

**IMPROVING STUDENTS' VOCABULARY THROUGH SPOOF TEXT AT  
NINTH GRADE OF SMP NEGERI 34 MAKASSAR**

**SKRIPSI**



**BY  
LUKAS PAILLIN SARRIN  
4512101074**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS BOSOWA MAKASSAR  
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Submitted by

LUKAS PAILIN SARRIN  
NIM 4512101074

Had been defended in front of Skripsi Examination Committee  
April 2<sup>nd</sup>, 2018

Approved by:

Supervisor I,



Dra. Dahlia D. Moelier, M.Hum.  
NIDN. 0912096701


Supervisor II,



A. Hamzah Fansury, S.Pd., M.Pd.  
NIDN. 0908118701


Under the cognizance of,

Dean  
Faculty of Teacher Training and Education,



Dr. Mas'ud Muhammadiyah, M.Si.  
NIK.D. 450 096

Head  
English Education Department,



Hj. Restu Januarty Hamid, S.Pd.I., M.Pd.  
NIK.D. 450 398

## ABSTRACT

**Lukas, Paillin sarrin** 2018. *Improving Students' Vocabulary through Spoof Text at Ninth Grade of SMP Negeri 34 Makassar* supervised by Dahlia D. Moelier and A. Hamzah Fansury

This study was to know the ability of students of SMPN 34 Makassar in mastering vocabulary by using spoof text. It was conducted at IX-1 class of SMPN 34 Makassar academic year 2017/2018 as the subject of the study.

This study is categorized as a collaborative classroom action research. The writer worked collaboratively with the English teacher in the class. The CAR was done based on Kurt Lewins' design. The writer did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data was gained by analyzing observation result. Then, quantitative data were obtained from the students' writing score of pretest and posttest.

The finding of this study showed that there was an improvement on the students' ability in vocabulary. It can be seen from the mean of pretest score was 60.31. Then, the mean of posttest cycle 1 score was 66.38 and the mean of posttest cycle 2 score was 75.31. In addition, there were 4 students (9.5%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) in the pre test. Meanwhile, in the cycle 1, there were 14 students (33.3%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) and it gained which was in the posttest cycle 2 there were 37 students (88%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM), so the criterion of success was achieved. Related to the results of the gained data, it can be concluded that spoof text can improve students' ability in vocabulary.

**Key words:** Spoof Text, Vocabulary

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## CHAPTER I

### INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significant of the research and scope of the research.

#### A. Background

English as the international language has the important position in our life because it has been obligated to learn at social stratification. English has been recognizing by communities citizen in the world, because with using it everyone from everywhere be able to know about global free trade development, everyone that come from all of all corner citizen world must be can to speaking English well. So, when and where they are to recognizing with the other and have capability to communicate with the other and could to understanding another cultures.

Since English has been used as the international language, almost school from everywhere has to use English as the introduction language in their school with their curriculum diction. So English has been as the state of international language. It will be important to learning subject that must learn. Although, in several country is learning English as the second language contain with our countries also but English will be learning an useful in several management of government, if we will to do cooperate

with another country has been of course always using English as the native language.

Developing native of vocabulary in the country. Since English was spoken internationally, many people and students are interested in studied English. Up to now, many students who want to continue, their studies at the university, instituted or those who wants to go abroad need to study English deeply. On the other words, English is very important for the students who want to develop their knowledge. To develop knowledge of language, vocabulary will be the first priority to know.

## **B. Problem Statement**

Based the previous background, the writer would like to formulate problem statement as formulate statement as follows:

1. What extent is the ability of student of SMPN 34 Makassar in Spooftext in mastering their vocabulary ?

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

The Objectives of the research to know the ability of students of SMPN 34 Makassar in mastering vocabulary by using spooftext.

#### **D. Significant of the Research**

The significant of this research is to find some information from the students' of in SMPN 34 Makassar about any way to master English vocabulary . it until also be information to the readers of this research.

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

The scope of the research is restricted to what extent Spoof Text can enrich the student vocabulary, especially which relate to the theme involved in a Spoof text. Here, the writer focuses on the vocabulary as one aspect of English through Spoof text.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with previous of related research and some pertinent ideas that consist of concept of vocabulary, definition of vocabulary, and Spooof text.

#### A. Previous of Related Research

Mardawati (1997 : 148) suggested in teaching English, student must be given more activities in learning vocabulary in order that they have time to receive and produce the word.

Rita (1994: 26) found that teaching vocabulary through technique can catch the student's interest and they can be involved actively in vocabulary teaching activities.

#### B. Some Partinent Ideas

##### 1. The General Concept of Vocabulary

Vocabulary is one of the four language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separated from each other in language learning process. Since English as foreign language becomes an international language. no wonder, it becomes so important for foreign language learners to learn and master on it that it is a basic element of

a language used before learning more about the foreign language. It happens when one who is learning a language has a great mastery on vocabulary, he will succeed in using the language being studied either in comprehending the meaning of a word in the context of spoken or written language.

**a. The meanings of words**

Many words have several different meanings each, study the meanings of the words and the part of speech.

**b. How the words are used**

Study the words in context, apply what you learn by writing sentences or uttering with words.

**c. Root words, prefixes, suffixes**

Studying these will aid in the study of vocabulary.

**d. Analogies**

This is comparing two pairs of words and choosing the pair that goes together. Moreover According to Kamil & Hiebert (2005 : 272) in their article accessed from internet, they broadly define; vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that they recognize and use in listening and speaking. Print vocabulary includes

those words that they recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that they recognize when they hear or see them.

Kamil & Hiebert (2005 : 273) in their article, they also say that productive vocabulary includes words that they use when they speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which they assign some meaning, even if they do not know their full definitions and connotations or ever use them as they speak and write. In line with the statement above, I define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, vocabulary can be used to refer to the kind of words that students must know to read increasingly demanding skills with comprehension. I begin by looking closely at why developing this kind of vocabulary is important to some skills such as reading, listening, writing, and speaking. In addition, vocabulary will not only be focused on learning process which leads to improve the students' mastery of language.

