THE USE OF WISE WORD IN TEACHING VOCABULARY IN THE FIRST YEAR STUDENTS OF MAN TAMBAKBERAS JOMBANG

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PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA
NO. KLAS: K T-2010 042 PBI
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ASAL BUKU:
TANGGAL:

By :

MAMLUATUL JAZILAH

D35206025

TARBIYAH FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES

SUNAN AMPEL SURABAYA

2010

APPROVAL SHEET

KEMENTERIAN AGAMA
PERPUSTAKAAN
SURABAYA
UIN SUNAN AMPEL

Name : MAMLUATUL JAZILAH

NIM : D35206025

Title : The Use of Wise Word in Teaching Vocabulary in the First Year Students of Man Tambakberas Jombang

Has been corrected and approved by the advisor to be examined.

Advisor I

Khoirun Ni'am, Dr.Phil

NIP. 1970 0725 1996 031004

APPROVAL SHEET

Name : MAMLUATUL JAZILAH

NIM : D35206025

Title : The Use of Wise Word in Teaching Vocabulary in the First Year Students of Man Tambakberas Jombang

Has been corrected and approved by the advisor to be examined.

Advisor II

Siti Asmiyah, S. Pd

NIP. 1977 0414 2006 042003

LEGITIMATION SHEET

This thesis by :
Name : Mamluatul Jazilah
NIM : D35206025
Has been approved by the Board of Examiners as the requirement for the degree of sarjana in English Language Education.

Surabaya, July 23, 2010

Approved by,

Dean of Tarbiyah Faculty

Dr. H. Nur Hamim, M.Ag
NIP.196203121991031002

Chair,

Dr. Phil. Khoirun Niam
NIP. 197007251996031004

Secretary,

Siti Asmiyah, S.Pd
NIP. 197704142006042003

Examiner 1,

Dra. Irma Soraya, M.Pd
NIP. 196709301993032004

Examiner 11,

Dr. Muhammad Salik, M.Ag
NIP. 196712121994031002

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Penulis

Mamluatul Jazilah

ABSTRACT

THE USE OF WISE WORD IN TEACHING VOCABULARY IN THE FIRST YEAR STUDENTS OF MAN TAMBAKBERAS JOMBANG

Name : Mamluatul Jazilah
NIM : D35206025
Study Program: S-1 English Education
Department : English Department
Faculty : Tarbiyah Faculty
Institution : State Institute for Islamic Studies Sunan Ampel Surabaya
Advisor I : Dr. Phil. Khoirun Ni'am
Advisor II : Siti Asmiyah, S.pd

Key words: Wise word, Vocabulary

Many students in senior high school lack of vocabulary. They are difficult to speak and write because they do not have vocabulary. This is exacerbated by the presence of teachers who teach in a way monotonous. There are many English teacher use monotonous and traditional techniques. It can make the students bored in learning English.

Many modern and update techniques and methods are applied in teaching English nowadays such as games and etc. Even though many teachers still use traditional technique. So, the teacher should consider giving good and enjoyable teaching to the students. It is to make students enrich their vocabulary.

In this study was found some problem that was experienced by the students in first year at Man Tambakberas Jombang. (1) what are wise words used in teaching English vocabulary in the first year of MAN Tambakberas Jombang?, (2) How wise word used as a material of teaching English vocabulary for the first year students of MAN Tambak beras Jombang?, (3) What are the student's responses to the teaching English vocabulary using wise word? And (4) Do the students comprehend wise word in teaching English vocabulary?

The purpose of conducting this study are to describe the teaching learning process by using wise word, to describe students' responses to the teaching learning vocabulary by using wise word and to know the students' comprehension after getting wise word.

To answer the research problem, the writer used descriptive-qualitative method. The researcher observed the process of teaching learning using wise word in class X-8 in MAN Tambakberas Jombang. The researcher observed the class four times. And she used documentation, observation checklist, interview and test as research instrument. From the four observations, it is known that the use of wise word in teaching vocabulary gives a very good result for the first students of senior high school. It also gets good responses from the students. it is expected that teachers consider to use wise word as a material in teaching learning vocabulary process.

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KEMENTERIAN AGAMA PERPUSTAKAAN SURABAYA IAIN SUNAN AMPEL

CHAPTER I
INTRODUCTION

This chapter discusses the background of this study that becomes the basic consideration for the three questions of this research. The purposes of this study are explained in the objective of the study section. The usefulness of the result is the content of the significance of the study. The scope and limitation of the study explains the focus of this research. The last part of this chapter presents the definition of key terms to help the readers comprehend the content of the study.

1.1 Background of the Study

Nowadays, English is one of international languages. Many people use it as their regular means of communication and for making relationship with other people from different parts of places and languages in all over the world. In multicultural community, English appears in every life aspects; economy, education, trading, politic and other social aspects. It makes English very important to be mastered. Besides, there are many books, novels, magazines, tool instructions are written in English.

Knowing the importance of English, it becomes a compulsory subject that should be taught in Indonesia education. In this case, Indonesian people are expected to understand English as well as possible. Therefore, English is needed to be taught at school. Many teachers use English in their teaching learning activities at school. Students are expected to be able to speak English when they are at school. They have to

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speak English when they are at school. They have to be able to improve the four English language skills; listening, speaking, reading and writing.

In teaching and learning those skills, learners have to be familiar with vocabulary first. Vocabulary is the basic of communication as we will not be able to communicate easily without knowing the words we want to use. So, vocabulary mastery has an important role for the four language skills. Language learners have to master vocabulary as much as possible because they always use words to express their ideas and use it in listening, reading, speaking and writing.

Deighton says:

> *"Vocabulary is the most component of language power in using the language; students who are rich in vocabulary will be successful both in expression skill speaking and writing and receptive skills: reading and listening both those who are poor in vocabulary will get trouble in those skills". (1971:6)*[1].

The statement above shows how important vocabulary is. The success of students' language learning depends on how many vocabularies they can master and how well they use them.

However, some students of senior high school are still lack of vocabulary as in general they master limited number of vocabulary and are not able to communicate in English. The problem may be caused by the monotonous and traditional teaching of vocabulary at many senior high

[1] Deighton, Lee.. *Encyclopedia of Education*. (New York: Mc. Millan Co.Free, 1971)

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schools. It makes the students easily get bored. They have difficulties in understanding the lesson and they do not have motivation to learn it.

To overcome the problems, the concept of building only a word a day is one way to get a new word everyday for students and a new level of comprehension. This might increase fluency and communication among students because they will be easy to memorize it. E.D. Hirsch states that by children comprehending how to use the words and what is involved in structuring the words into sentences, it becomes a natural part of their vocabulary[2].

