good” scores and 3 students (11,538%) got “Fair” scores. Then, percentage of the students meaning shows that there were 8 students (30,769%) got “Fair” scores, 16 students (61,538%) got “Poor” scores, and there were 2 students (7,692%) got “Very Poor) scores.

The result of the test shows that the level of the student’s interactive learning vocabulary through vocabulary narrative text is still low. The mean of the test is 68,461. Besides, many of them still have problem with meaning, and verb.

The result of the cycle 1 also shows that 42,307% or 11 out 26 students have reached the mastery learning and 57,692% or 15 out of 26 students failed. And the result from data observation it was found that the students were not active and motivated in teaching and learning process. It means that the level of student’s interactive learning vocabulary through vocabulary texts still lack. Improvement

was needed on some aspect of the teaching and learning process employed. It means that, cycle 2 was needed.

Cycle 2

In short, though there have been a significant increase in terms of mean of the test as well as the number of students who have reached the mastery learning level; however, the classical mastery learning had not still been achieved yet. Besides, many of them still have problem with meaning and verb. Improvement was needed on some aspects of the teaching and learning process employed. It means that cycle 2 was needed. In this cycle: a) The researcher will prepared all of the instrument in the class before start teaching as paper. b) the researcher will introduce the materials of the lesson included vocabulary three phase teaching.c) the researcher asks the students to vocabulary the three phase teaching then answer the question.d) before they started to answer the question the reseracher will gave they some vocabulary.e) closed the class.

In cycle 2 the researcher used a games so the students not fell boring. The researcher prepared many paper colored coins. In this meeting the researcher gives five coins for active students and students who got the highest mark in the class. After they got 10 coins, the researcher gave prize. The students were very interest in this trick. They tried hard to get these coins. For the students who did not follow the process of studying well for example making noisy and disturbing other students, the researcher asked the coins back as the punishment. This trick helped the researcher to solve the problem.

In order to improve to the weaknesses and to keep the successful in the first cycle, then the second cycle was planned as follows:

- a. Gave more motivation to the students so that the students have high spirit to learn well.
- b. Gave more chances to the students who got score to share their knowledge about the vocabularies.
- c. Gave more intensive guidance to the students that got difficulties, gave an award to the students that to be the highest score.

The implementation of cycle 2 created some interesting result. First, the students were enthusiastic in the activities with the classroom language though all of the students understood. However, they seemed to be optimistic that if classroom language was constantly applied. In addition, they were not afraid of making mistakes when they interactively performed the activities. Second, the researcher's performance was higher than the students. She played his role more dominantly than the students in the classroom activities. This was based on the fact that the interaction happened only between the researcher and students. There was almost no student to student interaction by using the classroom language. In order to improved this problem, she should constantly motivate the students to interact by making the most use of the classroom language. In addition, he should complement the students who used the classroom language right away and make any necessary correction in a motivating way for the students.

Meanwhile, learning was the activity done by the students. "Learning" is commonly defined as a process that brings together cognitive, emotional, and

environmental influences for acquiring, enhancing, or making change in one's knowledge, skills, values, and worldviews. This statement means that learning is some processes that are done by students to understand about something. Learning covers all kind of processes to be skilled and experienced. There are some processes in learning. Learning is acquiring new knowledge, behaviors, skills, values, preferences or understanding, and may involve synthesizing different types of information. They ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves.²

From explanation above, we can conclude that learning is a process in understanding the knowledge. Learning is very important for the students. This process gives a big influence for the students.