Furthermore, Vocabulary will let them know about a culture education by looking at its meaning, where vocabularies product learned is completely different from Indonesian language. Vocabulary



is the fundamental part of language, which is used in any situation either; it is in the form of spoken or written language. Review at the discussions above, I conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, speaking, reading and writing) and learn English second language generally.

As it has been discussed before that vocabulary mastery is very essential in learning language it always mean we learn the word of the language, As Allen (1997:148) state that “the importance of vocabulary always means learning the word of the language.

## **2. What is Vocabulary**

Famir (2005) states that vocabulary is the contents and the functions in a language which are learned in complete sense. Words that have meanings when heard or shown although the words are produced individually when communicate with others.

Richards (2000) states that vocabulary is one of the most obvious components of language and one of the most obvious components of language and one of the first things applied linguistics turned their attention.

According to Carter quoted by Tahir,(1997 : 6) vocabulary is the content and function words of language which are learned so thoroughly that they become a part of a child’s understanding,

speaking, reading, and writing. Vocabulary is the words having meaning when heard or understood, even though not proceed by the individual himself to communicate with other.

Webster's (1983 ) states that vocabulary is :

- a. A list of words and sometimes phrases, usually arranged alphabetical order and defined a dictionary, glossary or lexicon.
- b. All the words of language.
- c. All the words used by a particular person, class, profession, etc.

Sometimes all the words recognized and understood by a particular person, although not necessary used by him (in full, passive vocabulary)

Some experts have expressed several definition of vocabulary. Urdan and Flexher (1969 : 59) state that vocabulary is the stock of word used by or known to a particular person or group or person. Furthermore, Gove (1966: 158) Comments out:

“Vocabulary is list of words and sometimes phrases usually arrange in alphabetical order to and as a dictionary, glossary, or lexicon. All the word used by particular person, class, profession, etc. Sometimes all the word recognized and understood by a particular person, although not necessary used by him”.

From the definition above, it is concluded that vocabulary is acquired incidentally through explicit instruction in specific words and word learning strategies.

a. Types of Vocabulary

Some writers have given the classification of vocabulary. Some of them as follow :

Schail (1967: 57) classifies three types of vocabulary as in the follow :

- 1) Active vocabulary, the word we cost mainly use in speaking and probably account of 5.000 to 10.000 word.
- 2) Reserve vocabulary, the word we know but we rarely use in speaking; we use them in writing letter.
- 3) Passive vocabulary, the word we recognize vaguely, but are not sure of their meanings. We never use them in either speaking or writing and we just know we have them before.

“Rasyid (1988 : 1) classifies the vocabulary of modern English into three types of word, and element considered from point of its origin namely:

- 1.The namely (those derived from Anglo – Saxon or old English)
- 2.The borrowed (those borrowed from any other language )

3. The namely formed (those made up at any time materials already in the language)

In addition, Mcgroger (1970; 19) comments out the term of productive and receptive vocabulary, he states: 'The distance between them is certainly essential for teaching process. Native speaker and foreign language alike recognize and understand more word than they actually they use to recognize the word and do not use their receptive one.

Good (1959: 465) divides vocabulary into four kinds, namely:

a) Oral vocabulary

Oral vocabulary consist of word which are actively used in speech. The significant character of oral vocabulary is actively used by the speaker in unheard situations.

b) Writing vocabulary

Writing vocabulary consist of words which are actively used in writing. Since it is also not under the constraint of time, it may have substantially wider range than the vocabulary if unrehearsed speech.

c) Listening vocabulary

Listening is the stock of word to which one responds with meaning and understanding in the speech of others.

d) Reading vocabulary

Reading vocabulary is the stock of word to which one responds with meaning and understanding in the writing of others.

### **3. Some View of Vocabulary**

It is said that vocabulary is mastery certain language, the way to success the language skills, such as listening, speaking, reading, and writing. This is because the basic of language learning. Vocabulary is important in the language.

According to the dictionary of Educational vocabulary the content and the function word of a language, which are learned so thoroughly that they become a part of child understanding speaking and later reading and writing vocabulary.

Vocabulary is a word having meaning when heard or seen even though not produced by individual himself to communicate with other (Good, 1959: 642)

### **4. Vocabulary Celection**

Teaching vocabulary is an important part of a language and it must be done carefully. The English teacher should know which are

important to learn because many words will not be useful to the students. The useful words are the words that occur frequently in everyday life. In other words, those words are needed in our daily conversation.

To select the important of vocabulary we choose the actual words that can be used by the students. In this case, before teaching it, the teachers should select the student vocabulary need.

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

The aim of vocabulary selection is to remedy or to make the learning process more efficient before selection. The teacher should determine the criteria of selection words. The teacher can use the following criteria to select words for studying.

- a. Those with high utility in daily life.
- b. Those of necessary for comprehension in specific are of interest to the student or needed by the student ( Willkins, 1980 : 113 )

Based on the theory above, we can associate the students vocabulary need, means the personal need, social need, thinking need, and labeling need:

a) Personal

It means that students need the language for communication, work, sharing information, etc.

For example: study, play, discussion, etc.

b) Social need

It means that the students need a language for communication with other people where the students live.

For example: work together in a group

c) Thinking need

It means that the students need a language for expressing ideas, solving problem, speaking, etc.

d) Labeling need

It means that the students need a language for referring to person, place, think, etc.

## 5. How to Learn Vocabulary ?

We know very well how important vocabulary is. We also know students must learn thousand of words that speakers and writers of English use. However, we know as well, that acquiring or learning vocabulary is not a simple matter of learning that certain word in one language means the same as a word in other language. It is really a subject of manifold aspect and activities as Allan (1983 : 33) states, as we have seen, then, the learning of word meanings requires more

that use of dictionary, and vocabulary acquisitions is a complex process.

In essences we can't teach vocabulary, we can only describe, present, and explain the form, content, and the use of it in all sort of activities, place, and times. This should be learning by individual accordingly, different individual will have a different command of concept and number of vocabulary as Rivers (1983 : 463) states.

Vocabulary it can be presented, explained, include in all kinds of activities, but it must be learner by the individual. The vocabulary we understand and the vocabulary we can use various in nature and quantity from one person to another even in our native language.