In addition as the key in teaching learning process, teachers should give motivation and encouragement to the students in learning vocabulary. Teachers should be patient and have some techniques and materials in teaching English vocabulary. The teaching will be successful if a teacher understands his or her class well. This might include understanding the student's characteristics and the student's likes and dislikes. Teachers should also have some techniques and methods that are interesting and effective in motivating his students to learn English. Ronald T. Hyman states that teachers are interested, not only in what a student does, but in why he does it[3]. This implies that a teacher has very important role in the process of curriculum implementation.

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[2] Hirsch, E.D. (2003). *Reading Comprehension Requires Knowledge-of Words and the World.* American Educator

[3] Hyman, Ronald T. *Ways of Teaching*, (The United States of America, 1974)

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A teacher should also use some appropriate materials in order to reach the objectives of teaching and makes a joyful and interesting English lesson. S/he can match the techniques and materials used in teaching vocabulary with the objectives of teaching and the level of the students. Dornyei notes that the teacher's skills in motivating learners should be seen as central to teaching effectiveness[4].

There are some previous studies about teaching student's vocabulary. Mokhammad Nizzam from The English Department Faculty of Art and Language Surabaya State University studied *"The Use of Flashcard in Teaching Vocabulary to the Hearing-Impaired Students"* (2009). His research aims to investigate the use of flashcards in teaching vocabulary to hearing-impaired students and the students' responses towards `Flashcard is offered as a teaching aid which can be very useful and helpful with some of the activities. This research is a descriptive qualitative study. Observation checklist, interview and questionnaire were used to collect the data. This research found that the visual aspect of the flashcards helps to create a fun and interesting atmosphere so that student's boredom can be avoided.

In her research entitled *Using Matching Games in Teaching Vocabulary to the Fourth Grade Students of SDN 1 Cukir Jombang,* Hilyatul Aulia Fitriani from English Department Faculty of Art and Language Surabaya State University studied matching games as an

[4] Dornyei, Z.. *Teaching and Researching Motivation.* (England: Pearson Education Limited, 2001) p.116

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alternative media in increasing the young learner's vocabulary mastery (2008). She used descriptive-qualitative and quantitative research to answer three research questions: "how can match games be implemented in teaching vocabulary to the elementary school students", "how is the students' vocabulary to the implementation of matching games", and how the students' responses are when the teacher uses matching games for their classroom activity, especially for the learning of vocabulary". From the data gathered through observation checklist, student's task and questionnaire, this study found that , matching games as an alternative media in increasing the young learner's vocabulary mastery offered a pleasant change of pace in the lesson so they could motivate the students in learning vocabulary.

Another research was conducted by Lailatul Fitriyah from Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia Jombang. Entitled *the Implementation of Teaching Vocabulary by Using Picture at Ra Muslimat Al-Fauziyah Sembung in Academic Year 2008-2009* the study investigated the student's achievement in English vocabulary (2009). The subject of this study is the students of kindergarten school Sembung which consist of 23 students. The instrument is used in collecting the data are observation, interview, test and documentation.

To the best of my knowledge, there is no previous study about wise word in teaching learning English vocabulary. The previous similar research studied about the use of proverb and idiom.

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The first research is about proverb by Barbara J. Erskine (1987) from University of Oregon. Her title is *Proverb Comprehension in Context: A Developmental Study with Children and Adolescents*[5]. The results of this study indicated that fourth graders performed well on a proverb comprehension task involving contextual information and a written multiple choice format. It was also found that performance on the proverb task steadily improved at least through the eighth grade and was significantly correlated to performance on a perceptual reasoning task. The study contributes to the small but growing body of information concerning language development during the preadolescent and adolescent years and may have some important implications for the assessment of youngsters of this age range who have comprehension deficits that are troublesome, yet difficult to document.

Other research was focusing on idioms. It was conducted by Maria Chiara Levorato (2004) from University of Modena-Reggio Emilia, Italy by the title *Reading Comprehension and Understanding Idiomatic Expressions: A Developmental Study*[6]. This study aimed to investigate idiom comprehension in school-age Italian children with different reading comprehension skills. According to her hypothesis, the level of a child's

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[5] Erskine, J. Barbara . 1988. *Proverb Comprehension in Context :A Developmental Study with Children and Adolescents*, (http://jslhr.asha.org.cgi/content/abstract/31/1/19 retrieved 7 Desember 2009, at 11:58 PM).

[6] Levorato, Chiara, Maria. 2004. Reading *Comprehension and Understanding Idiomatic Expressions: A Developmental Study*, (http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6WC0-4CF15M3-1&_user=10&_rdoc=1&_fmt=&_orig=search&_sort=d&_docanchor=&view=c&_searchStrId=1124565839&_rerunOrigin=google&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=e2431f5ac5260766919ed7b9ba7cdfa5, retrieved 7 December 2009, at 11:43 PM)

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text comprehension skills should predict his/her ability to understand idiomatic meanings. Idiom comprehension in fact requires children to go beyond a simple word-by-word comprehension strategy and to integrate figurative meaning into contextual information. In a preliminary phase, she used a standardized battery of tests to assess the ability of second graders and fourth graders to comprehend written texts. Three groups were identified at each age level: good, medium, and poor comprehenders. Children were then presented with familiar idiomatic expressions which also have a literal meaning (e.g., "break the ice").

Idioms were embedded in short stories: in Experiment 1 only the idiomatic interpretation was contextually appropriate, in Experiment 2 a literal reading of the string was also plausible in the context. A multiple-choice task was used in both experiments: children were asked to choose one answer among three corresponding to: (a) the idiomatic meaning; (b) the literal meaning; and (c) an interpretation contextually appropriate but not connected with the idiomatic or literal meaning of the idiom string. The results of both experiments showed that the ability to understand a text indeed predicted children's understanding of idioms in context. To verify whether possible improvements in children's comprehension skills might produce an increase in figurative language understanding, Experiment 3 was carried out. A group of poor comprehenders who participated in Experiments 1 and 2 was tested eight months later. The results of

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Experiment 3 showed that children whose general comprehension skills improved their performance on an idiom comprehension

The above research found that some techniques and methods in teaching English vocabulary such as the use of flashcard, matching games and picture are effective ways to teach and to motivate students in learning English vocabulary. In addition, proverb and idiom is very useful and helpful subject in teaching learning English. Because those are easy to understand the students. They will be able to comprehend the meaning in the context. And the students will not be bored with the lesson in the classroom.