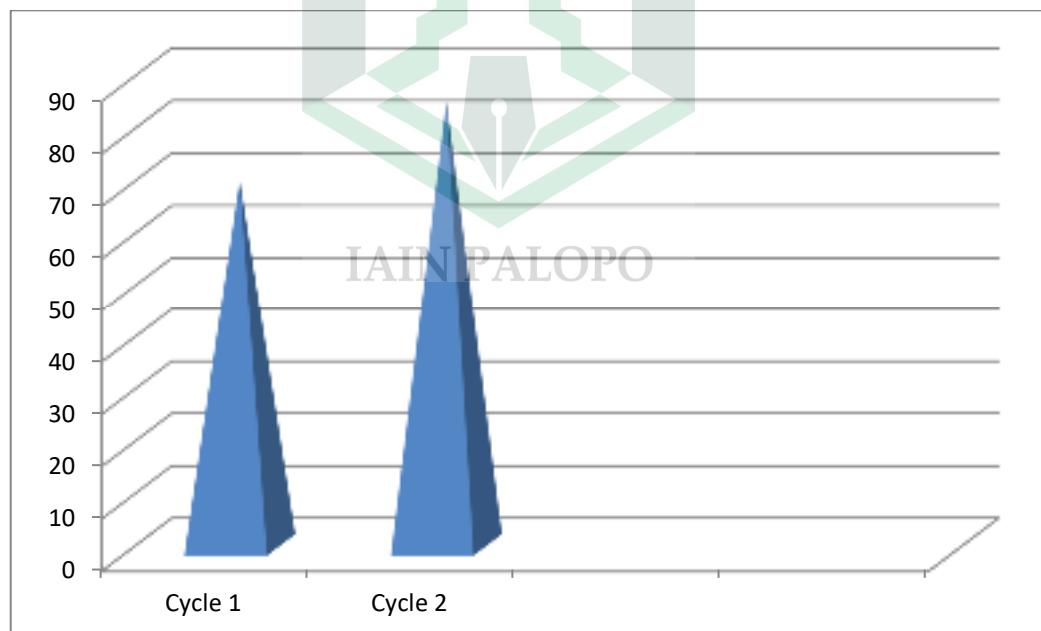
In the second cycle the result of the test shows that the level of student's interactive learning by using narrative text had improved. The mean of the test is 87.53846 it means there is an increase score of the mean. It is above the maximum requirement of mastery learning.

Scoring classification of the students second cycle such as; the percentage of students noun in second cycle shows that were 2 students (7,6292%) got "Very Good" scores and 24 students (92,307%) got "Good" scores. The percentage of the students' verb in second cycle shows that there were 4 students (15,384%) got "Very Good" scores, 22 students (84,615%) got "Good" scores. And the percentage of student's adjective in second cycle shows that there were 2 students (7,692%) got "Very Good" scores, 24 students (92,307%) got "Good" scores. The

²Wikipedia, *Learning*, online <http://www.en.wikipedia.org/wiki/learning>, accessed on 12-02-2013.

percentage student's adverb in second cycle shows that there were 2 students (7,692%) got "Very Good" scores and 24 students (92,307%) got "Good" scores. Then, the percentage of students meaning in second cycle shows that there were 6 students (23,076%) got "Very Good" scores, and 11 students (42,307%) got "Good" scores.

The result of the test also shows that 11,538% or 3 out of 26 students have score below 80 and 88,461% or 23 out of 26 above 80. In short, though there a big significant increase in terms of mean of the test as well as the number of students who have reached the mastery learning level. It can be seen the table bellow, shows that the final result of the students vocabulary assignment in cycle 1 and cycle 2.



The result from data observation, the researcher and the collaborator teacher made analysis and reflection. It was found that the students were more active and motivated in teaching and learning process. It means that the level of

students' interactive learning vocabulary through three phase teaching has improved. Therefore, the action research was completed accordingly. And in relation to the students perception in every cycle (1 & 2) proves that the students were really encouraged. Most of the students gave positive perception to word the using three phase teaching for teaching vocabulary.

According to the P.W. Jackson "The teacher provides pupil verbal stimulation of various kinds, makes explanations, ask questions, listen to the student's response and provide guidance".

All those activities which are performed by a teacher after entering in a class are clubbed (to combine together) under inter-active phase of teaching. Generally these activities are concerned with the presentation and delivery of the content in a class.

The following activities are included in the inter-active phase of teaching:

1. Sizing up of the class

As the teacher enters the classroom, first of all he perceives the size of the class. He throws his eyes on all the pupils of the class in a few moments. He comes to know the pupils who can help him in his teaching and the pupils who can create a problem for him as a result of this perception.

He can recognize those pupils who are to discourage him and those who are to encourage him by their face-reading. In this way, the teacher can feel the class-size in a few moments.

