

**IMPROVING STUDENTS' VOCABULARY THROUGH ANECDOTES
OF SMP NEGERI 1 NITA, KABUPATEN SIKKA,
NUSA TENGGARA TIMUR (NTT)**

SKRIPSI



**Submitted to the Faculty of Teachership and Educational
Science in Partial Fulfillment of The Requirements for
The Sarjana Degree.**

BY

**MAKRINA RENYAAN
45 07 101 009**

**FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
ENGLISH EDUCATION DEPARTMENT
UNIVERSITAS "45" MAKASSAR
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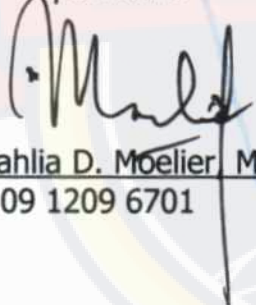
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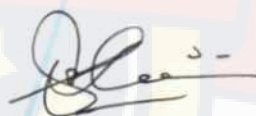
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ABSTRAK

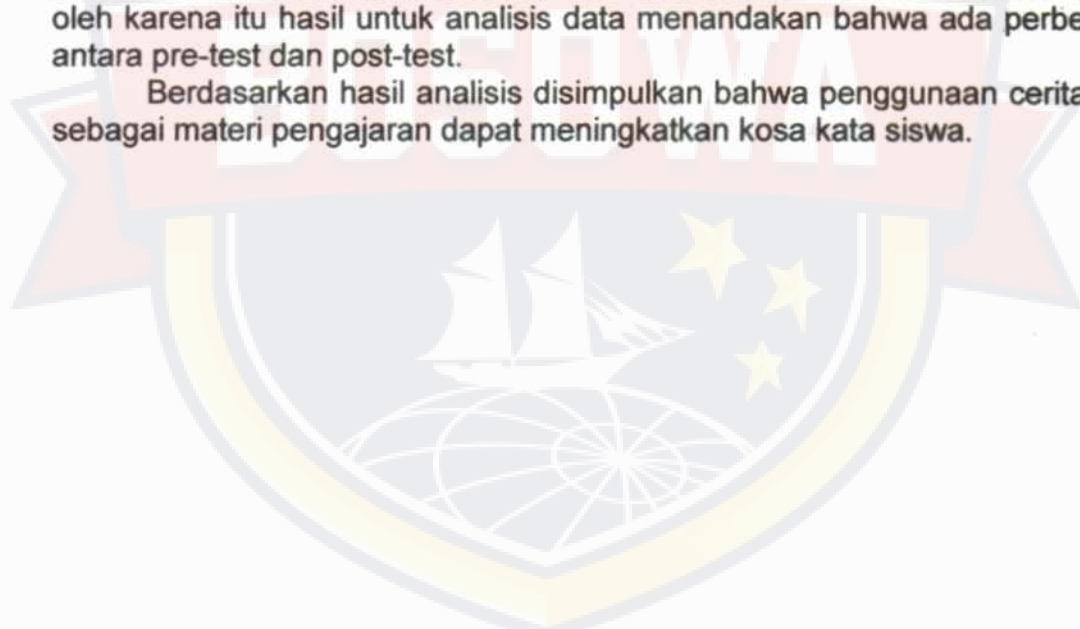
Makrina Renyaan. 2013. *Improving Students Vocabulary Through Anecdotes of Smp Negeri 1 Nita.* (Dibimbing oleh Dra. Dahlia D. Moelier, M. Hum and Hj. St. Haliah Batau, S.S., M. Hum).

Tujuan penelitian ini adalah untuk mengetahui keefektifan cerita lucu dalam meningkatkan penguasaan kosa kata pada siswa SMP Negeri 1 Nita. Dua variabel yang digunakan dalam penelitian ini yaitu variabel bebas dan variabel terikat. Variabel bebas yaitu pengajaran kosa kata melalui cerita lucu, variabel terikat yaitu penguasaan kosa kata siswa.

Penelitian ini menggunakan metode pre-experimental. Sampel dalam penelitian ini terdiri dari 40 siswa yang diambil dari kelas yang diberikan pada pre-test dan post-test.

Data dianalisis menggunakan rumus uji T. Diperoleh dengan nilai rata-rata tes awal siswa adalah (5,39) dan nilai rata-rata tes akhir siswa (7,78) oleh karena itu hasil untuk analisis data menandakan bahwa ada perbedaan antara pre-test dan post-test.

Berdasarkan hasil analisis disimpulkan bahwa penggunaan cerita lucu sebagai materi pengajaran dapat meningkatkan kosa kata siswa.



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The writer realized that as a human he never slipped away from the mistake. Therefore, he expects the progress critics and suggestion. And all of the mistake that we found on this skripsi will become the writer's deficiency and must be corrected together. Finally the writer hoped May this skripsi will be advantage all the readers particularly for students at Faculty of Teachership and Educational Science.

The writer

MAKRINA RENYAAN

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CHAPTER I

INTRODUCTION

A. Background

English is an International language. Has an important position in world of communication today. This position makes English the most widely used language all over the world in all aspects of human lives. Indonesia today, English plays an important role as international communication and development of education. Indonesia as a developing country gets involved in any aspect of English is necessary for Indonesia people.

In learning English, we are demanded to master the four language skills, namely; listening, speaking, reading, and writing. When we learn the four language skills above, we have to master vocabulary because vocabulary is essential for mastering a language.

Vocabulary is the basic element of language that needs the arrangement that consist of word. Words are tools of communication; learning and thinking. We speak, read and hear though word. When we learn language, we first learn its words. Success in English requires knowledge of its vocabulary. Anyone who wants to do well in English most learn the English words.

The experienced teachers of English as a second language know very well how important vocabulary is. They know that student must learn thousands of words.

The speakers and writers of English uses, vocabulary as a part of language learning that needs continued growth and development by both native and non-native speakers long after grammar and pronunciation are under control. Rives (1995:462) points out that language is not dry live. It's a living thing, growing, entity, clothed in the flash of words.

Many techniques can be used in teaching vocabulary. One of the them is teaching vocabulary through anecdotes. An anecdotes is kind of humor story. It is a short narrative of interesting. Amusing, or biographical incident. It can motivate the students to learn, because it is interesting, enjoyable and funny for students.

Anecdotes dramatize events, usually with scenes. Setting, characters description and dialogues. In other word anecdotes is funny it is turn of events as story goes. Many of the best anecdotes however come from real-life-example. Because some anecdotes express the real - life - example to make them interesting to learn. There is some kind of power that encourages the learner's curiosity as the "what next?" Question is arisen another reason to read anecdotes is because of the plot. The plot is always easy to follow and touches learners funny before they swallow each word to find the ideas. Relating to the statement before the researcher inspired to do a research under the topic improving students vocabulary through anecdotes of the second year students of SMP Negeri 1 Nita, kabupaten Sikka, Nusa Tenggara Timur.