Different from some research reviewed above, this research focuses on the use of wise word material to teach English vocabulary in the first grade in MAN Tambak beras Jombang. It is expected that wise word used by the teacher could increase vocabulary mastery and also becoming an interesting one in teaching learning English vocabulary. It may also become motivation and inspiration in daily life, because wise word is an innovative material. It is hoped that the students would not be bored in learning English. The material is called *Inspiration of the Day* by the teacher in the classroom.

1.2 Research Questions

As it is explained in the background of the study, the questions to answer in this study are formulated as the following

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1. How is wise word used as a material of teaching English vocabulary for the first year students of MAN Tambak beras Jombang?
2. What are the students' responses to the teaching of English vocabulary by using wise word?
3. Do the students comprehend wise word in teaching English vocabulary?

1.3 Objectives of the Study

1. to describe the process of teaching learning vocabulary by using wise word to the first grade students of MAN Tambak beras Jombang;
2. to describe the student's responses to the teaching English vocabulary by using wise word;
3. to measure the students comprehension in teaching English vocabulary by using wise word;

1.4 Significance of the Study

The writer expects that this study would be a useful input for other teachers in order to choose the appropriate method that can be used in their teaching learning process, especially in teaching English vocabulary in senior high school. Besides, it is hoped that the study can build the students' motivation in learning the English language especially in vocabulary, and to reduce their boredom when they are learning vocabulary.

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1.5 Scope and Limitation of the Study

The researcher focuses on the process of using wise word material in teaching vocabulary in the first year students of MAN Tambak beras Jombang. She observes the process of teaching wise word while the class is conducted and the student's responses to the teaching English vocabulary by using wise word. The research is done more than one meeting in order to find out students' comprehension.

1.6 Definition of Key Terms

To get the same perception to some words or phrases used in this study, some items are defined in order to give the readers a better understanding and to avoid misunderstanding in definitions. They are:

Wise word : a material that shows meaningful saying can give motivation and inspiration to our daily life as a compass.

Teaching : The act, practice, occupation, or profession of a teacher[7]

Vocabulary : It is a list of words in which you are supposed to know or learn. Vocabulary is the data base of words that you use on an everyday basis[8]

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[7] http://www.thefreedictionary.com/teaching, retrieved 2 Jul 2010 16:15:06 GMT

[8] http://wiki.answers.com/Q/What_is_vocabulary, retrieved 2 Jul 2010 16:19:06 GMT

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains some underlying theories related to this study. The reviews consist of three parts: vocabulary, teaching vocabulary, wise word, and using wise word in teaching English.

2.1 Vocabulary

To communicate with others, people need to master vocabulary as much as possible. We always need words, i.e. vocabulary when we want to share ideas, opinions and thoughts. Here will be discussed in more detail the definition, the types and the importance of vocabulary.

2.1.1 The Definition of Vocabulary.

In learning English as a foreign language, vocabulary is the most important factor which should be mastered by the students. A student who lacks vocabulary will find difficulties in language learning process and has little opportunity to be successful in developing the four language skills.

Hornby states that vocabulary is a total number of words which (with rules for combining them) makes up a language[9]. According to Hornby, vocabulary consists of words to express one's

[9] AS Hornby, *Oxford Advanced Learner's Dictionary* (London: Oxford University Press.1897), p.959

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thought, opinion and idea. Also said by Zimmerman, vocabulary is central to language and of critical importance to the typical language learners.[10]

Basically, people will be able to communicate if they convey meaning. Understand the meaning means understand the vocabulary. In the means of communication, it does not matter having a mistake in the grammar use, but it does matter having a mistake in vocabulary. It is in line with Wilkins's statement as quoted in Thornburry, without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed.[11] Wilkins affirms that vocabulary is very important.

Vocabulary plays an important role in communication because we communicate with other people by using words. Vocabulary is a basic skill to communicate, because people will not be able to communicate easily without knowing the words.

Dale points that vocabulary development means more than adding new words to your repertoire of experience. It means putting your concepts in better order or into additional orders or arrangements. To change your life is to change your life[12]. People will have greater chance to be successful in developing the language

[10] http://www.plucha.info/2009/the-importance-of-vocabulary-learning-strategies/ retrieved 2 Jul 2010 16:25:06 GMT
[11] *ibid*
[12] Dale, Edgar. *Techniques of Teaching Vocabulary,* (California. Field Educational Publications, Inc, 1971)

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skills if they have large number of vocabularies. In orders words, vocabulary is an essential part in everyday life.

Finocchiaro as cited by Martasari describes another importance of vocabulary. He says that vocabulary mastery is needed to develop the four aspects of communication namely: listening, speaking, reading and writing. It means without mastering vocabulary, a learner will find difficulty in communication because vocabulary is the bridge to develop the four language skills.

Remembering that English is needed nowadays in almost every aspect in daily life, especially people have to be able to speak English fluently. Vocabulary is the most important factor in learning foreign language, so people should master vocabulary in order to be able to communicate easily.

We consider that the success of learning a language on how many vocabularies that student can master and how well they used them. It means, before they learn a new language, they have to know much about vocabulary.

2.1.2 Kinds of Vocabulary

According to Charles C. Fries, there are four kinds of vocabulary. First, the function words or grammatical words are words that must be learned in connection with auxiliaries, preposition, conjunctions, interrogative particles and a

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miscellaneous group consisting of the words for degree, for generalizing, the articles and others.

Second, the substitute words represent not individual things or specific actions, but function as substitute for classes of words. The groups include, among others, the personal pronoun and verb expression.

The third kind of vocabulary item consists of those that are distributed in use according to such grammatical matters as the presence or absence of a negative.

Fourth, the large body of "content" words constitutes the chief material usually considered when the vocabulary of a language is discussed. These are the words that function as symbols for the phenomena which we react upon as the world of reality about us- symbols for things, for actions, for qualities.[13]

2.1.3 The Importance of Vocabulary

West in David Nunan states that words would enable learners to express practically any idea they wanted to[14]. From that statement, we know that if one has rich vocabulary, he is able to communicate, show and share his idea, opinions, and thoughts to others.

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[13] Fries, Charles C, *Teaching and Learning English as a Foreign Language*. (The United States of America. The University of Michigan Press, 1970) p. 44.

[14] Nunan, David. *Language Teaching Methodology: A Textbook for Teacher*. (New York: Prentice Hall. 1991) p. 118

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Hornby states that people will not be able to communicate without language and language will never exist without vocabulary[15]. It means vocabulary is an important part of language. It can be said that words form language.

Shepherd points out that vocabulary is one the most significant aspects of language development. It is through words that we are able to communicate and to think. Words are the labels we give to thoughts, ideas, concepts and impressions[16].