In the same way, the pupils can feel the personality of the teacher in a few seconds. Hence, at this stage, the teacher should look like a teacher. He should

possess all those characteristic which are supposed to be present in a good teacher.

Here, it can be summed up that teacher should be efficient and effective.

2. Diagnosis of the learners: After having a feeling of class-size, the teacher makes efforts to know how many the new comers or pupils have previous knowledge. He tries to know this thing in the following three areas:

- a. Abilities of learners.
- b. Interests and attitudes of learners.
- d. Academic background of learners.³

According to H.Douglas Brown, teacher can play many roles in the course or teaching.⁴ It means that a good learners find their own way and take charge of their learning and determine the methods or technique that are best for them. A teacher should have all requirements above in order to because a good teacher. Surely, it is not easy. A teacher was someone who controls all activities done by himself and the students. A teacher was an important to determine a successful learning. A good teacher should have a lot of knowledge that was preached the students. A teacher was as guider and resources. It is very important to have an ability to organized the material well. Besides, a teacher has to deliver the material with an interesting method so that the students can accept the material easily.

³P.W.Jackson,<http://anandkab.blogspot.com/2011/03/structure-and-phases-of-teaching.html> accessed on 23-04-2013.

⁴H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (third edition; San Fransisco State University; Person Education, Inc.2007) p. 214-216.

In other that, a teacher must be active to think about the method that was help the students to understand the material easily. The material should be suitable and given by its proportion. It needs a good skill to do it.

Abdul kareem, in his article, teaching English vocabulary is an important area worthy of effort and investigation.⁵ Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills.



⁵Abdul Kareem, *Teaching English Vocabulary* online <http://www.google.com> Accessed on 6 Mei 2013.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

On the basis of the research findings conducted, there are some conclusions can be drawn as the answer of the research questions.

1. The result of the research indicates that there was improvement between first cycle and second cycle, in the first cycle the result of the test shows that the level of student's vocabulary has not improved. There were still some significant weaknesses in the first cycle, it can be seen in the mean score of the test is 68.461. Then in the second cycle the result of the test shows that the level of student's interactive learning vocabulary by using narrative text had improved. The mean of the test is 87.53846; it means there is an increase score of the mean. It is above the maximum requirement of mastery learning.

The result of the test also shows that 11,538% or 3 out of 26 students have score below 80 and 88,461% or 23 out of 26 above 80. In short, though there a big significant increase in terms of mean of the test as well as the number of students who have reached the mastery learning level. In relation to the students perception in every cycle (1 & 2) proves that the students were really encouraged. Most of the students gave positive perception to word the using three phase teaching for improving the vocabulary.

2. In the class the students enjoyed the learning process because the technique that was implemented in the class was new for them and made them comfortable. Their curious made them seriously in learning process, although there were some

students not participated in learning process. But, the researcher keeps to reflecting and keeps them in comfortable class.

B. Suggestion

For the research findings need to be followed up, some suggestions are also addressed to, the teachers, the students, and the school principal or government, and to future researchers.

1. To the teachers

The teacher should give the students motivation in learning vocabulary. Regarding that three phase method can effectively assess and improved the students vocabulary, English teacher are recommended to apply this method in learning vocabulary instruction at the eleventh year of MAN Masamba level by also considering their students level and design of the lesson plans.

2. To the students

Referring to the advantages of three phase teaching method toward the students learning attitude that could lead them to become more responsible, responsive and reflective, the students are then suggested keeping on doing vocabulary their mind not only in English class but also in learning other subjects. They are also suggested collecting their works in portfolios in order they can see their progress over time.

3. To future researchers

This study was an action research in which the result is very typical and cannot be generalized, so that it is advisable that future researcher carry out a

study of three phase teaching method at the same level or higher level to verify the strength of this model in assessing and improving the students' vocabulary mastery. It is also suggested that they conduct action research to implement an appropriate and applicable of three phase teaching method in assessing and improving other language skills; writing, listening, vocabulary, and speaking.