In order that we can have a clear image of how the vocabulary is presented and explained, and how it is learned the following view point as follows:

1. First stage

Let the students look at several words that are introduce in first year textbooks, word representing noun, verbs, adjective, and other kinds of words (such as preposition, conjunction, articles, and auxiliaries).



## 2. Techniques for beginners classes

In the same classes for beginning, teachers use all three ways to show meanings of vocabulary words:

- a. Pictures
- b. Explanation in the students own language,
- c. Definition in simple English, using vocabulary that the students already know.

In additions to the three above, we can also real objects such as body and the part of it, the man, women, boy, and girl who may be present in the class.

## 3. Vocabulary in intermediate

At this phrase, simple English is used to know meaning of words, more words for common areas of living; (which have already been discussed in connection with vocabulary for beginners) can also be used at the intermediate level in several helpful ways.

## 4. Vocabulary in advanced classes

There are two major aims in advanced classes. First, to prepare the students to use kinds of English and for the native speaker. Second to help students become independent, responsible for their

own learning. At this level the students will have to depend on their own efforts habits of study. Dictionaries therefore become important especially to advance the students must be taught to use them well.

Rivers (1983 : 126) categories how to learn vocabulary can briefly be categorized into seven categories, namely;

- a. Students need to learn how to commit vocabulary to long -term memory.
- b. Students must learn to discriminate variations in distribution and new boundaries of meaning.
- c. Students should learn to detect morphemes which recur in a number of word and which can be help them to identify at least part of the meaning, this assisting them in guessing from context the meaning of apparently new items.
- d. Students must learn how to discover new words for themselves.
- e. If the students are not to become discouraged, they need to learn that vocabulary is elastic and that they can make much of the little they know by paraphrase, circumlocution, and definition, as the gradually build up a more and varied lexicon.
- f. Students must learn how the different their own vocabulary staidly and systematically.

They should begin early to keep individual list of new words they encounter, word that interest them and problem word which are continually tripping them up. These words should be written down in some appropriate way, either in communication with others or in internal dialogue, will help to impress these words upon the mind and facilities storage.

## **6. SPOOF**

### **a. Definition of Spoof**

1. Spoof is an amusing story that tells events in chronological sequence. It is a humorous story with a twist or unexpected ending
2. Spoof Text is a text which tells about factual story, happened in the past time with unpredictable and funny ending. Spoof text is very similar to recount text. Both spoof text and recount text tell about the past event with chronological order. However, the purpose of Spoof Text is to amuse reader with funny story. The story mostly is ended with an unpredictable event. The other different is Spoof Text has "twist" in the end of the story.
3. Mentioned in the Cambridge Advanced Learner's Dictionary Online (wow), there are two meanings of spoof text. First, as a noun, the meaning is, "a funny and silly piece of writing, music,

theater, etc. That copies the style of an original work". Being second, spoof as a verb, meaning, "to try to make someone believe in something is not true, as a joke." Spoof of the second meaning above, it can be concluded that the definition of spoof text is a text that contains humor though most of the text has been modified from the original.

From the definitions above, I can resume that Spoof Text is funny story / humorous story that happened in the past time and have a unexpected ending.

**b. Communicative purpose**

Communicative purpose (social function) = to tell an event with a humorous twist, or to entertain the readers with an amusing story.

**c. Language Characteristic**

There are several linguistic characteristics that can distinguish Spoof Text with English Text types (Types of Text) the other, there are :

1. Focusing on people, animals or certain things
2. Using Past Sentence
3. Using action verb; ate, ran, was walking, etc

4. Using adverb of time and place

5. Told in chronological order.

**d. The Generic Structure ( general arrangement ) in a spoof text are :**

- Orientation, provides an introduction to the characters, setting, etc.
- Events, provides events
- Twist, ending the story (the ending is considered funny, sometimes unexpected)

A description of the orientation and the event is oftenly discussed, especially on the subject narrative text and recount text. In any spoof text, orientation and the event was not much different from the one in the narrative and recount.

Looking for a twist, for those not used to writing a humorous story may be very difficult to understand the twist was hard enough, let alone making up their own .Yes, to understand the twist, we need a sense of humor until we are able to digest what's behind the humor contained in this twist. Because usually very difficult to predict, "what's the punchline ?" Let's see the example :

## **ABUNAWAS - A fair share**

The old judge had been sick for three months. Many doctors tried to cure him, but he did not get better. One day he called his son, Abunawas. "Abu, my time will come soon," he said to his son. "King Aaron El Rosyid will appoint you to be my successor. Take it, if you think you can be a good judge. If you think you can't, leave it." Not long after that, Abu's father passes away. Abunawas was so sad and confused. He was sad because he lost his father. He was confused because he did not want to replace his father's position, but he had not had any good reason to refuse it yet.

One day he saw children playing with hobby-horses made of the midrib of banana leaf. He made one and joined them. They ran around happily. Finally, they went to the palace with their hobby-horses. Some ministers saw Abunawas among the children. They thought that Abu was mad for his father had just died. They reported this to the king. The king did not believe them, so he called Abu to come to the palace. When Abu came at the gate of the palace, a guard stopped him. "Hey, listen," said the guard. "I'll let you in if you promise me something.". "Promise you what?" Abu asked. "Promise to give me half of anything that the king will give you" "Ok, no problem," said Abu. The guard let

him pass the gate into the palace. When Abu was in front of the king, he bowed but did not say anything. The king asked him. "Abu, will you be a judge like your father?" Abu did not answer. The king became impatient and said loudly. "Hey, Abu! Do you hear me?"

Abunawas did not say a word but began dancing. The king was then very angry and thought that Abu was crazy. He asked one of his guard to beat Abu with a rattan stick twenty times. Abu was in pain but he tried not to cry or say a word. "Now, go away," said the king. Abu left the palace and began to beat the guard ten times. He then left him for home. The guard reported this to the king. The king was angry and ordered Abu to come to the palace again. "why did you beat this guard?" asked the king. Calmly Abu answered, "Yesterday, before I passed the gate he stopped me and made me to promise something." "What did he want you to promise?" "He wanted me to give him half of anything that Your Majesty would give me. And yesterday you gave me twenty beats on my back. So I gave him share, ten beats on his back. It's fair, isn't it?"