Dale points out that student need to realize that vocabulary is an index of the nature and quality of their lives. It reflects what they have studied, where they have been, the subtleties and refinements of their mind. He adds that to change your vocabulary is to change your life. So, we can know how important vocabulary is in our life[17].

Finocchiaro as cited by Martasari describes another importance of vocabulary. He says that vocabulary mastery is needed to develop the four aspects of communication namely: listening, speaking, reading and writing[18]. It means without mastering vocabulary, a learner will find difficulty in communication due to the fact that vocabulary is the bridge to develop the four language skills.

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[15] Hornby, *opcit.* p.959

[16] Shepherd, David L. *Comprehension High School Reading Methods.*(Ohio: Charles E. Meril Publishing Co. 1973)

[17] Dale, Edgar . *opcit*

[18] Martasari, Rosyantina. *The Use of Picture to Teach Vocabulary for the Elementary Students* (Unpublished, S-1 thesis). (Educational English Department, FBS: UNESA, 2004.) P. 10

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Remembering that English is needed nowadays in almost every aspect in daily life, people have to be able to speak English fluently. Vocabulary is the most important factor in learning foreign language, so people should master vocabulary in order to be able to communicate easily.

We consider that the success of learning a language on how many vocabularies that student can master and how well they used them. It means, before they learn a new language, they have to know much about the vocabulary.

2.2 Teaching Vocabulary

The English is evolving rapidly and it is the de facto language of the world is it in business and academic studies. As a result of its rapid growth, people sometimes get confuse and lost in its translations. By having a good vocabulary the learners are demonstrating themselves as an intelligent, smart and confidence person.

The students will hear or read many new English vocabularies when they are learning English. However they can not possibly learn all those new vocabularies so their first problem is to decide which one to concentrate on. There are some suggestions to solve this problem.

Shoebottom suggests:

"First, learn the words that are important to the subjects they are studying. Second, learn the words that they read or hear again and again. Third, learn the words that they know they will often want to use. And the

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last, do not learn words that are rate or not useful (the teacher can help the students in this point)"[19].

After the students have chosen which words to learn, then they have to decide how they are going to learn then. They are several ideas:

"First, write the words in a notebook (with their translation or definitions). Second, say the words many times (if they have an electronic dictionary they can hear the word is pronounced). Third, put the words into different groups. And the last is to use the words in their own speaking or writing)[20].

Teaching vocabulary is not only giving the new words to the students, but also elaborates the new words that are given to the students. Teaching vocabulary is concerned with the technique used in presenting new words. The teacher has to use the appropriate technique in teaching vocabulary, if the teachers do not choose the most suitable technique, teaching learning process will be unsuccessful.

Teaching vocabulary is not easy task for teacher. The teacher must be creative when he teaches his students. In order students, not get bored, they can receive one by the vocabulary that they get from the teacher. It often happens to the students that think the words are familiar to them but they find the meanings strange in the present content.

People who teach believe that they can and do change their students. Whether the teaching runs well without comprehension or get successful. So, the teacher has to manage the classroom well. As stated by Ronald T.

[19] http://www.esl.fis.edu/learners/advice/vocab.htm, retrieved 2 Jul 2010 16:21:06 GMT
[20] *ibid*

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Hyman, the teacher should take care to remain calm even when he sees the teaching situation moving away from his planned[21].

Besides, appropriate material and technique are needed by the teacher to make the students enjoy in learning English so that they can get vocabulary easily. Jeanne McCarten said Material can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom.[22]

There are six steps how to teach vocabulary well, as below:

1. Choose a list of words to focus on that's an integral part of the students' existing curriculum. Include words that students find in their everyday lives.
2. Motivate students by creating rewards, games, puzzles and other fun activities.
3. Model proper use of vocabulary words. Have fun with your own vocabulary and students will want to have fun with theirs.
4. Create a word wall where students write new and interesting vocabulary words.
5. Quiz and test the students on their vocabulary words.

[21] Hyman, Ronald T. *Ways of Teaching*, (The United States of America. 1974.)
[22] McCarten, Jeanne. *Teaching Vocabulary*. (New York: Cambridge University Press, 2007)

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6. Revisit old vocabulary words often. Bring them up casually in class and on quizzes"[23].

2. 2 Wise Word

2.2.1 The Definition of Wise Word

Peter J. Leithart in Ian Pape states that when wise words appeared, things changed[24]. It means that wise word can change and influence our thinking about life because wise word is an inspiration of life and give motivation in daily life.

Division of the phrase wise word, *"wise"* means knowing much from experience. It is able to make sensible decisions and judgements on the basis of personal knowledge and experience[25].

Then *"word"* itself means that meaningful unit of language sounds. It means that a meaningful sound or combination of sounds that is a unit of language or its representation in a text[26].

2.2.2 The Importance of Wise Word

People have their own way of life. They will get success, happiness, sadness, problems and fortune. So that, they can put wise word in it to wall our life as an inspiration and motivation.

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[23] http://www.ehow.com/how_2069516_teach-vocabulary.html retrieved 3 Jan 2010 07:25:45 GMT
[24] http://www.hayletts.net/fm/fm08_wisewords.html, retrieved 31 Agus 2009 11:05:29 GMT
[25] http://encarta.msn.com/encnet/features/dictionary/DictionaryResults.aspx?search=wise&lextype=3, retrieved 2 Jul 2010 17:13:02 GMT
[26] *ibid*

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There are many wise words which can be taken in daily life, such as about love, job, relationship, parents, education, friendship and etc. Ananto Praktino states:

"Siapapun membutuhkan motivasi dalam hidupnya. Kata-kata mutiara bias membantu orang membangkitkan motivasinya. Bisa tentang cinta, persahabatan, kreatifitas, orang tua, pendidikan, pemimpin, marketer, pebisnis, dan sebagainya"[28].

From Ananto's statement above, wise word has an important role in way of life. It can become way of life and inspiration in daily life. It also can be taken from some authors. Besides, people can make their own wise word from our experience in life. As Sugeng Utomo states,

"Sebenarnya anda sendiri bisa menciptakan kalimat mutiara anda sendiri. Inilah yang juga saya lakukan dengan "Diary Kehidupan" saya. Setiap pelajaran penting yang anda dapatkan dalam satu hari ini, anda dapat mengintisarikan nilai pelajaran hidup. Suatu ketika, saat and abaca kembali anda akan kaget betapa banyak intisari hidup yang telah anda kumpulkan"[29].