Today vocabulary is still disappointing the lack the students' vocabulary may caused by both the students as the learners and the teachers as the instructors. General factors could be caused by the students' laziness in memorizing a number of words required, the lack of students' motivation in learning vocabulary, and the students' healthy conditions when they learn English vocabulary.

The fact shown that, the knowledge of vocabulary can give facilitation to the students in using English effectively in their communication, while the lack of it leads the students' difficulties to master English well. In this case, teachers as instructors should have a good technique and a good preparation in teaching them. In other words, the teachers should find solution by creating as effective technique in teaching vocabulary important and introducing new words.

Based on the explanation above, the writer tries to conduct a research on vocabulary, entitled: "Improving the students' Vocabulary through Anecdotes".

B. Problem Statement

Based on the background, the writer formulated research question or problem statement, "To what extent anecdotes story can improve the students' vocabulary achievement".

C. Objective of the Research

This research aims to find out whether or significant difference of the student on vocabulary mastery before and after learning vocabulary by using anecdotes.

D. Significance of the Research

The finding of this research is expected to be useful information and reference for both the English teacher and learners to improve the English teaching vocabulary through anecdotes in particular.

E. Scope of the Research

The scope of the research was restricted to improve student's vocabulary by using anecdotes especially to the second year students of junior high school. The research covered the classification of English words. They are noun and verb.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

For many years vocabulary was seen as incidental to the main purpose of language teaching namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structure, but was frequently not main focus for learning itself.

For much of this century, the principle focus of language teaching has been on the grammar of the language provided a balanced deal with grammar and vocabulary audio acquisition of the basic grammatical patterns, then building a large vocabulary could come later.

The importance of vocabulary has made many language teachers and researchers explore and expose language teaching and learning process by implementation of various research findings are listed briefly below.

1. Baharuddin (1994:462) concludes that one of the factors that influenced the low achievement of the students in reading comprehension was lack of vocabulary.
2. Harmer (1991:27) states that one skill cannot perform without another it is impossible to speak if you don't listen, and people seldom write without reading.

3. Kartini (1995 : 20) comments out, that vocabulary is one of the language aspects dealing with the process of writing study.
4. Nikmawati (1993 : 25) who conducted a research at SMU Negeri Paria Kabupaten Wajo, found that the result indicate that the significance of the use of picture as a medium in learning vocabulary activities is not different from verbal explanation.
5. Rasyid (1994 : 30) finds that the student can remember words well if they are interested in words in various kinds of activities.

B. Some Concepts Related to Vocabulary and Anecdote

1. Definition of Vocabulary

Vocabulary is an organizing of syllabus rather than as an afterthought is closely connected with situations and topic based syllabuses for it is with situation and topics that lexical interns cluster together. (Harmer, 1991 : 26).

Holt (1990 : 115) state that (1) vocabulary is al the words in language, (2) all the words used by a group or an individual, (3) alphabet cal list of the words used in a book often including their translation of definition.

According to the advanced learner's dictionary of current English; vocabulary is (range of words) known to, or used by a person in profession (Homby, 1993 : 239).

According to the dictionary of education (Good, 1978 : 119).

- a. Vocabulary is the content and function words of language which are learned so thoroughly that they become a part of child's understanding, speaking, and later reading and writing vocabulary.
- b. Vocabulary is the words having meaning when heard seen even through not produced by the individual himself to communication with others.

According to the Random House dictionary; vocabulary is the stock of words used by or know to a particular person or group of person (Urdang and Flecnew, 1968 : 14).

According to the Webster's twentieth century dictionary of English language; vocabulary is a list of words and sometimes, phrases usually arranged in alphabetical order and defined: a dictionary, glossary or lexicon, all the words used by a particular person, class, professional, etc.

Homby (1989 : 956) defined vocabulary as:

- a. The total number of words that make – up a language
- b. Body of words knows to a person of used in a particular book, subject, lexis etc.
- c. List of words their meaning, especially on which accompanies text book in a foreign language.

Good (1959 : 642 - 643) defines that vocabulary as the words having meaning when heard vocabulary as the words having meaning when heard or seen even through not produce by individual

himself to communicate with others is the words considered essential for minimal of use language.

Webster (1983 : 4) stated that vocabulary were (1) a list of word and sometimes phrases, usually arrange in alphabetical order and defined a dictionary, glossary or lexicon; (2) all the words of language; (3) all the word use by a party person, class, profession and sometimes although not necessary used by them.

Clark (1981 -252) states that word is any letter sequence, which has meaning in the language use. On the other hand, vocabulary is a meaningful word of a language used not only in speaking and writing, but also in listening and reading.

By looking over those definitions, the writer conclude that vocabulary is the words which have a meaning is not in isolation but it is in context.

2. Types of vocabulary

The words in language are small elements; which could make up a language and function to express ideas. Vocabulary is the stock of lexical items in a language, for the purpose of teaching and learning activities; we classify the lexical items in two kinds, namely, receptive and productive vocabulary.

Receptive vocabulary refers to the words or lexical items, which can be recognized and comprehended in the context of listening and reading, while productive vocabulary refers to the words, which we recall and use appropriate in writing and speech,

but the distinctions between receptive and productive vocabulary will certainly affect the teacher's approach to the teaching of vocabulary, and it would be difficult to say are receptive and productive vocabulary sometimes a word that students have in their receptive store may suddenly become productive if the situation or context provokers to be a permanent state of affairs.

According to Nuttal there are two kinds of vocabulary:

- a. Active vocabulary; consist of words that use know well to use by ourselves, this kinds of words we use in speaking.
- b. Passive vocabulary; consist of vocabulary, namely active and passive vocabulary. Active vocabulary is the words that can understand and produce while passive vocabulary is the words that can understand only, (Dowson, 1984 : 20).

Harmer (1991 : 159) also distinguishes two types of vocabulary namely active and passive:

- 1) Active vocabulary reverses to the vocabulary that the vocabulary that the students have been taught or learned and which they are expected to be able to use.
- 2) Passive vocabulary refers to the words which student probably not produce

The most specify of vocabulary division is pointed in the encyclopedia of education, which divided into four kinds:

- a. Oral vocabulary; consist of words actively use in speech

- b. Listening vocabulary; the words that one respond which meaning and understanding in the writing of others.
- c. Reading vocabulary; the words which one respond which meaning and understanding in the speaking of others.
- d. Writing vocabulary; the words that one's finger vocabulary. Divides vocabulary into only three kinds:
 - 1. Active vocabulary; words customarily used in speaking.
 - 2. Reserve vocabulary; words we know but we rarely use them in ordinary speech, we use them only in wring when we have more time to consider or think.
 - 3. Passive vocabulary; words that we recognize vaguely but we are not sure of their meanings, we never use them in either speaking or writing; we know them because we have seen before.