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Appendix : 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP CYCLE I)

NAMA SEKOLAH : MAN MASAMBA
MATA PELAJARAN : BAHASA INGGRIS
KELAS/ SEMESTER : II IPA₁ / 1
TAHUN PELAJARAN : 2012/2013
TIME : 2 X 40

A. STANDAR KOMPETENSI

1. Berkomunikasi dengan bahasa inggris melalui pengayaan kosa kata

B. KOMPETENSI DASAR

- 1.1 Mengidentifikasi, melelafalkan dan menghafal kosakata bahasa inggris melalui three phase teaching dalam texts narrative.

C. INDIKATOR

- ③ Mengidentifikasi kosakata yakni verbs, adjective,nouns dan adverbs melalui three phase teaching dalam text narrative.
- ③ Melafalkan kosakata bahasa inggris yakni verb, adjective, noun, dan adverb melalui three phase teaching dalam text narrative.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat :

1. Siswa lebih mudah mengidentifikasi dan melafalkan kosa kata bahasa inggris melalui three phase teaching dalam text narrative.
2. Siswa lebih mudah menghafal dan melafalkan kosa kata bahasa inggris melalui three phase teaching dalam text narrative.

E. MATERI PEMBELAJARAN

- a. Teks monolog berbentuk narrative
- b. Membahas bentuk verbs, adjective, dan nouns dan adverb.

F. METODE PEMBELAJARAN : Three phase teaching

G. LANGKAH – LANGKAH PEMBELAJARAN

Langkah	Kegiatan Guru – Siswa	Waktu
Kegiatan Awal	<ol style="list-style-type: none">1. Salam dan doa2. Mengajukan pertanyaan:<ul style="list-style-type: none">▪ Good morning everybody, how are today!▪ Are you ready for lesson today?▪ Memberikan motivasi kepada siswa▪ Menyampaikan tujuan, manfaat dan kegiatan pembelajaran.	10 Menit
Kegiatan Inti	<ol style="list-style-type: none">1. Menyampaikan materi2. Menjelaskan tentang test narrative3. Membagikan soal4. Siswa mengidentifikasi dan mencari arti kosakata baru yang diberikan.5. Mendiskusikan kosakata yang siswa temukan dibahas dalam diskusi yang dipimpin oleh guru.	60 Menit
Kegiatan akhir	<ol style="list-style-type: none">1. Menanyakan kesulitan siswa selama proses pembelajaran.2. Menugaskan siswa untuk menghafal kosakata yang telah mereka temukan.	10 Menit

H. SUMBER BELAJAR

- a. “Dasar- Dasar Penguasaan Bahasa Inggris”. By Drs. Azhar Arsyad M.A
- b. Buku cetak bahasa inggris kelas XI SMA 4 PALOPO.

I. PENILAIAN

- a. Tehnik : tertulis
- b. Instrument / soal- soal

J. Pedoman penilaian

- a. Setiap jawaban benar skor 10
- b. Setiap jawaban salah diberi skor 0
- c. Jumlah skor maksimum 100
- d. Nilai maksimum 100

Jumlah skor maksimal



Palopo, 2012

Guru Bidang Studi

Peneliti

VIVIK NURAENI,S.Pd
NIP:

IRMA
Nim. 08.16.3.0141

Mengetahui,
Kepala Madrasah
MAN Masamba

KASMAN DONI TUPEN, S.Ag,MM

NIP:150 278 976

Appendix: 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP CYCLE II)

NAMA SEKOLAH : MAN MASAMBA
MATA PELAJARAN : BAHASA INGGRIS
KELAS/ SEMESTER : II IPA₁ / 1
TAHUN PELAJARAN : 2012/2013
TIME : 2 X 40

A. STANDAR KOMPETENSI

2. Berkommunikasi dengan bahasa Inggris melalui pengayaan kosa kata

B. KOMPETENSI DASAR

- 1.2 Mengidentifikasi, melelafalkan dan menghafal kosakata bahasa Inggris melalui three phase teaching dalam texts narrative.

C. INDIKATOR

- ③ Mengidentifikasi kosakata yakni verbs, adjective, nouns dan adverbs melalui three phase teaching dalam text narrative.
- ③ Melafalkan kosakata bahasa Inggris yakni verb, adjective, noun, dan adverb melalui three phase teaching dalam text narrative.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat :

1. Siswa lebih mudah mengidentifikasi dan melafalkan kosa kata bahasa Inggris melalui three phase teaching dalam text narrative.
2. Siswa lebih mudah menghafal dan melafalkan kosa kata bahasa Inggris melalui three phase teaching dalam text narrative.