People who use wise word can make life better and colorful because wise word is very good inspiration and motivation. People will take the purpose of wise word to inspire them

2.3.3 Lists of Wise Word

Wise word gives an inspiration and motivation. It can be used in daily life. There are many wise words that are useful to inspire this life. The following are lists of wise word

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[28]Pratikno,Ananto. 2008. *Belajar Dari Kata- Kata Mutiara,* (http://www.mail-archieve.com/sarikata@yahoogroups.com/M5909634.html, retrieved 26 October 2009 11:49:49 GMT)

[29]Utomo, Sugeng. 2008. Belajar dari kata-kata mutiara. (http://rsugengutomo.com/index.php?option=com_content&task=view&id=36&lang=en&Itemid=31, retrieved 11 Nov 2009 04:23:00 GMT)

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"Think like a wise man but express yourself like the common people" – *W.B. Yeats*[30]

"If you don't like how things are, change it! You're not a tree". – *Jim Rohn* [31]

"Do what you can, with what you have, where you are". -*Theodore Roosevelt* [32]

"Life is like riding a bicycle-in order to keep your balance, you must keep moving". – *Albert Einstein* [33]

"Giving up doesn't always mean you are weak. Sometimes it means that you are strong enough to let go". ~*Author Unknown*[34]

"Just remember there are a right way and a wrong way to do everything and the wrong way is to keep trying to make everybody else do it the right way". ~*M*A*S*H, Colonel Potter*[35]

"A friend is the one who comes in when the whole world has gone out." - *Grace Pulpit*[36]

"If you're alone, I'll be your shadow. If you want to cry, I'll be your shoulder. If you want a hug, I'll be your pillow. If you need to be happy, I'll be your smile. But anytime you need a friend, I'll just be me". - *Author Unknown*[37]

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[30] http://www.plainlanguagenetwork.org/Resources/quotations.htm retrieved May 13, 2010
[31] *Welcome to The Quote Garden! Wise words.* 2009, , http://www.quotegarden.com/wise-word.html , retrieved 18 November 2009 20:29:45 GMT
[32] *Ibid*
[33] *ibid*
[34] *Ibid*
[35] *ibid*
[36] ibid
[37] *ibid*

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"It is far better to forgive and forget than to hate and remember". – Venn McLellan[37]

"Excellence is to do a common thing in an uncommon *way. "Booker T. Washington*[38]

"Experience is not what happens to you, it is what you do with what happens to you". – *Aldous Huxley*[39]

"A smile is the lighting system of the face and the heating system of the heart. *Venn McLellan*[40]

"Love is a canvas furnished by nature and embroidered by imagination". – *Voltaire* [41]

"This better to have loved and lost than never to have loved at all" – *Alfred Lord Tennyson* [42]

"Love is the only force capable of transforming an enemy into a friend" – *Martin Luther King* [43]

"A little learning is a dangerous thing". - *Ronald Ridoult* [44]

"Genius is the ability to reduce the complicated to the simple." - *C.W. Ceram*[45]

"Health is better than Wealth" ~ *Ronald Ridoult* [46]

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[37] Vern McLellan. *Wise Word and Quotes.* (Tyndale House Publishers, Inc. 1998)
[38] *ibid*
[39] *ibid*
[40] *ibid*
[41] Curiosita, 2004. *Only For You, Sweethearts.* Katalog Dalam Terbitan (KDT)
[42] *ibid*
[43] *ibid*
[44] *ibid*
[45] *ibid*
[46] *ibid*

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"When you look at your life, the greatest happinesses are family happinesses." ~ *Joyce Brothers*[48]

"If you have health, you probably will be happy, and if you have health and happiness, you have all the wealth you need, even if it is not all you want" ~*Elbert Hubbard*[49]

"Never make your home in a place. Make a home for yourself inside your own head. You'll find what you need to furnish it - memory, friends you can trust, love of learning, and other such things. That way it will go with you wherever you journey". ~*Tad Williams*[50]

"I used to believe that anything was better than nothing. Now I know that sometimes nothing is better". ~*Glenda Jackson*[51]

"Speak what you think today in words as hard as cannon-balls and to-tomorrow speak what tomorrow thinks in hard words again; though it contradicts every thing you said to-day". ~*Ralph Waldo Emerson*[52]

2.4 Using Wise Word in Teaching English

English teachers and many English students will immediately recognize wise word or proverbs. They convey a way of looking at the world in a few short, vivid words. English language learners, often

[48] http://www.quotegarden.com/family.html retrieved May 13, 2010 10:20
[49] http://www.quotegarden.com/health.html, retrieved May 13, 2010 10:17
[50] http://forum.angolaxyami.com/quotes-meditation/49918-best-wise-words-wise-words-quotations-books-wise-words-aforism-wise-words-all-about-wise-w.html. retrieved 7 Mei 2010 01:13:27 GMT.
[51] *ibid*
[52] *ibid*

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struggling with a limited vocabulary, find wise words easy to learn and fun to use.

Teachers can bring vocabulary in out of the cold and into the heart of daily classroom practice in English by wise word material. Wise word is very useful for getting spirit of life and also pleasure in learning English vocabulary. English language learners can easily memorize wise word. Using the right wise word at the right moment gives students a tremendous sense of competency and fluency in English. However, sharing wise word shows a respect for tradition and the past while students expand their vocabulary in a new, modern language.

A wise word is a meaningful saying that can give motivation and inspiration to daily life as a compass. Wise word is similar with proverbs. They are a quotation that has useful in their meaning to be a compass and inspiration. Wise word and proverb are useful and interesting material in teaching English because it creates an inspiration. Teacher can teach vocabulary and reading with wise word or proverb. Students will understand easily and comprehend the meaning of wise word well. This is one way to increase students' vocabulary. Words in a sentence will be memorized and remembered by the students well, because wise word or proverb can apply in daily life.

Using wise word or proverb in teaching English has had a long and honorable history in the classroom. As early as the tenth century proverbs

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were used in England as a brighter method of teaching Latin. There are some tips for using proverb and wise word that have found in internet

"First, explain to students that it may be more useful for them to be able to understand the expressions when they hear them than to be able to produce them. Second, don't overload students with too many at a time (five is probably a good number for one class). Third, ask students if any of the proverbs translate directly into their own language. Fourth, put them into context. It means that try to use situations when people actually use the expressions and get students to create dialogues or role-play and to use a few of the proverbs to reinforce the meaning." [52]

However, after deciding they do need to learn some proverb or wise word are a few ideas to help teacher's way in teaching English. Wise word and proverb can be a lot of fun to work, but just try to ensure will be worth for students.

[52] http://www.teachingenglish.org.uk/language-assistant/teaching-tips/proverbs-idioms ,retrieved 07-12-2009/ 6:27

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CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to describe the method used to collect data for this study. Discussion includes the research design, subject of the study, and data of the study, instrument of the study, data collection technique, and data analysis technique.