Deighton in kerlit (2002 : 7) divides vocabulary into four division in which refer to the four language skills:

- 1. Speaking vocabulary is the words that come readily to the tongue.
- 2. Writing vocabulary is the words that come readily when writing.
- 3. Listening vocabulary is the words which rarely used but are understood when they are heard.
- 4. Reading vocabulary is the words which are rarely or produced but are understood when they are seen.

The divisions of vocabulary presented above seem to refer to only the words whose meanings we know. We have such kinds of

vocabulary as speaking and writing vocabulary to the words we know and used them in speaking and writing, and listening and reading vocabularies to refer to the words whose meanings we and we understand them when they are heard or seen. Similarly. We call words as active vocabulary because we know and always use them in speaking and writing. And we call words as passive vocabulary because we know their meanings when they are heard or seen although we do not always use them.

3. The principles of teaching and learning vocabulary

Usually it is clear in situation what particular thing someone is referring to, in a written context a bit more detective work maybe called for.

All appropriate language learning strategies are oriented toward the broad goal of communicative competence. Learning strategies helps the learning to participate actively in such authentic communication.

In relation to the teaching and learning of vocabulary, Wallace (1989 : 28-290) points out nine principles which should come into consideration. They are as follow:

a. Aims

Learning vocabulary means learning the words of a language, and learning the words of a words of a language means learning everything about those words such as they are pronounced, what their forms and functions are, how they are

used in sentences, what they mean, etc. as the instructional time in classroom is limited, it is somewhat difficult to teach all of these aspects of vocabulary at once. It is for this reason that the aim to achieve in the teaching of vocabulary should be clearly stated.

b. Quantity

In teaching vocabulary, the teacher should take into considered the number of words that learners can learn and master at a time. Teaching too large number of words at once will, I believe, not be effective particularly for the learners who are of low small number of words at once will not be efficient especially for the learners who are of good ability to memorize words. Therefore, the teacher should think of the number of words to teach to the learners, that is, the quantity of words that can suit boat the hang ability student and the low-ability ones.

c. Need

A language has a great number of words and perhaps nobody knows the total number of words that language. The teaching of vocabulary; therefore, requires the teacher to select teaching of vocabulary; therefore, requires the teacher to select and teach only the words which are important for particular purposes. In teaching-teaching process, for instance, the teacher always uses a particular course book, and thus the vocabulary selection should relate to the aims of course. In other words, the

vocabulary selections of language usage are; what the learners need to communication and where they are going to communicate.

d. Frequent exposure and Repetition

A certain amount of repetition is necessary until there is a proof that the students have learnt the largest words. The simply way of the checking that the student have done the learning is to see whether or not the student can recognize the target words and identify their meanings. If the words have to be part of the students' productive vocabulary, they must be given an opportunity to use them often as necessary for them to recall the words at all with the correct pronunciation and identify their meanings.

e. Meaningful presentation

In presenting vocabulary, the student must have a clear and specific understanding of what words denote or refer to. This requires that the words be presented in such a way their denotation and references are perfect and unambiguous.

f. Situation of presentation

The word to be presented must be appropriate to the students' situation

g. Presenting in a context

Words do not just exist in themselves; they live with other words and they depend upon each other. The form as well as the meaning of word is influenced by other words learning with which

it lives. If we really wants to teach students what words mean and how they are used, therefore we need to show them being used, together with other words, in context.

h. Learning vocabulary in the mother tongue and in a target language

Wallace (1989 : 30) stated five principles of achieving vocabulary both in the mother tongue and in target language. They are follows:

1. there is a felt need
2. the mother tongue of the learners mostly controls their own rate or learning
3. the language is nearly always encountered in appropriate situation as well in appropriate context
4. the mother tongue is exposed to an enormous quantity of the learner' own language and has tremendous scope for repetition of what he learns
5. since the word are learned as they arise out of a felt need in particular situation, they usually have clear denotation.

i. Inferring procedures in vocabulary learning

In vocabulary teaching such a technique as inferring procedure can be used. The term "inferring" here means that the students are directed to make and inference from the situation context given. This technique is particularly beneficially done through guessing, under the reason that guessing leads the students to think the meaning of words being taught. Students

guess the meaning of words by learning and using them in a certain situation, or sometimes by reading them in certain context.

4. What is Vocabulary ?

According to dictionary of education (Hornby 1999) states that

as follows:

- a. Vocabulary is the context and function words of language which are learned so roughly that they become a part of child's understanding speaking, letter reading and writing vocabulary
- b. Vocabulary is the word having when heard and seen even though not produced by the individual himself communication with others.
- c. The total number of words that make up a language.
- d. Body words known to person or used in particular book.
- e. List of words with their meanings, especially one which accompanies a text book in foreign language.

5. Vocabulary Selection

Language structure makes up the selection of language and vocabulary that provides the vital organs. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.

6. Vocabulary development

Roswell and Natchez (1977:28) state that (1) one of the ways of acquiring a larger vocabulary is through wide reading, (2) to aid in vocabulary development, the teacher can try several techniques.

She/he can encourage the pupils to use a more varied vocabulary in speaking and writing. She/he can encourage using the dictionary.

7. What do the students' need to know

It is important for the student to understand the meaning of word they are learning. But the first must be realized that one word may frequently have more than one meaning. To know a word mean far than just understanding it meaning.

a. Meaning

The word of example, obviously refers to something you us to read from the same dictionary than goes on to other meaning of books as a number at other thing.

b. Word use

Word meaning is frequently stretched through the use of metaphor an idiom. The word 'hiss' describes the noise that snake makes. "Snake in the grass in the sentence "he's a real snake in the grass" is a fixed phrase that has become and idiom.

c. Word formation

Words can change their shape and their grammatical value too student need to know facts about word formation and how twist word to fit different grammatical context. Thus the verb "run" has the participles "running" and "run". The present participle "running" can be a noun. There is a clear relationship between the words "death", "dead", "dying" and "die".

The students also need to know how suffixes and prefixes work. How can we make the words potent and expensive opposite in meaning? Why do we preface one with *I'm* – and the other within.

1. Prefixes

In learning to look at the words, the students should become familiar with the common prefixes. For example, prefixes that change words.