E. MATERI PEMBELAJARAN

- a. Teks monolog berbentuk narrative
- b. Membahas bentuk verbs, adjective, dan noun dan adverb.

F. METODE PEMBELAJARAN : Three phase teaching

G. LANGKAH – LANGKAH PEMBELAJARAN

Langkah	Kegiatan Guru – Siswa	Waktu
Kegiatan Awal	3. Salam dan doa 4. Mengajukan pertanyaan: <ul style="list-style-type: none"> ▪ Good morning everybody, how are today! ▪ Are you ready for lesson today? ▪ Memberikan motivasi kepada siswa ▪ Menyampaikan tujuan, manfaat dan kegiatan pembelajaran. 	10 Menit
Kegiatan Inti	6. Menyampaikan materi 7. Membagi siswa dalam beberapa kelompok 8. Menjelaskan tentang test narrative 9. Membagikan soal 10. Siswa mengidentifikasi dan memilih salah satu kosakata yang tepat untuk melengkapi kalimat yang tidak lengkap. 11. Siswa diminta untuk menulis setengah halaman buku dengan menggunakan kosakata yang dipelajarinya, kemudian siswa dapat berbicara depan kelas dengan kosakata yang dipahaminya.	60 Menit
Kegiatan akhir	3. Menanyakan kesulitan siswa selama proses pembelajaran. 4. Memberi teks tertulis berdasarkan kosakata yang telah didiskusikan. 5. Menugaskan siswa untuk menghafal dan bisa membuat sebuah paragraf yang telah mereka temukan.	10 Menit

H. SUMBER BELAJAR

- a. “Dasar- Dasar Penguasaan Bahasa Inggris”. By Drs. Azhar Arsyad M.A
- b. Buku cetak bahasa inggris kelas XI SMA 4 PALOPO.

I. PENILAIAN

- a. Tehnik : tertulis
- b. Instrument / soal- soal

J. PENILAIAN

- c. Tehnik : tertulis
- d. Instrument / soal- soal

K. Pedoman penilaian

- e. Setiap jawaban benar skor 10
- f. Setiap jawaban salah diberi skor 0
- g. Jumlah skor maksimum 100
- h. Nilai maksimum 100

Jumlah skor maksimal



Palopo, 2012

IAIN PALopo

Guru Bidang Stiudi

Peneliti

VIVIK NURAENI,S.Pd
NIP:

IRMA
Nim. 08.16.3.0141

Mengetahui,
Kepala Madrasah
MAN Masamba

KASMAN DONI TUPEN, S.Ag,MM

NIP:150 278 976



IAIN PALOPO



CURRICULUM VITAE

Irma was born as a second child from an happy and simple family at Juni 2nd, 1989 in Masamba. Her father's name is Sukardi (almarhum) and her mother's name is Becce. She is the second child from the one brother and two sisters.

She started her study at the Elementary School (SD) Num. 143 Kappuna in 1997 and graduated in 2003 and continued it in Junior Hight School (SMP) Num. 1 Masamba. In 2005 she graduated it and then continued her study in Senior Hight School (MAN) Masamba and she graduated in 2008. After that, she continued her study at the State College For Islamic Studies (STAIN) Palopo and taking English Department. She finished her study at the State College For Islamic Studies (STAIN) Palopo in 2012.

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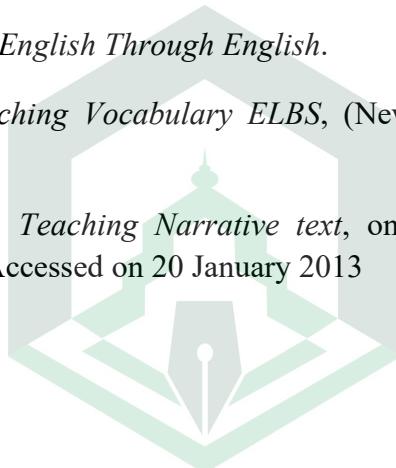
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