3.1 Research Design

This study used a descriptive qualitative one. This study was conducted to find out the answer to the problems as stated in Chapter I. It tried to answer the questions, (1) How wise word used as a material of teaching English vocabulary for the first year students of MAN Tambak beras Jombang?, (2) What are the student's responses to the teaching English vocabulary using wise word? And (3) Do the students comprehend wise word in teaching English vocabulary?. Dealing with this, Wahyuningsih states that if the research is concerned with finding out who, what, where, or how, the study is descriptive[53]. The writer in this study observed the teacher and the students' activity in class and reported it from the beginning.

[53] Wahyuningsih, Novi. *Techniques of Teaching English Vocabulary at SLTP Negeri 39* (Unpublished, S-1 thesis).(Educational English Department, FBS: UNESA, 2005) p 27

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3.2 Subject of the Study

The subject of the study is the English teacher and the first grader of MAN Tambakberas Jombang. It was conducted to the students of first grade who were taught English by using wise word. It would be taken one class, which consists of 43 pupils. They are class X-8 which is taught wise word material. It would be chosen randomly.

3.3 Data of the Study

The data of this study was in the form in the of the observation's result. The data were obtained from direct observation checklist and note taking. It was taken to know how is wise word used in the class (the process of using wise word). Besides that, the interview's result also became the data. It was taken to know the student's response to wise word material to teach vocabulary in the classroom. And the data of this study was also in the form of student's worksheet. It was taken to measure student's comprehension in wise word.

3.4 Instrument of the Study

Instrument of the study was needed to collect the valid data. There were observation checklists, interview and test.

First, the researcher observed the school and the teacher while giving the proposal of the research at MAN Tambakberas Jombang. The headmaster took pre-interview to give the permission for the researcher to

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conduct the research. Second, the researcher conducted the observation by coming to the classroom when the teacher was teaching English (reading and listening). Third, the researcher wrote the implementation of wise word and information in note taking. The next, the researcher conducted the interview with the students. The objective of interview was to get the information about the students' responses to teaching vocabulary by using wise word given by teacher. Students were asked to choose the appropriate answer based on their own opinion. Finally, the researcher conducted the test, to know student's vocabulary mastery after the implementation of wise word in teaching vocabulary.

However, Lincoln and Guba say that in the qualitative research, the instrument of choice in naturalistic inquiry is the human[54]. So that, the main instrument to collect the data is the researcher herself.

3.5 Data Collection Technique

The data were collected through, observation checklist, interview and test. Here are several steps to collect the data

1. Observation

Observation was the primary technique to collect the data. According to Marshall, through observation, the researcher learns about behavior and the meaning attached to those behaviors. In this research, a non-participant observation was applied during the process

[54] Lincoln, Yovana S; Guba, Egon; *Naturalictic Inquiry*. (London; Sage Publications, Beverly Hills, 1984)

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of teaching learning in the classroom since the researcher only became an observer and didn't take part in the teaching learning process.

The researcher observed the teaching learning process of wise word, the students' responses to the teaching English vocabulary by using wise word and the kinds of wise word taught by the teacher in the process of teaching learning in the class.

2. Interview

This study interviewed the students to know their responses to the teaching of English vocabulary by using wise word taught by the teacher. It concerned with opinion of *Inspiration of the Day* during the English class. Through interview, it would be gained deeper understanding on how to interpret a phenomenon that could not be added through observation alone. Stainback as cited by Sugiono describes that interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation alon[55]

3. Test

This method was used to collect the data about using wise word in teaching vocabulary in the classroom. The test was in the form of writing test. In this case, the score of test was used to measure students' comprehension to wise word in reaching the objectives.

[55] *ibid*

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According to Madsen is to measure the comprehension and production of word used in speaking or writing[56]

3.6. Data Analysis Technique

The technique of data analysis is an important part in research. Because by using her method, the researcher can conclude the result of the study.. The data from observation, interview and test, the implementation and the students' responses to the teaching vocabulary by using wise word. All the data obtained in this study were in a descriptive way. When analyzing the data, three main steps were done accordingly:

1. Identifying the data dealing with the statement problems of her study.
2. Analyzing and classifying the data in the form of observation checklist, interview and the result of test.
3. The last, drawing the conclusion.

In the test part, it was given by the writer in the last observation after the students got some materials which were given by the teacher using wise word. The researcher would use procedure as follow:

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

Where,

[56] Madsen, Harold 5. *Techniques in testing.* (England: Oxford University Press, 1983)

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X : The mean score

$\sum x$: The sum of values in the distribution (total score)

N : The number of class

The score range based on Brown as cited by Lailatul Fitriyah;

Score	: 85-100	= Excellent (E)
	75-85	= Very Good (VG)
	55-75	= Good (G)
	44-55	= Poor (P)[57]

[57] Fitriyah, lailatul. *The Implementation of teaching English vocabulary by using picture at R.A Muslimat Al-Fuziyah Sembung in the Academic year 2008-2009* (Unpublished, S-1 thesis).(Educational English Department, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia, 2009)

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CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the writer will analyze and describe the data that had been collected during the research. The data were the collecting of wise word as documentation, the result of observation in teaching learning process that was conducted four times, the result of interview that was given to get and know the student's responses in the teaching vocabulary by using wise word, and the student's worksheet that was given to know student's comprehension to the teaching vocabulary by using wise word.

3.1 RESULT

4.1.1 The Result of Observation

a. The First Observation

Held on : **Tuesday, 25th of May. 2010**
Topic : **Friendship**
Class : **X-8**
Teacher : **Atik Aina'ul Mardliyah, S.pd**

Before starting the lesson, the teacher greeted the students. Then the teacher checked student's present. After checking the present, the teacher introduced Inspiration of the Day, as the dialogue below:

Teacher : "Well, as usual, I will give Inspiration of the Day. How many Inspirations do you want?"
Students : (some of them said) "five miss...." (Some of others said) "Ten miss...."
Teacher : (the teacher was smiling hearing student's response). "Okay, I will give you four Inspirations today. It is about

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friendship" (The teacher wrote down on the white board) (see appendix I)

Students : Okay miss..... (Then they begin to write on their book while the teacher was writing down the Inspiration of the Day).