Prefixes – en from noun to be verbs

| <u>Nouns</u> | <u>verbs</u> |
|--------------|--------------|
| Trust | entrust |
| Cage | encage |
| Danger | endanger |

Prefixes – en from adjectives to be verb

| <u>Adjectives</u> | <u>verbs</u> |
|-------------------|--------------|
| Rich | enrich |
| Large | enlarge |
| Sure | ensure |

Prefixes that make opposite meaning such as: Im-, in -, un-, dis-

Examples :

| | | |
|----------|---|------------|
| Possible | → | impossible |
| Polite | → | impolite |
| Perfect | → | imperfect |
| Direct | → | indirect |
| Common | → | uncommon |
| Clean | → | unclean |
| Similar | → | dissimilar |

Like → dislike

2. The students should be taught to recognize the relational suffixes because they can make new words from other words.

The following examples illustrate how the class of words and

the meaning change because of derivational suffixes:

Suffix - er from verbs to be nouns:

| Verbs | Nouns | Verbs | Nouns |
|-------|--------|-------|---------|
| Sell | seller | think | thinker |
| Call | caller | work | worker |
| Sing | singer | dance | dancer |

Suffixes - en from adjectives to be verbs

| <u>Adjective</u> | → | <u>Verbs</u> |
|------------------|---|--------------|
| Fast | → | fasten |
| Deep | → | deepen |
| Short | → | shorten |

Suffixes - en from noun to be verbs

| <u>Nouns</u> | → | <u>Verbs</u> |
|--------------|---|------------------|
| Length | → | lengthen |
| Strength | → | strengthen, etc. |

Suffixes -able from verbs to be adjective

| <u>Verbs</u> | → | <u>Adjectives</u> |
|--------------|---|-------------------|
| Forget | → | forgettable |
| Believe | → | believable |
| Move | → | movable, etc. |

Suffix - less from noun to be adjective

| <u>Nouns</u> | → | <u>Adjectives</u> |
|--------------|---|-------------------|
| Care | → | careless |

| | | |
|------|---|----------------|
| Use | → | useless |
| Pity | → | pitiless, etc. |

The class of words mentioned above should be familiar to the students in order to propose of developing and enriching the students' vocabulary.

d. Word grammar

The use of certain words can trigger the use of certain grammatical pattern. First, noun is the distinction between countable and uncountable nouns. Second, verb; 'tell' in the sentence " he told her to wake him up at six' is followed by an object + to + infinitive and is ' ask ' but 'say' does not work in same way.

8. How to Learn Vocabulary

We know very well how important is. We also know that students must learn thousands of word that speakers and writes 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.

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

a. First Stage

Let the students look at several words there are introduced, year textbook, words representing nouns, verbs, adjective and

other kinds of words (such as preposition, conjunction, articles, and auxiliaries).

b. Techniques for Beginner Classes

In the same classes for beginners, teachers use three ways

to show meanings of words :

- 1) Picture
- 2) Explain the students' language meaning in every word.
- 3) Definitions of simple English, using vocabulary that the students already know.

c. Vocabulary in Intermediate

At this phrase, simple English is to know meaning of words, more words for common areas of living: word related to food, clothing, shelter, and so on pictures (which have already been discussed in connection with vocabulary for beginners) can also be used at the intermediate level in several helpful ways.

d. Vocabulary in advances classes

There are two mayor aims in advances classes. The first, to prepare the students to use kinds of English and the native speaker. The second, to help students become independent, responsible for their own learning.

9. Some techniques of teaching vocabulary

Argued that the acquisition of an adequate vocabulary is essential for successful second language use the structures and function we may have learned for comprehensible structures and

function we may have learned for comprehensible structures and function we may have learned for comprehensible communication.

10. What is Anecdote ?

The Quincey (2004) said that anecdotes are a particular or detached incident or fact of an interesting nature; a biographical incident or fragment, a single passage of private life.

Anecdote is short narrative detailing particulars of an interesting episode or event.

- a. Why use anecdotes are teaching vocabulary ?
- b. The important of anecdotes
- c. The process of using anecdotes

C. The Concepts of Testing Vocabulary

1. Achievement Test

There are a lot concepts or definitions of achievement which have been stated by the experts.

Heaton (1975 : 11) stated that the term achievement is generally used to refer to formal tests which have been designed to show mastery of particularly syllabus.

2. The Goals and Functions of Testing

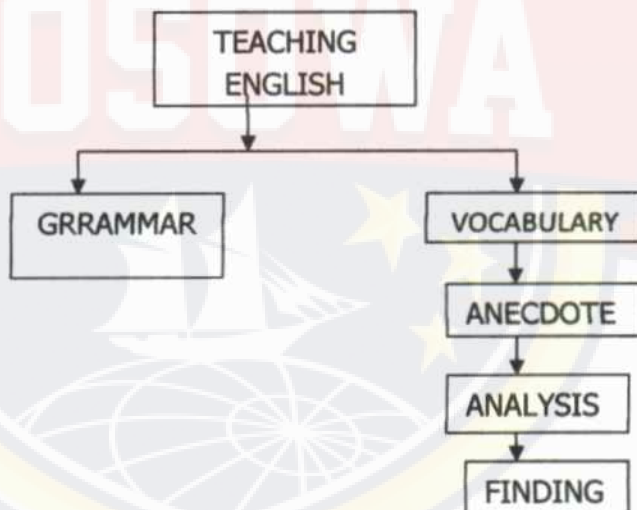
The way to ascertain the students' success in learning is by means of testing. By testing, the teacher can determine how far the students have achieved the objective of instructions in the particular course of study. As Allen (1983 : 109) states that at the end of the

school year, a test can help to show how much has been achieved by individual in the class. When an achievement test is given at various times during the school term, it can tell the teacher something about students' progress in learning.

Tests serve a variety of functions. The purpose for which a test given determines not only the appropriated type of test but also the test's characteristic.

D. Theoretical Framework

The theoretical framework underlying this study is presented as follows :



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Considering the data analysis and finding in the previous chapter, some factors hamper the second years students of SMP Negeri 1 Nita Kabupaten Sikka Nusa Tenggara Timur in 2012/2013 academic year to enlarge and enhance their English vocabulary can be put forward, as follows :

1. There is a significant difference between the result of the pre-test and post-test of students in learning vocabulary through anecdotes.
2. Most of the students rarely read English books.
3. They were not active in joining English study club out of school hour.
4. The limit number of English books the students possessed.
5. The anecdotes can be used as a technique/medium to improve the student's ability in learning vocabulary effectively, because the result of the students post-test was higher than the pre-test.

B. Suggestions

Seeing the conclusion above, the writer, would like to put forward suggestions to enrich the student's English vocabulary as follows:

1. The teachers should make a new variety for teaching vocabulary in order to motivate the students, so they have more words and knowledge.
2. The students have to improve their activity to learn much kind of English books.
3. The students have to be more active in joining English study (luar sekolah)
4. The English teacher should encourage, motivate, stimulate, the students to memorize sum English vocabulary and practice the vocabularies that they have learned by applying them in making sentences.

Finally, the writer hopes that the information which are present in this skripsi will be useful for people who read it, especially for those who are interested in teaching and English.