Source : <http://englishstory12.blogspot.com/2012/02/fair-share.html>

**Question :**

**A.** Answer the multiple choice question from number 1 – 15 !

1. “Many **doctors** tried to cure him”(first paragraph), The bold word have the same meaning with?

- a. Carpenter
- b. Medicate
- c. Fisherman
- d. Teacher

2. The synonym of the word **appoint** in the first paragraph refers to?

- a. Indicate
- b. help
- c. The clown got offered by the zoo keeper to be a gorilla
- d. The clown accepted the job

3. The similar meaning of the word **Passes away** refers to?

- a. alive
- b. confuse
- c. lied
- d. dead

4. The word **confused** has a similar meaning with?

- a. Careful
- b. Bad
- c. Puzzled
- d. Cruel

5. “he had not had any good reason to **refuse** it yet”. The bold word has the same meaning with?

- a. Reject



b. accept

c. agree

d. receive

6. "They ran around happily..." the antonym of the word happily is?

a. Badly

b. angrily

c. Sadly

d. curiously

7. The antonym of the word died is?

a. Death

c. Awake

b. Alive

d. Perish

8. The opposite of the word Loudly is?

a. Silently

c. disturb

b. noisily

d. stormy

9. The below words have the antonym meaning with word calmly, except?

a. noisy

c. disturb

b. silently

d. Stormy

10. "*Finally*, they went to the palace..." The antonym of the italic word is?

a. At last

b. In the end

- c. lastly
- d. At first

11. The place where the king stay is?

- a. Office
- b. forest
- c. Palace
- d. Hospital

12. The man who has a job to cure the people is?

- a. Teacher
- b. Doctor
- c. Guard
- d. Priest

13. The man who responsible to look after the king is?

- a. Judge
- b. Minister
- c. Children
- d. Guard

14. The man who has a power in the palace called?

- a. King
- b. Judge
- c. Guard

d. Minister

15. The man who apply justice in the palace called?

a. Doctor

c. Minister

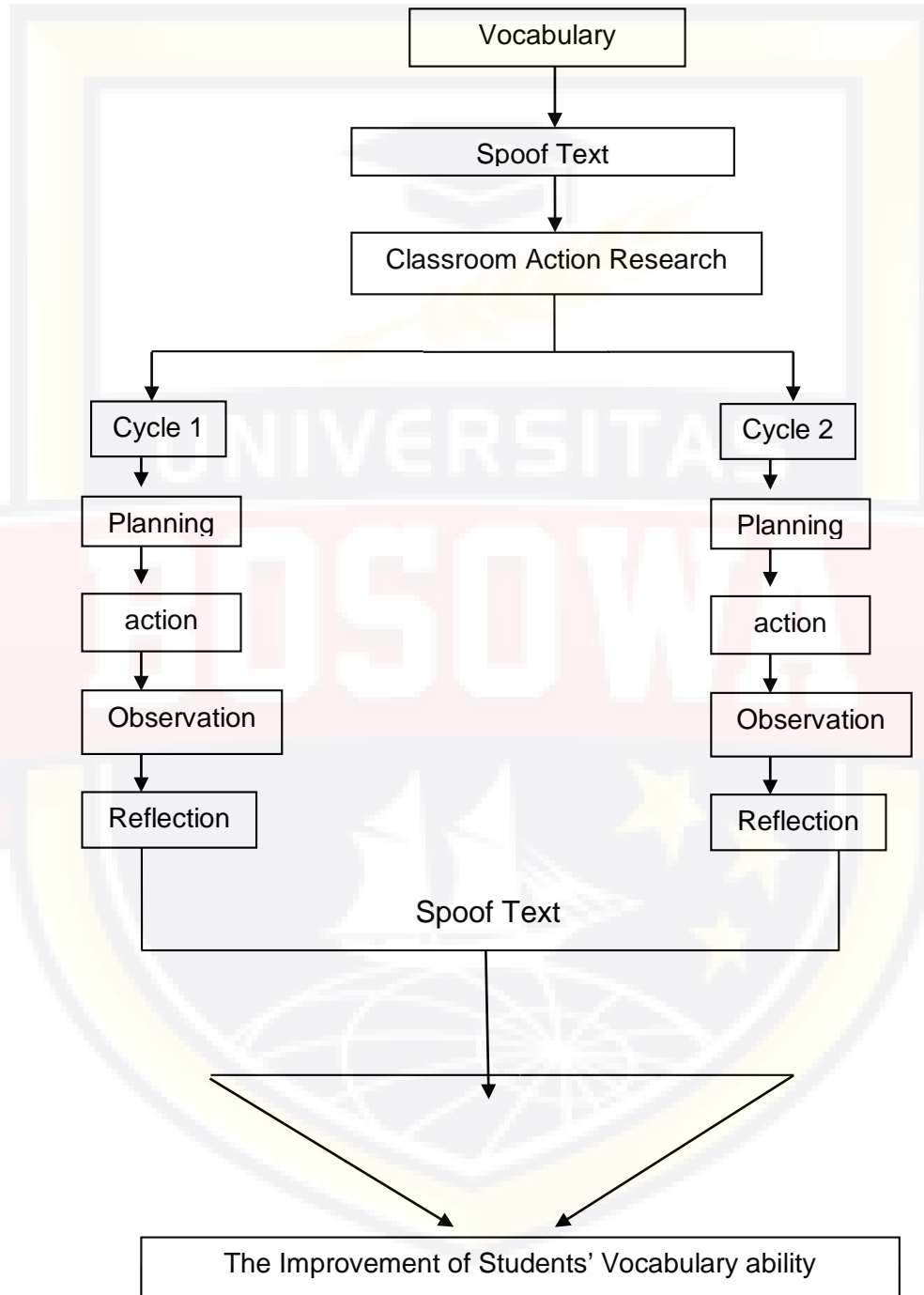
b. Priest

d. Judge

**B.** For the question from 16 – 20, please matching the words in the column A with the same meaning in the column B.!

NO	A	B
16	Better	Furious
17	Angry	Hurt
18	Sick	Mad
19	Crazy	ill
20	Pain	Good

## 7. The Conceptual Framework



It can not be denied that vocabulary is very important for the students. Through vocabulary, people can enhance horizon of thinking or develop his new ideas and concept. Since the researcher still found that the students have low vocabulary or other reference reading in English language teaching should be good for students.