After writing down the Inspiration of the Day on the white board, the teacher asked the students "how many new words that you find?" (With underlining the words that students mentioned)

Inspiration of the Day

- When a person can find sorrow behind your smile, words behind your silence, love behind your anger. You can believe that person is your true friend.
- Friendship all about three things; winning-losing and sharing, winning your friend's heart, losing your ego and sharing joys and sorrow.
- Find friends open my eyes, smart friends open my mind but only sweet friend like you open my heart
- Dreams are to be forgotten, reality to be lived. Desire to be fulfilled, destiny to be reached, promised to be kept, relationship to be respected and friendship to be treasured.

Then, the teacher conveyed the instruction to the students to look for the meaning of those words in the dictionary. In a few minutes, the teacher checked what the meaning of those underlined vocabularies is after the students looked for the meaning of those vocabularies (see appendix II).

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Afterwards, the teacher called students one by one. And they answered the meaning of The Inspiration of the Day (see appendix III). (After answering, all students were saying "ooowh, so sweet..." it happened after they know the meaning of Inspiration of the Day one by one). Then, the teacher gave little explanation to students about the Inspirations of the Day such as story.

The answer time was continuing with the next Inspiration of the Day. But one the students could not answer clearly. So, the teacher answered the meaning of the second Inspiration of the Day.

Then in the fourth Inspiration, one of students also answered unclearly. Then the teacher explained about the meaning of the fourth Inspiration. The teacher said that the word fulfilled, kept, respected and treasured are in the form of passive voice. Then, the teacher answered it on the right answer (see appendix III). The students were paying attention to the teacher's explanation.

After discussing about Inspiration of the Day, the teacher continued the lesson. The teacher asked the students to do some tasks about Direct and Indirect in the book. They had to answer it on the piece of paper.

The teaching learning process took 90 minutes, when the time was almost over the teacher asked to the students to submit their paper on the teacher's table. The teaching learning runs well. All students participated actively in asking and answering the questions,

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nevertheless there were some noise made by some students while the process of the teaching learning took place. The time was over and teacher finished the lesson by salam.

b. The Second Observation

Held on : **Thursday, 27th of May 2010**
Topic : **Love**
Class : **X-8**
Teacher : **Atik Aina'ul Mardliyah, S.pd**

Before starting the lesson, the teacher greeted the students. Then, the teacher checked student's present. After checking the present, teacher gave some questions to students, as the dialogue below:

Teacher : "Tell me, what is love?"
Student 1 : "Love is blind…"
Student 2 : "Love is friendship…."
Student 3 : "Love is beautiful…."
Teacher : "Well, the topic of Inspiration of the Day is about Love today. Do you like it?"
Students : "yes miss, Okay…." (They seemed excited when they got it about Love)

The teacher wrote down the Inspiration of the Day on the white board while the students wrote on their book (see appendix I). After writing down the Inspiration of the Day on the white board, the teacher asked the students "how many new words that you find?" (With underlining the words that students mentioned)

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Inspiration of the Day

- Love is an attractive feeling in the heart between two people to feel happy and sad each other.
- Love is not the base of happiness but without love is the base of sadness
- True love is which only for two persons, and has not the place for the third person.
- Never love with all your heart, it only ends in aching

Then, the teacher conveyed the instruction to the students to look for the meaning of those words in the dictionary and after getting the answer, the students could raise hand as volunteer. In a few minutes, the teacher asked the students first what the meaning of those underlined vocabularies is after they looked for the meaning of those vocabularies. Then, they answered the teacher's questions (see appendix II).

Afterwards, there were some students raised hands. They enthusiastically wanted to answer the Inspiration of the Day. Then, one of the students was chosen by the teacher, she answered well (see appendix III). (After answering, all students said "ooooowh, so sweet……" it happened after they know the meaning of Inspiration of the Day one by one)".

Sometimes, they made noise because they were talking about the Inspiration of the Day given by the teacher that made them like.

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And the answer time was continuing until all of the Inspiration of the Day was answered by them.

The teacher continued the lesson. She asked the students to correct their last test while the teacher was writing down the answer on the white board. After finishing correction, students collected the paper to the teacher's table. Then, the teacher explained again about Direct and Indirect Speech.

The teaching learning process took 90 minutes. It was running well even though there were some noises made by the students. The time was almost over; teacher finished the lesson by salam.

c. The Third Observation

Held on : **Tuesday, 1st of June, 2010**
Topic : **Life**
Class : **X-8**
Teacher : **Atik Aina'ul Mardliyah, S.pd**

In this meeting, the teacher placed in the language's labotarium because the lesson would watch movie. Before starting the lesson, the teacher greeted students. Then, the teacher checked student's present. After checking their present, the teacher introduced the activity. The teacher would give the students Inspiration of the Day. And she would dictate Inspirations of the Day that day. The teacher said that the dictation would not be scored by the teacher but they have to score themselves. The teacher also said

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that it was done to know how the student's skill in writing. The students agreed. Then, students paid attention to the teacher and wrote on their book while the teacher was dictating the Inspiration of the Day (see appendix I). It was running well. The teacher was dictating slowly. It was to make students understand what the teacher dictated and to make them easy to write.

After finishing dictation, the teacher used Microsoft Power Point with OHP to check student's result of their writing while the students were correcting their answer. In a few minutes, the teacher asked students how many mistakes they have. Some of students answered 5 to 8 mistakes. In this case, students know how far their writing skill is. They corrected the mistakes with the right answer.

In this case, the teacher did not write down the Inspiration of the Day but she just used Microsoft Power Point to check the student' writing. The teacher answered all the Inspiration of the Day. She translated into Indonesia (see appendix III). The teacher mentioned some vocabularies that were possible unknown by the students by oral (see appendix II). Sometimes, teacher asked the meaning of some vocabularies to the students. The students paid attention more to the teacher. Then, she explained all Inspirations by giving some reality of life and story.

Afterwards, the teacher continued the lesson. The teacher gave some questions to students, as the dialogue:

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Teacher : "Have you ever imagined that everything on your surrounding move on, for example your doll, your toys and pictures? "
Students : "Yes, sometimes Miss...."
Teacher : "Well, we will see the movie about that". But you have to do something after watching the movie. You have to describe each character in this movie."
Students : "yes miss....."
(Then, they watched the movie until the time was almost over. They paid attention to the movie by the title "Night at the Museum II".)

Before finishing, the teacher said that their duty might be collected next meeting. Then, the teacher closed the meeting by salam.

d. The Fourth Observation

Held on : Thursday, 3rd of June, 2010
Topic : Life
Class : X-8
Teacher : Atik Aina'ul Mardliyah, S.pd

The teacher placed in the language's labotarium again. Before starting the lesson, the teacher greeted to the students. Then, the teacher checked student's present. Afterwards, the teacher said that students would watch the continued movie. The students were very excited hearing it.