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APPENDIXES

Appendixes 1. Instrument of the Research

IMPROVING STUDENTS VOCABULARY THROUGH ANECDOTES
AT SMP NEGERI 1 NITA, KABUPATEN SIKKA,
NUSA TENGGARA TIMUR

PETUNJUK

1. Tes ini bertujuan untuk penguasaan kosa kata siswa melalui cerita anecdotes
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu (S1) jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas 45 Makassar
3. Peneliti mengharapkan agar siswa dapat menjawab semua soal secara mandiri
4. Atas kerja sama dari para siswa peneliti mengucapkan terima kasih

PEKERJAAN SISWA

Identitas siswa

Name :

Nis :

Keterangan :

1. Peneiliti mengharapkan semua siswa dapat menyelesaikan soal dengan tepat
2. Tujuan pengisian tes ini sebagai bahan untuk penyusunan skripsi pada strata S1 jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan "45" Makassar. Oleh karena itu, atas pengisian teks ini peneliti mengucapkan terima kasih

Petunjuk Pengisian :

1. Bacalah teks dengan teliti sebelum anda menjawabnya
2. Waktu pengisian jawaban 40 menit

Appendix 2. Shopping Online




The funny cartoon picture above tells about a couple who always shopping by using online. Because the shopping online and did at home, sure they don't attend their style. Wears the clothes is pant is not problem because they shopping online from home.

One day their computer was broken and must shopping in shop. Finally, because their habitual with their style and didn't attend their styles. They shopping to the shop with were wearing the clothes was in polite like at home namely just used a pant.

Choose the correct answer of text above and please circle a, b, c or d !

1. What is the title of the story above ?
 - a. Shopping online
 - b. Shoppings
 - c. Online
 - d. Online in the computer
2. Who is the actor inside the story ?
 - a. A couple of the parents
 - b. A grand mother
 - c. A student
 - d. A professor

3. What are they doing in the story ?
 - a) They are shopping online
 - b) They are shopping in the market
 - c) They are shopping in the store
 - d) They are in front of computer
 4. Why don't they shop in an on line shop?
 - a) Because their online computer is broken
 - b) Because they are lazy
 - c) Because they are rich people
 - d) Because their went to eat
 5. What are they wearing ?
 - a) T-shirt
 - b) Shirt
 - c) Pant
 - d) Jeans
 6. Where are they shopping ?
 - a) School
 - b) Office
 - c) Shop
 - d) Books store
- 

Appendix 3. Two Blind Pilots



To Both blind pilots are wearing dark glasses, one is using a guide dog, and the other is tapping his way along the aisle with a cane.

Nervous laughter spreads through the cabin, but the men enter the cockpit, the door closes, and the engines start up. The passengers begin glancing nervously around, searching for some sign that this is just a little practical joke. None is forthcoming.

The plane moves faster and faster down the runway and the people sitting in the window seats realize they're headed straight for the water at the edge of the airport. As it begins to look as though the plane will plough in to the water, panicked screams fill the cabin. At that moment, the plane lifts smoothly into the air. The passengers relax and laugh a little sheepishly, and soon all retreat into their magazines, secure in the knowledge that the plane is in good hands.

In the cockpit, one of the blind pilots turns to the other and says, "JC know, Bob, one of these days, they're gonna scream too late and we're all gonna die."

Choose the correct answer of text above and please circle a, b, c or d !

7. What is the title of the funny story above ?
 - a. Two blind pilots
 - b. One blind pilots
 - c. Two blind police
 - d. Two smart pilots
8. Why do they wear black glasses ?
 - a. Because it is their style
 - b. Because they are blind

- c. Because they are travelling
d. Because they want to sleep
9. Who is to be a ways guide for them ?
- A guiding pig
 - A guiding cow
 - A guiding dog
 - A guide tiger
10. What are they ?
- They are police
 - They are quid man
 - They are teacher
 - They are pilots
11. Where this funny story happened ?
- In a car
 - In a train
 - In a plane
 - In a truck
12. What did the passengers express after they knew that the pilots were blind ?
- They were very afraid
 - They were happy
 - They were only silent
 - They were laughing
13. What did the passengers do ?
- Very sad
 - Happy
 - Crying
 - Laugh

Appendix 4. Illegal And Illogical Story

After having failed his exam in "Logistics and Organization", a student goes and confronts his lecturer about it.

Student: "Sir, do you really understand anything about the subject?"

Professor: "Surely I must. Otherwise I would not be a professor!"

Student: "Great, well then I would like to ask you a question. If you can give me the correct answer, I will accept my mark as is and go. If you however do not know the answer, I want you give me an "A" for the exam. "

Professor: "Okay, it's a deal. So what is the question?"

Student: "What is legal, but not logical, logical, but not legal, and neither logical, nor legal?" Even after some long and hard consideration, the professor cannot give the student an answer, and therefore changes his exam mark into an "A", as agreed.

Afterwards, the professor calls on his best student and asks him the same question. He immediately answers: "Sir, you are 63 years old and married to a 35 year old woman, which is legal, but not logical. Your wife has a 25 year old lover, which is logical, but not legal. The fact that you have given your wife's lover an "A", although he really should have failed, is neither legal, nor logical."



Choose the correct answer of text above and please circle a, b, c or d !

14. What is the title of the story above ?

- a) Illegal and illogical story
- b) Illegal story
- c) Illogical story
- d) Organization story

15. Who are the actor of the story ?

- a) A students
- b) A student and a professor

- c) A professor
d) A student and a teacher
16. Where does the student go after failed in examination ?
a) To the teacher
b) To the guide man
c) To the professor
d) To the his father
17. What the students ask to the professor after failed in exam ?
a) Sir, do you really understand anything about the subject
b) Sir, do you know something
c) Sir, do you understand about your profession
d) Sir, do you understand anything
18. What the professor answer the students question ?
a) Surely i must otherwise i world not be a professor
b) Surely i must not
c) Surely i have to. I cannot answer it
d) Surely i must otherwise i world not be a police
19. What the professor do after hear the question ?
a) Cannot answer it
b) Can answer
c) Laughing
d) Crying
20. What the professor to after could not answer the question ?
a) The professor calls back on his best students and ask him with the some question
b) The professor goes to the classroom
c) The professor only silent
d) The professor only laugh

APPENDIX 5. Leg Goats



In a mathematics lesson, the teacher asked the students mother.

Teacher: How many chicken feet, Bonar?

Bonar: Two mam

Teacher: Good, now Jojon, how many leg of lamb?

Jojon: Eight mam.

Teacher: How so?

Jojon: Try to count, 2 front legs, 2 back legs, 2 left foot and 2 feet right. That is $2 + 2 + 2 + 2 = 8$

Teacher: Jojon, really smart you like officials only.

Choose the correct answer of text above and please circle a, b, c or d !

21. What is the of the story above ?

- a. Leg of the goat
- b. Humor story goat legs
- c. Mathematics lesson
- d. The discussion beetwen teacher and jojon.