## **CHAPTER III**

### **METHODOLOGY**

This chapter covers with research design, cycle I and cycle II, instrument, procedures in collecting data and technique of data analysis.

#### **A. Research Design**

In this research, the writer applied Classroom Action Research (CAR). Action research is the name given to a creasing popular movement in educational research. It is a form of self-reflective enquiry that is now being used in school based curriculum. According to Kurt (Pedoman Teknis Pelaksanaan CAR, 2003: 4) that there are four components in one cycle for doing classroom action research, they were;

1. Planning,
2. Action,
3. Observation, and
4. Reflection

#### **B. Time and location of the research**

This Research was conducted at SMPN 34 Makassar. This research was conducted on January 2018.

### **C. Subject of the Research**

The subjects in this research were all of students at class IX.1 SMPN 34 Makassar. There were 42 students consist of 13 male and 29 female.

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

The writer used tests to asses and examines the students' vocabulary. The writer gave test in each cycle to find out the improvement of the students' vocabulary through Spooof text to improve students vocabulary. The test instrument gave to the students they were: Text about funny story and the question based of the text.

### **E. Procedure of the Research**

#### **1. Cycle I**

##### **a. Planning**

In this step, the writer prepared what has to do in action step. The writer prepared all of the instruments to get valid data such as lesson plan based on the syllabus, attendance list, and students work paper.

##### **b. Curriculum Observation**

1. Preparation for teaching facilities such as created a lesson plan based on school's syllabus, media that is used in teaching develop evaluation instrument, etc.

2. Preparation for all research in other not to make a mistake during the research such as alternative to solve the problem of the research.

c. Action

In this step, the writer introduced the use of spoof text to teach vocabulary and gave example of use of spoof text method. Each of the students asked about the content of vocabulary text and the writer provided question related to the text.

d. Observation

- 1) The situation in teaching and learning activities
- 2) Activity and creativity of students.

e. Reflection

- 1) Researcher analyzer the lack – vocabulary competency of students from the observation.
- 2) Develop plan of activities for the second cycle.
- 3) He writer looked for the problem solving for the weakness.

## 2. Cycle II

Similar to the first cycle, second cycle consists of planning, observation, and reflection, which described I detail as follows.

a. Planning

Researcher created lesson plans based on the result of reflection on the first cycle and prepare vocabulary



b. Action

Researcher conducted vocabulary using spoof text based lesson plans that have been on the first cycle.

c. Observation

Researcher conducted observations of teaching vocabulary activities using Spoof Text

d. Reflection

Researcher reflected on the implementation of the second cycle and make conclusions on the use of Spoof text to Improve students' vocabulary competence

**F. Technique of Data collection**

The technique of data collection using in this research is as follows :

- a. Observation; it aims to find out the students' participation during the teaching and learning process
- b. Interviewing; it aims to find out the students' responses during the teaching and teacher.
- c. Test; it aims at find out the students' improving vocabulary.

## G. Technique of Data Analysis

The data get from cycle I and cycle II analyzing through the following steps :

1. Calculate the value of the test to indicate the significant different between score of the cycle I and Cycle II.
2. The mean score of the students' found out by means following the formula

Where : 
$$\bar{X} = \frac{\sum x}{N}$$

$\bar{X}$  = mean score

$\sum x$  = total score

N = total sample

(Gay. 1981 : 298)

3. Tabulating the score of the students formula into the following classification

Classification	Score	Frequency	Percentage
Very Good	9 -10		%
Good	7.6 - 9		%
Fair	6.1- 7.5		%

Poor 5.1- 6 %

Very Poor Less than 5 %

**Total** 100 %

Depdikbud (1985:6)

4. Rate Percentage of the students' score

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

Notation :

% = Percentage

F = Frequency

N = Total respondent

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the result of research. In this case, it discussed the way to improve students' vocabulary by *Spoof Text* at IX.1 class of SMPN 34 Makassar academic year 2017/2018.

#### A. Before Implementing the Action

There were three parts related to before implementing the action. Those were pre-observation and pre-test. Those explanations as following:

##### 1. Result Pre Observation

Pre observation was conducted to observe the process of teaching learning in writing activity before implementing the action. It was held at IX.1 class of SMPN 34 Makassar academic year 2017/2018. This class consisted of 42 students in the class. The pre-observation was conducted on 17th and 19th of January 2018.

In general, during the teaching learning process in the classroom, the teacher mostly dominated the class. Hence, students only got less opportunity to be active in the class. While the teacher was explaining about the schematic structure of the spoof text, most students did not pay attention to her explanation. Next, the teacher gave students the example of spoof text and she read the text. After reading the text, she asked students whether they had difficult vocabularies or not and some students asked her while most of

them especially male students were busily talking to their friends. Then, the teacher asked students to read the text together and asked two female students and two male students to read the text individually.

Next, the teacher asked several questions about the text, and there were only few students who answered the teacher's question correctly. When the teacher asked students to arrange the jumbled sentences into a good paragraph, most male students were cheating and the teacher asked them not to make noise. Write a descriptive text without asking them to make the draft first. Therefore, they were looked very confused and asked their friends what to write. It made the class' situation noisy.

## **2. Result of Pre Test**

The pretest was done before the Classroom Action Research (CAR). It was conducted on 19th of January 2018. It started at 12.10 P.M. The test was in the form of multiple choice test.

Based on the result of pre test, the data showed that the mean score of pretest was 60.31. There were only four students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 42 students below the minimum mastery criterion.

The lowest achievement gained score 40. From that analyzing, it could be seen that most of the IX.1 class students' writing ability was still very low.