22. Where is the discussion event ?

- a. In the home
- b. In the classroom
- c. In the market
- d. In field

23. Who is the actor of discussion above ?

- a. Mother and jojon
- b. Teacher, jojon, and Bonar.
- c. Teacher and jojon
- d. Jojon and Bonar

24. What is the object they were telling about ?

- a. The chickhe
- b. The mathematics
- c. The goat
- d. The humor story

25. Who is the humorist actor of the story above ?

- a. Jojon and teacher
- b. Jojon
- c. Bonar and jojon
- d. All of them

26. How many feet of chickhen ?

- a. Four feet
- b. Six feet
- c. Two feet
- d. None foot

27. How many feet of goat ?

- a. Four feet
- b. Two feet
- c. Six feet and
- d. Eight feet

28. Who is ask account of the goat feet on the story ?

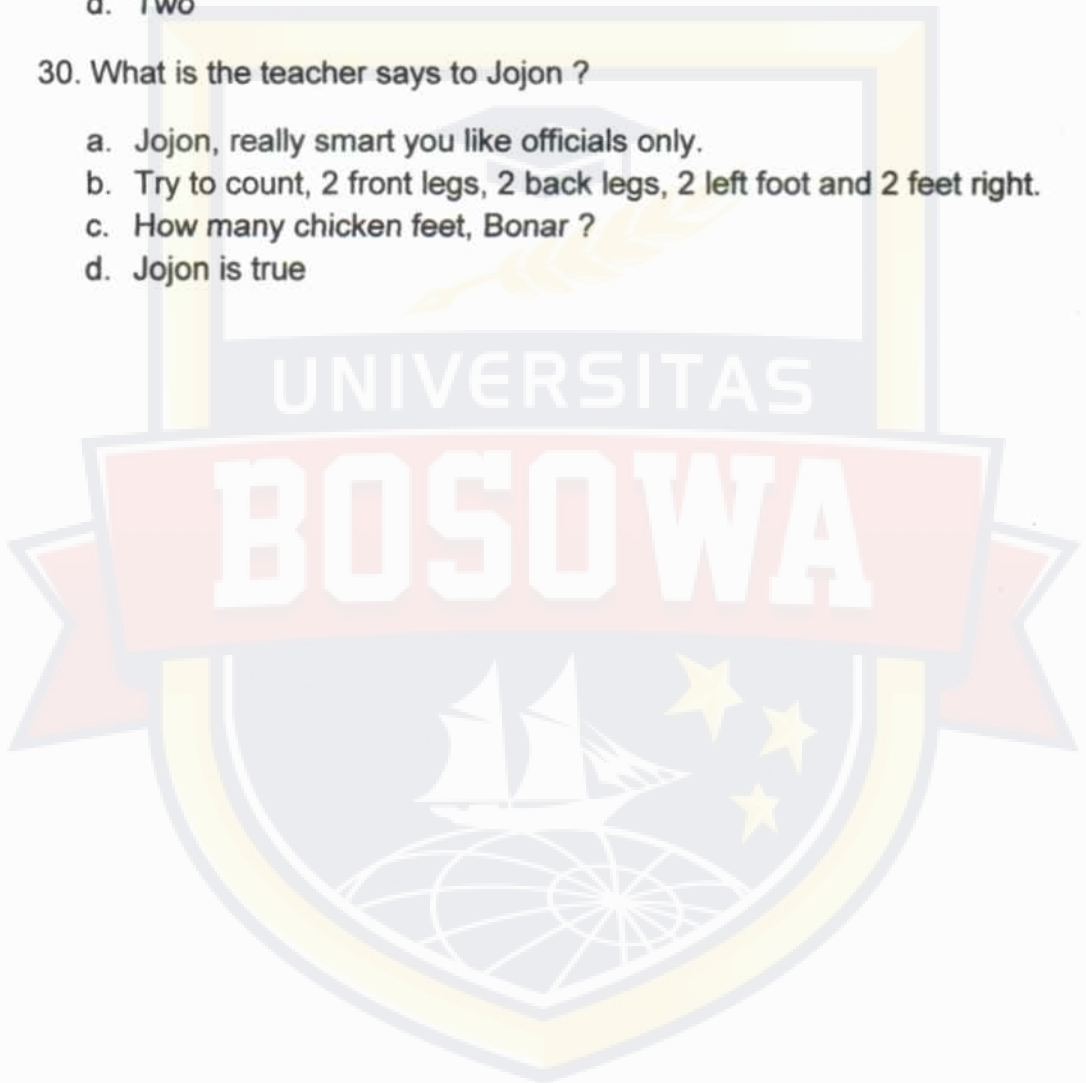
- a. Bonar
- b. Jojon
- c. Teacher
- d. A, b, c are true.

29. How many feet of goat jojon mean ?

- a. Eight
- b. Six
- c. Four
- d. Two

30. What is the teacher says to Jojon ?

- a. Jojon, really smart you like officials only.
- b. Try to count, 2 front legs, 2 back legs, 2 left foot and 2 feet right.
- c. How many chicken feet, Bonar ?
- d. Jojon is true



Apendix 6. Students' Answer

Nama: Carolus Basanaran Werang

Kelas: VIII B

Nis : 09573

- | | | |
|---------|---------|---------|
| 1. A ✓ | 11. C ✓ | 21. A X |
| 2. A ✓ | 12. B X | 22. B ✓ |
| 3. A ✓ | 13. B X | 23. B ✓ |
| 4. A ✓ | 14. A ✓ | 24. C ✓ |
| 5. D X | 15. B ✓ | 25. B ✓ |
| 6. C ✓ | 16. C ✓ | 26. C ✓ |
| 7. A ✓ | 17. A ✓ | 27. A ✓ |
| 8. B ✓ | 18. A ✓ | 28. C ✓ |
| 9. C ✓ | 19. A ✓ | 29. A ✓ |
| 10. D ✓ | 20. A ✓ | 30. A ✓ |

26 Benar = 8,6

Nama : Florentina Yuliana Vici

Kelas : VIII B

NIS : 09537

- | | | |
|---------|---------|---------|
| 1. A ✓ | 11. C ✓ | 21. B ✓ |
| 2. A ✓ | 12. D ✓ | 22. B ✓ |
| 3. B X | 13. C X | 23. D X |
| 4. A ✓ | 14. A ✓ | 24. C ✓ |
| 5. C ✓ | 15. C X | 25. B ✓ |
| 6. C ✓ | 16. C ✓ | 26. C ✓ |
| 7. A ✓ | 17. A ✓ | 27. A ✓ |
| 8. B ✓ | 18. A ✓ | 28. C ✓ |
| 9. C ✓ | 19. A ✓ | 29. A ✓ |
| 10. D ✓ | 20. A ✓ | 30. A ✓ |

26 Benar = 8/6

Appendix 7. Table Students Pre Test And Post-Test

| No | Initial | Pre-test | X1 ² | Post-test | X2 ² | Gain D | |
|-----|---------|--------------------|------------------------|--------------------|------------------------|-----------------|-------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | AA | 8,6 | 73,96 | 8,6 | 73,96 | 0 | |
| 2 | ASW | 5,8 | 33,64 | 8,0 | 64 | 2,2 | 30 |
| 3 | APP | 8,5 | 72,25 | 8,6 | 73,96 | 0,1 | 1, |
| 4 | AAM | 6,6 | 43,56 | 8,6 | 73,96 | 2 | 30 |
| 5 | AN | 6,7 | 44,89 | 7,0 | 49 | 0,3 | 4, |
| 6 | AAW | 6,9 | 47,61 | 8,4 | 70,56 | 1,5 | 22 |
| 7 | CC | 5,6 | 31,36 | 7,4 | 54,76 | 1,8 | 23 |
| 8 | CS | 5,6 | 31,36 | 8,7 | 75,69 | 3,1 | 44 |
| 9 | EES | 5,6 | 31,36 | 7,4 | 54,76 | 1,8 | 23 |
| 10 | ENE | 5,6 | 31,36 | 8,7 | 75,69 | 3,1 | 44 |
| 11 | ERB | 5,6 | 31,36 | 6,6 | 43,56 | 1 | 12 |
| 12 | FYV | 5,6 | 31,36 | 8,6 | 73,96 | 3 | 42 |
| 13 | FXP | 5,6 | 31,36 | 7,7 | 59,29 | 2,1 | 27 |
| 14 | GNG | 6,3 | 39,69 | 7,6 | 57,76 | 1,3 | 18 |
| 15 | HIC | 5,6 | 31,36 | 7,5 | 56,25 | 1,9 | 24 |
| 16 | JFN | 6,3 | 39,69 | 7,6 | 57,76 | 1,3 | 18 |
| 17 | CNL | 6,3 | 39,69 | 7,1 | 50,41 | 0,8 | 10 |
| 18 | MADGD | 6,3 | 39,69 | 8,6 | 73,96 | 2,3 | 34 |
| 19 | MANE | 6,3 | 39,69 | 8,3 | 68,89 | 2 | 29 |
| 20 | MB | 6,3 | 39,69 | 8,7 | 75,69 | 2,4 | 33 |
| 21 | MJDB | 6,3 | 39,69 | 6,9 | 47,61 | 0,6 | 7, |
| 22 | MY | 4,0 | 16 | 8,0 | 64 | 4 | 4 |
| 23 | MR | 5,5 | 30,25 | 7,0 | 49 | 1,5 | 18 |
| 24 | MF | 5,0 | 25 | 6,3 | 39,69 | 1,3 | 14 |
| 25 | NN | 5,3 | 28,09 | 8,3 | 68,89 | 3 | 40 |
| 26 | OMNM | 3,6 | 12,96 | 8,3 | 68,89 | 4,7 | 55 |
| 27 | PKAL | 4,3 | 18,49 | 7,3 | 53,29 | 3 | 34 |
| 28 | PFB | 4,3 | 18,49 | 7,3 | 53,29 | 3 | 34 |
| 29 | RYO | 4,3 | 18,49 | 8,4 | 70,56 | 4,1 | 52 |
| 30 | VNI | 5,3 | 28,09 | 7,4 | 54,76 | 2,1 | 26 |
| 31 | VL | 4,3 | 18,49 | 8,5 | 72,25 | 4,2 | 53 |
| 32 | YNS | 5,0 | 25 | 7,6 | 57,76 | 2,6 | 32 |
| 33 | YARS | 3,6 | 12,96 | 7,3 | 53,29 | 3,7 | 40 |
| 34 | YYO | 5,0 | 25 | 8,0 | 64 | 3 | 33 |
| 35 | YSDP | 3,6 | 12,96 | 6,3 | 39,69 | 2,7 | 26 |
| 36 | YWR | 4,3 | 18,49 | 8,1 | 65,61 | 3,8 | 47 |
| 37 | YSM | 3,6 | 12,96 | 7,2 | 51,48 | 3,6 | 38 |
| 38 | EHDR | 4,3 | 18,49 | 7,6 | 57,76 | 3,3 | 39 |
| 39 | CBW | 5,3 | 28,09 | 8,6 | 73,96 | 3,3 | 45 |
| 40 | TYG | 3,3 | 10,89 | 7,4 | 54,76 | 4,1 | 43 |
| | N=40 | $\sum X_1 = 204,7$ | $\sum X_1^2 = 1223,81$ | $\sum X_2 = 311,5$ | $\sum X_2^2 = 2444,41$ | $\sum D = 95,6$ | $\sum D^2 = 90,6$ |

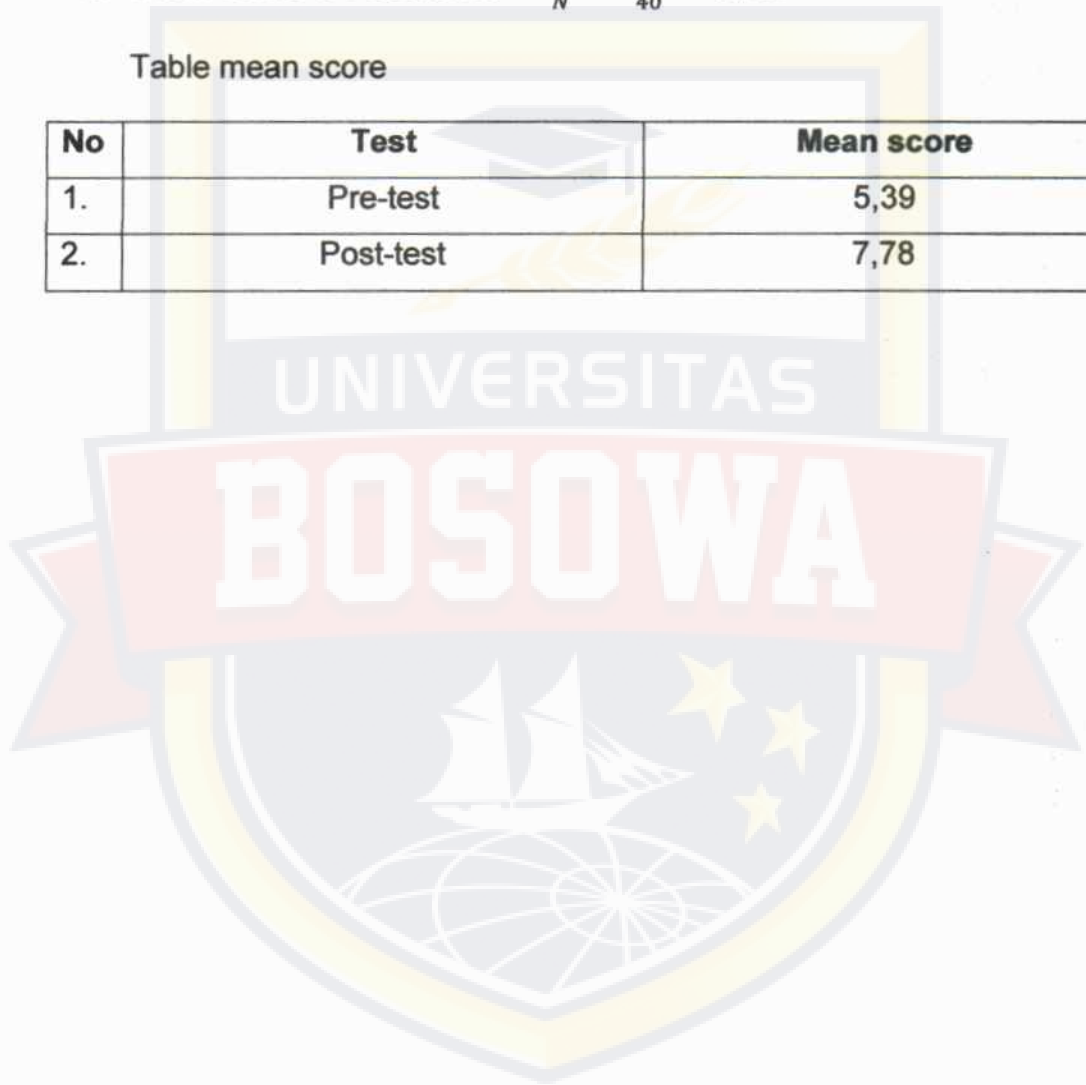
Appendix 8. Students Mean Score on Pre-test and Post-test