## **B. Implementation of Classroom Action Research (CAR)**

### **1. CYCLE 1**

#### **a. Planning**

In this phase, the writer and the teacher worked collaboratively to make a lesson plan for the action based on the problems faced by students in vocabulary. In this case, the writer determined the selected material and exercises into a lesson plan. Therefore, spoof text was chosen as the text to be taught for students. In the lesson plan, there was a recount text to be discussed during the teaching learning process and example of Spoof Text to be shown to students. In addition, the writer also prepared some instruments. Those were unstructured observation sheet to observe the students' and the teacher' activities in teaching learning process whether it was in line with the lesson plan had made before or not, and the post test I.

Here, the writer and the teacher decided to use the same question as the pretest. The post test is used to collect the data and to know students' improvement scores from pretest to posttest after using Spoof Text.

#### **b. Acting**

The action of the cycle 1 was done on January 20th and 22th 2018. The teacher implemented the teaching learning process based on the lesson plan which had been made. In the first meeting of the cycle 1, the teacher explained the concept and characteristics of *Spoof Text*. She explained about its schematic structure and its linguistic features. After explaining that, the

teacher asked some questions to students to make sure students had already understood about the explanation. Then she read the example of *spoof text*. After that, the teacher explained about what spoof text. After explain the spoof text, the writer give the students task. In the end of first meeting she asked students to collect the task of the students.

In the second meeting of cycle 1, the teacher showed the students how to make sentences based on the key words and images which had been made in the previous meeting. After that, the teacher spread the posttest 1, and asked students to write a spoof text. Then the teacher asked some students to read their task.

### **c. Observing**

In this phase, the writer tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, class situation, and students' response. In doing this observation, the writer sat on the empty chair in the right corner of the class. This was done to make sure that the learning teaching process was not disturbed by the writer's presence.

Related to the teacher's performance, as a whole, she had taught the students in line with the lesson plan had been made. However, in the part of explaining both the schematic structure and the steps of spoof text, it probably seemed unclear because the teacher's voice was too low and her explanation was too fast. Consequently, students looked confused when they were asked to make mind-maps and it could be seen from the students' task

result that students still wrote all sentences. Moreover, the writer found that the teacher mostly paid attention only to the front rows students. Therefore, the students in the back kept making noises.

Meanwhile, the class situation was still under control. It means that most of students did not pay attention to the teacher's explanation. In the first meeting, when the teacher explained about the schematic structures of spoof text, most of male students were busily talking to their classmates. They were talked about the football match. Some female students on the back rows also did not pay attention and just made scratch pictures on their books. In the other hand, most students in the front rows really paid attention to the teacher's explanation.

When the teacher showed the example of spoof text, most students seemed more enthusiastic, and they tried to listen to the explanation. But, after five minutes or so they continued to talk with their friends. The teacher often told the students not to make noise, but it seemed did not really work. While the students were make spoof text, some students looked confused and kept asking what to do.

In the second meeting, the students were asked to make a composition on the posttest 1 sheet based on task they had made in the previous session. Most students seemed more enthusiastic to write the text and when the teacher went around the class to ask their difficulties, most of them said that they did not have many problems since they already mapped



out their ideas into mind-maps. However, some students were still confused and they sometimes yelled “*bingung, sir!*” (“I’m confused, Pak!”). Many students didn’t bring their dictionary and they borrowed from their friends, it made the class was very noisy.

After teaching learning process finished, in this observing phase, it was also carried out the posttest 1 exactly on the second action of the first cycle to measure how well the students’ writing ability of descriptive text that had been studied. Based on the result of the posttest 1, the data showed that the mean score of posttest was 66.38. There were 13 students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) 70 (seventy). Meanwhile the other 28 students did not pass that criterion.

**d. Reflecting**

In this phase, he writer and the teacher discussed about the conclusion of the implementing the action. Then, they tried to modify the action in order to make students be better in writing spoof text and in order 70% of students in the class could pass the KKM because in the result of posttest 1 showed only 33. 3% of students who passed the KKM However, based on the result of the first cycle, the writer and the teacher felt satisfied enough because they were able to improve their vocabulary ability of spoof text, although not 70% of students passed the KKM. Besides, the students seemed to study easily.

Most of them were not too much complicated anymore in learning vocabulary using the spoof text and based on the result, their vocabulary were improved. Next, the writer and the teacher had to reflect the implementation of spoof text. Here, the writer as the observer gave her opinions and suggestions about the teaching learning process related to the last observation phase. First, the teacher still had difficulties in implementing the spoof text. In this case, the observer suggested to the teacher to walk around the class, to monitor each student and to check their worksheet. Second, the teacher's voice was too low and her explanation was too fast. Here, the writer suggested the teacher to louder her voice while teaching and to give the explanation more clearly and slowly. Third, the teacher still had difficulty in managing the class. In this case, the class was noisy because students primarily in the last rows were talking during the lesson. Hence, the writer suggested that the teacher should give more attention to all students and warn them if they do not do the tasks well.

From the reflecting phase above, the teacher and the writer must have more efforts to develop students' vocabulary ability of spoof text. It was needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle two

## **2. CYCLE 2**

### **a. Planning**

After finding the result of cycle 1, students' vocabulary ability did not reach the target in their score of post test 1, the writer and the teacher modified the previous lesson plan based on the result of reflecting phase in the first cycle. The lesson plan which was used still related to learning spoof text. However, there were some modifications in the second cycle. Since it was found that some students were still confused in spoof text, in the second cycle, the teacher showed how to conducted four square writing method step by step and students followed each the step. It was done to ensure that students really understand how to learn spoof text.

In the second cycle, the teacher also gave more attention the students who sat on the back rows by walking around the class when students made their task. In this phase, the writer and the teacher prepared the material for the second cycle. The teacher and the writer chose a narrative text with the titl "*Story of Abunawas*" Beside of that, the writer still also prepared the unstructured observation for the teacher. The writer also prepared the posttest 2 to collect the data. The theme of the posttest 2 was "*Story of Abunawas*". The students were asked to write a description about the theme based on four square writing method they have made.