a. Mean Score in Pre-test $\bar{X} = \frac{\sum X1}{N} = \frac{215,9}{40} = 5,39$

b. Mean Score in Post-test $\bar{X} = \frac{\sum X2}{N} = \frac{311,5}{40} = 7,78$

Table mean score

| No | Test | Mean score |
|----|-----------|------------|
| 1. | Pre-test | 5,39 |
| 2. | Post-test | 7,78 |



Appendix 9. Table Distribution Critical T – Test

| df | .2o | .1o | .05 | .02 | 01 | .001 |
|-----|-------|-------|--------------|--------|--------|---------|
| 1 | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 | 636.619 |
| 2 | 1.886 | 2.920 | 4.303 | 6.965 | 9.926 | 31.98 |
| 3 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 12.941 |
| 4 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 8.610 |
| 5 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 6.850 |
| 6 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.959 |
| 7 | 1.415 | 1.895 | 2.365 | 2.908 | 3.499 | 5.405 |
| 8 | 1.397 | 1.860 | 2.309 | 2.896 | 3.355 | 5.041 |
| 9 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.781 |
| 10 | 1.372 | 1.812 | 2.226 | 2.764 | 3.169 | 4.587 |
| 11 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.437 |
| 12 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 4.3118 |
| 13 | 1.350 | 1.751 | 2.160 | 2.650 | 3.120 | 4.221 |
| 14 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 4.140 |
| 15 | 1.341 | 1.753 | 2.131 | 2.604 | 2.947 | 4.073 |
| 16 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 4.015 |
| 17 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.965 |
| 18 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.927 |
| 19 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.883 |
| 20 | 1.325 | 1.725 | 2.088 | 2.528 | 2.845 | 3.850 |
| 21 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.919 |
| 22 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.791 |
| 23 | 1.319 | 1.714 | 2.690 | 2.500 | 2.807 | 3.767 |
| 24 | 1.318 | 1.711 | 2.640 | 2.492 | 2.797 | 3.745 |
| 25 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.725 |
| 26 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.707 |
| 27 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.690 |
| 28 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.674 |
| 29 | 1.311 | 1.699 | 2.045 | 2.462 | 2.752 | 3.658 |
| 30 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.646 |
| 40 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.551 |
| 60 | 1.296 | 1.671 | 2.010 | 2.390 | 2.660 | 3.640 |
| 120 | 1.289 | 1.658 | 2.980 | 2.358 | 2.617 | 2.373 |
| X | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.291 |

Appendix 10. T – test analysis

$$t = \frac{\bar{D}}{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N(N-1)}}} = \frac{2,39}{\sqrt{1220,6 - \frac{(95,6)^2}{40(40-1)}}} = \frac{2,39}{\sqrt{1220,6 - \frac{9139,36}{40(39)}}}$$

$$t = \frac{2,39}{\sqrt{1220,6 - \frac{228,484}{1560}}} = \frac{2,39}{\sqrt{\frac{992,116}{1560}}} = \frac{2,39}{\sqrt{\frac{992,116}{1560}}} = \frac{2,39}{\sqrt{0,635}}$$

$$t = \frac{2,39}{0,796} = 3,0025$$

$$\text{where : } \bar{D} = \frac{\sum D}{N} = \frac{95,6}{40} = 2,39$$

UNIVERSITAS

BOSOWA



Appendix 11. Research Photos



1. Picture 1. Students were join the pre-test



2. Picture 2. Students Follow the Treatment



3. Picture 3. Students were Join the Post-Test

CURICULUM VITAE



The writer, Makrina Renyaan was born on July 17th, 1988 in Tual (Maluku Tenggara) from the marriage of his parents, Nikolaus Renyaan and Rikharda Warayaan, he is the youngest son.

He entered elementary school at SDK Naskat Sathean in 1998 and graduated 2004 Then he continued his study at SMP Patimura Sathean and graduated in 2007 Then he continued his study at SMAN 1 Kei - Kecil, social knowledge and graduated 2007. Then he continued his study in University "45" Makassar English Education Department.



PEMERINTAH KABUPATEN SIKKA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 NITA
JLN. LEDAN PUAN, NO. 71 - NITA

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
NOMOR : 325/I21.26/SMP.1/KP/2012

Yang bertanda tangan di bawah ini :

N a m a : Drs. Leo Usman
N I P : 19610808 199801 1 001
Pangkat/ Gol./Ruang : Pembina, IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 1 Nita

Dengan ini menerangkan bahwa :

N a m a : Makrina Renyaan
Stambuk : 4507101009
Program Studi : Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah mahasiswa Universitas 45 Makasar yang telah melaksanakan Penelitian dengan judul **"Improving The Students Vocabullary Through Anecdotes at SMP Negeri Nita - Kabupaten Sikka - NTT"** di SMP Negeri 1 Nita Kabupaten Sikka dari Bulan Agustus s/d September 2012.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Nita, 11 September 2012

Kepala SMP Negeri 1 Nita,



Drs. Leo Usman

NIP. 19610808 199801 1 001