**b. Acting**

The action of cycle 2 was done on February 23rd and 25th 2018. In the first meeting, the teacher explained about procedural narrative text. Before she explained the schematic structure and linguistic feature, the teacher tried to attract students by telling her experience in the school. After explaining about the text, the teacher gave the students an example of the narrative text, the teacher read aloud the text and asked the students to read the text together. After that, the teacher and the students discussed the text. Then, the teacher reviewed about spoof text then demonstrated the students the way spoof text step by step and the students followed the steps

In the second meeting of cycle 2, the teacher showed the student show to make spoof text which had been made in the previous meeting. After that, the teacher spread the posttest 2 paper, and asked students to write narrative text by using spoof text they had made before. The teacher tried to give more attention to whole students by walking around the class and helped the students if they found any troubles in making the composition. In the end of the lesson, the teacher asked some students to read their compositions.

**c. Observing**

In the second cycle, the writer could tell that the learning process was better than the first cycle. It could be seen from the class situation which was

not as noisy as the first cycle. Related to the teacher's performance, the teacher also showed some progresses in teaching. The teacher's voice was louder than the previous meeting. In the first meeting, the teacher was succeed to attract the students' attention. The teacher gave more attention to the students, he often walked around the class to see the students' works and he asked the students whether they had problems during learn spoof text. The students also looked more enthusiastic, most of them did not look very confused anymore. The writer assumed that it was happened because the teacher showed the way step by step, therefore the students could follow the steps easily.

In the second meeting, the class situation was so much better than the previous one. The class was really under control and no longer noisy. The students also looked more enthusiastic in making the composition. Most students brought their own dictionary; therefore they did not look busy to borrow the dictionary. The students looked busy in making the composition. They were much focused when they write. They could write easily, the writer assumed that it was because the students had already known what to write in their composition. Some male students looked confused when they write, but then the teacher came to them and helped them. In short, the class situation was so much better and fun.

Based on the result of the posttest 2 which was held on the second meeting of the cycle 2, the data showed that the mean score of posttest 2

was 75.31. There were 37 students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) 70 (seventy). Meanwhile the other 5 students did not pass that criterion.

**d. Reflecting**

The reflection of Classroom Action Research (CAR) was carried out after getting the posttest 2 results. The writer and the teacher felt satisfied because they could improve students' vocabulary ability of spoof text. The students could write the composition easier. It could be seen from the result of students' score improved from the pretest 1.

Furthermore, the class situation was no longer boring for the students. They looked more enthusiastic in making composition. After achieving the target of research minimally 70% students who passed the KKM, therefore the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded. Hence, the writer and the teacher did not continue to the next cycle.

**C. Discussion of the Data after Classroom Action Research (CAR)**

In this section, the writer showed the result of posttest. For further descriptions as following:

**1. Result of Post Test**

In obtaining the data of the students' writing achievement, the researcher utilized the data from pretest, posttest 1, and posttest 2. The

students' score from pretest, posttest 1, posttest 2 are shown in the table 4.1 below.

**Table 4.1**  
**Students' Vocabulary Score of Pretest, Posttest 1, and Posttest 2**

No	STUDENTS' NAME	PRETEST	CYCLE 1 POSTTEST	CYCLE 2 POSTTEST
1	Students 1	60	65	70*
2	Students 2	68	70*	78*
3	Students 3	50	60	75*
4	Students 4	70*	70*	80*
5	Students 5	56	65	75*
6	Students 6	65	65	75*
7	Students 7	65	70*	78*
8	Students 8	45	60	70*
9	Students 9	50	62	76*
10	Students 10	60	65	75*
11	Students 11	60	65	75*
12	Students 12	70*	70*	78*
13	Students 13	55	60	75*
14	Students 14	55	63	74*
15	Students 15	60	65	65

16	Students 16	65	65	75*
17	Students 17	60	65	70*
18	Students 18	55	60	65
19	Students 19	55	60	75*
20	Students 20	68	75*	85*
21	Students 21	68	75*	86*
22	Students 22	60	68*	75*
23	Students 23	60	65	76*
24	Students 24	70*	78*	83*
25	Students 25	72*	80*	85*
26	Students 26	50	60	65
27	Students 27	50	65	70*
28	Students 28	58	67	75*
29	Students 29	56	65	75*
30	Students 30	65	70*	80*
31	Students 31	65	70*	78*
32	Students 32	60	65	76*
33	Students 33	66	70*	78*
34	Students 34	62	65	75*
35	Students 35	57	60	75*
36	Students 36	74*	80*	80*



37	Students 37	76*	80*	86*
38	Students 38	40	50	65
39	Students 39	48	55	67
40	Students 40	59	65	75*
41	Students 41	60	65	70*
42	Students 42	65	70*	79*
	Mean Score	60.31	66.38	75.31

\*: The student who passed the KKM (70)

To compare the test result between pretest and posttest of each cycle, the writer uses some steps. Those steps are calculating the students mean score of the test, calculating the class percentage, and calculating the percentage students' improvement score from pretest to posttest 1 and 2.

The pretest was conducted as the preliminary study to know students' ability in learning spoof text. In conducting the pretest, the teacher asked students to write a spoof text, by using the free writing. To get the mean of the pretest score, the researcher calculated the data by using SPSS 16.

From that calculation, the mean score of the class in pretest is 60.31. It is showed that the students' vocabulary mean score before using spoof text or before implementing Classroom Action Research (CAR) is 60.31. Then, to know the percentage of students who passed the KKM score (70), the writer used the following formula:

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

$$P = \frac{4}{42} \times 100\%$$

$$P = 9.5 \quad \rightarrow \quad (9.5) \%$$

From the calculation above, it is known the students' score percentage in the pretest is 9.5%. It means that there are 4 students who pass the KKM and there are 38 students are still below the KKM.

Next in the cycle 1 of Classroom Action Research (CAR), the writer calculates the result of posttest 1 to know the students' score improvement from the pretest to posttest 1 result. There are three steps to get this improvement. Those are calculating the students' mean score of the class, calculating the students' improvement score into percentage and calculating the class percentage.

The first step is to calculate the mean score of posttest 1. From that calculation, the students' mean score of posttest in cycle 1 is 66.38. It shows that there are some improvements from the pretest mean score. It could be seen from the pretest mean score (60.31) to the mean score of posttest 1 (66.38). It improves 6.07 (66.38 – 60.31).

The second step is to get the percentage of students' improvement score from pretest to posttest 1. It is calculated as following:

$$P = \frac{y - y_1}{y} \times 100\%$$
$$P = \frac{66.38 - 60.31}{60.31} \times 100\%$$
$$P = 10,06 \rightarrow (10)\%$$

Based on that calculation, the percentage of the students' improvement score from pretest to posttest 1 is 10.06%. It shows that the score in the cycle 1 has improved 10.06%. from the pretest score. The third step is to know the percentage of students who pass the KKM. It is calculated as following:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{14}{42} \times 100\%$$
$$P = 33.3 \rightarrow (33.3) \%$$

From that calculation, the class percentage which passes the KKM is 33.3%. It means that in the cycle 1 of Classroom Action Research (CAR), there are 14 students who passed the KKM and there are 28 students who got score below the KKM. The class percentage of posttest 1 shows some

students' improvement of the class percentage in the pretest (9.5%). The students' improvement which passes the KKM is 23.8% (33.3% - 9.5%). The improvement was quite low, so the writer and the teacher considered continuing the action to the second cycle.

After continuing the action to the second cycle, the writer did the posttest 2 of cycle 2. In the cycle 2 of Classroom Action Research (CAR) the writer also calculates the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. The writer utilized the data from the posttest 2 by using the same formula as the previous.

First, the writer calculated the data to get the mean score of the posttest 2 by using SPSS 16. From that calculation, the students' mean score of posttest 2 is 75.31. It shows that there are some improvements from the pretest mean score. It could be seen from the posttest 1 mean score (66.38) to the mean score of posttest 2 (75.31). It improves 8.93 (75.31- 66.38). Then, to know the improvement from the pretest to posttest 2 into percentage, the writer made a percentage calculation as following:

$$P = \frac{y - y_1}{y} \times 100\%$$

$$P = \frac{75.31 - 60.31}{60.31} \times 100\%$$

$$P = 24.8 \rightarrow (25) \%$$

Based on that calculation, it could be seen that the posttest 2 improves 25% from the pretest. The last step is the writer tries to get the class percentage whose score pass the KKM. It uses the calculation as following:

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

$$P = \frac{37}{42} \times 100\%$$

$$P = 88.09 \quad \rightarrow \quad (88) \%$$

From that calculation, the class percentage is 88%. It means that in the cycle 2 there are 37 students who pass the KKM and there are 5 students whose score below the KKM. The class percentage of posttest 2 shows some improvements from the previous test; the improvement is 88% from the pretest (9.5%) or from the class percentage of posttest 1 (33.3%).

#### **D. The Interpretation of Test Result**

As a whole, the interpretation of the data results among the pretest, the posttest of cycle 1 and the posttest of cycle 2 are as following:

In the pretest, the mean score of students on vocabulary test before carrying out Classroom Action Research (CAR) is 60.31. It is the students' writing score before the implementation of spoof text. Meanwhile, the class

percentage which passes the KKM is 9.5%. It means that that there are only 4 students who are able to pass the KKM (70) and there are 38 students who are not able to pass the KKM.

Furthermore, the mean score in the posttest of cycle 1 is 66.38. It means that there are some students' score improvement from the previous test (pretest), that is 6.07 (66.38 – 60.31) or 10 % (It is not enough to reach the research target and still need to be developed). Meanwhile, the class percentage which passes the KKM in posttest 1 is 33.3%. It shows there are 14 students who pass the KKM and there are 28 students whose score still under KKM. It means that still needed more improvement because it could not achieve the target of success CAR, which is 70% (or at least 28 students) from the class percentage. That is why the writer and the teacher continue to the second cycle.

Next, the mean score in the posttest of second cycle is 75.31. It shows the improvement students' score 8.93 (75.31 – 66.38) from the posttest 1 in cycle 1 (66.38) or 33. 3% students' improvement in the score percentage from the pretest or 9.5% students' improvement from the pretest 1. Meanwhile, the class percentage which passes the KKM is 88%. It means there are 37 students whose score pass the KKM and there are 5 students are still under the target of KKM.

This class percentage shows some improvements 88% from the pretest (9.5%) from the posttest 1 (33.3%) in the class percentage. The

posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that is above 70% students could pass the KKM. Automatically, it can be said that the Classroom Action Research (CAR) is success and the cycle can be stopped.



## CHAPTER V

### CONCLUSION AND SUGGESTION

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

#### A. Conclusion

After conducting CAR at IX.1 class of SMP Negeri 34 Makassar academic year 2017/2018, it can be concluded that Spoof Text can improve the students' vocabulary ability. It can be proved from the following facts.

First, related to the students' achievement, there were 72.5% students who passed the KKM 70 with the improvement of students' mean score from pretest to the posttest of the second cycle was 31.73%. In the pretest, there were only 3 students who passed the KKM. Meanwhile, in the posttest of cycle one there were 13 students who passed the KKM or 32.5%. Next, in the result of posttest in the cycle 2, there are 29 students or 72.5% students who passed the KKM in which their mean score of writing test derived 70.77, so it achieved the criteria of success. The last, the result of interview with the English teacher showed that the teacher gave positive responses to the implementation of spoof text in teaching since it could be an alternative technique to be used in teaching.



In conclusion, this study was successful in developing the students' ability in vocabulary by using spoof text. In addition, the students were more active and participated in the teaching-learning process. Therefore, spoof text can be an alternative technique for teacher in teaching especially in vocabulary.

## **B. Suggestion**

Based on the conclusions above, the researcher put forwards some suggestions and recommendation as follows:

1. The teacher should deliver materials clearly and she also should pay attention to the students' activity during the teaching learning process.
2. The teachers are suggested to use spoof text in the classroom; it can give a new atmosphere in teaching.
3. The teacher should give more time in vocabulary lesson. In addition, the teacher should be more creative in providing the topic which can motivate students.

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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *“Improving Students’ Vocabulary through Spoof Text at Ninth Grade of SMP Negeri 34 Makassar”* beserta seluruh isinya adalah benar-benar karya saya sendiri bukan karya hasil plagiat. Saya siap menanggung risiko, sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar,       Maret 2018

Yang membuat pernyataan

Lukas Paillin Sarrin