Before watching the movie, the students asked the teacher to give the Inspiration of the Day, as the dialogue below:

Students : "Inspiration of the Day first, Miss...."
Teacher : "Well, I don't forget about it... how many Inspirations do you want today?"

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Students : "Up to you Miss...."

Then, the teacher introduced the activity. She said that the technique was like the previous meeting, by dictation. The procedure was also the same. The teacher dictated the Inspiration of the Day slowly. And the process was running well.

After finishing dictation, students checked their own mistakes based on the teacher's writing on Microsoft Power Point (see appendix I). The teacher asked students which vocabularies that they did not know. Then the students answered some vocabularies, such as solve, great, filled, experiment, and expectation. The teachers answered the meaning of those unknown vocabularies (see appendix II) then translated the whole of Inspiration of the Day into Indonesia (see appendix III). Students paid attention to the teacher. Sometimes, they said "ooowwhh.....so sweet...." after answering one of the Inspirations.

Then, the teacher continued the lesson. The teacher gave instruction that students have to watch the continued movie and describe all of the characters in the movie after watching it.

The teacher stopped the movie when the movie was almost finished. Because the time was almost over, the teacher gave five minutes to students to copy their note to a piece of paper. And they have to collect it on the teacher's table. In closing, the teacher said salam.

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4.1.2 The Result of Students' Vocabulary Test

As stated in the fourth problem in Chapter I, the test was done to analyze the students' vocabulary comprehension. It can be analyzed from the students' worksheet of the test (see appendix VI). It was conducted once in the last meeting of observation. Students were asked about some vocabularies of Inspiration of the Day that was discussed every meeting. There are ten questions that the researcher given.

From the students' worksheet (see appendix VI), most of students got excellent.

NO	NAME of STUDENTS	SCORE
1	Anindya Feri Anggraini	90
2	Anni Rufaiyah	80
3	Annisa Etika Arum	100
4	Annisa Nur Syahidah	95
5	Aurum Nur R.A	100
6	Chusnul Chotimah	100
7	Citra A.L	80
8	Diah Fatmawati	90
9	Dini Afifah	100
10	Desy Sri Styawati	100
11	Ely Rahmawati	100
12	Eviana Nur Inayah	90

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13	Fairuz	90
14	Iflahatin Ni'mah	100
15	Irum Mirfatur Royani	85
16	Juni Halimatus Sa'diyah	95
17	Maziyatun Niswah	90
18	Miftakhul Jannah	100
19	Muniroh	100
20	Nahdia Salama	100
21	Novia Rahayu U	90
22	Nur Qomariyah S.	70
23	Nurul Fitriyah	80
24	Ratna Ni'matus Sholikhah	85
25	Rinatuz Zahra	100
26	Riza Nur Aida	95
27	Rohmatul A. Umami	95
28	Rosyida Nuril Izzati	90
29	Salwatul Fu'adah	70
30	Silvi Lailatul F.	85
31	Siti Nur Khasanah	100
32	Siti Ma'asroful A.	85
33	Veny Eka Yogawati	100
34	Wahyunia Maghfiroh	90

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35	Wihda Auliya	90
36	Yati Oktarina	90
37	Yulia Inayatillah	90
38	Zahrotul Insiyah	85
39	Zainiyah N.	85
TOTAL SCORE		**3560**

The mean: based on the table above, the researcher has found the score according the formula as follow:

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

$$= \frac{3560}{39}$$

$$= 91,28$$

After finding mean above that mean of score is 91, 28, the researcher classifies it on classification of the standard of valuing the achievement of teaching learning process, as below:

Score	:	85-100	= Excellent (E)
		75-85	= Very Good (VG)
		55-75	= Good (G)
		44-55	= Poor (P)

After knowing the standard above, the researcher can conclude that mean of comprehension is 91, 28. It stands between 85-100. So the

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result of the students' comprehension using wise word in teaching vocabulary is excellent.

4.2 DISCUSSION

In this section, the researcher discusses the data got from the observation, students' test and interview. Here, the discussion is focused on the objectives of the study; the process of teaching learning English vocabulary by using wise word, student's responses during the teaching learning process and students' comprehension in using wise word

4.2.1 The Process of Teaching Learning English Vocabulary by Using Wise Word

From the four observations, the researcher saw that wise word can be used well in teaching vocabulary in the first year students of MAN Tambak beras Jombang because the teaching learning process was running well. The teacher wrote down Inspiration of the day on the white board. And the topic was given to the students related to their daily life, such as about friendship, love and life. It made students interest to learn wise word. And the students also respond enthusiastically when wise word was given by the teacher. They could understand easily when the teacher conveyed Inspiration of the Day. They paid attention to the teachers' explanation. And they also looked for

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the meaning of wise word in dictionary and answered the teacher's questions.

The teacher explained about wise word with story and reality of life after translating into Indonesia. So, the students can extend their knowledge. The teacher gave some techniques in using wise word such as explanation and dictation. The students said "ooowwhh....so sweet" when wise word had been answered by one of their friend. They were motivated in learning wise word (Inspiration of the Day).

4.2.2 The Student's Responses to the Teaching English Vocabulary Using Wise Word.

Interview was applied to know students' responses during the teaching learning vocabulary process by using wise word. The students were interviewed by the writer in the last meeting of observations. The writer gave some questions to students to get their responses related to the teaching learning wise word (Inspiration of the Day) They answered the questions with their own opinion and responses to the teaching vocabulary by using wise word.

Firstly, the researcher asked about how important English is to the students (The students' opinion about English in this modern era).

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. In this part, the students were asked about like and dislike in English lesson. The students also gave some comments in answering the questions. Some of the students like English lesson and some of them said dislike English lesson.

- Students like English lesson because they interest in English. Some of them said that English is very important in this modern era. Some of them said that English is International language so they have to be able to speak English to answer Foreigner's questions.
- Some of the students dislike English lesson because they felt difficult in learning English especially in making sentence and speaking. They were confused in learning grammar.

The second questions, the researcher asked about teaching vocabulary by using wise word. All of the interviewee said that they like Inspiration of the day because it could give motivation and inspiration in their life. They also added that Inspiration of the day is interesting material in teaching English vocabulary because they interest in learning Inspiration of the day. They could enrich their vocabulary by learning Inspiration of the day because wise word could be used in their right moment. So, they could memorize easily. They got 3 until 5 Inspiration of the day every meeting

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4.2.3 The Students' Comprehension after Getting Wise Word.

Testing is an important part of teaching learning experience. One of test purpose according to Madsen is to measure the comprehension and production of word used in speaking or writing.[58] The writer gave writing test to know students' comprehension after getting wise word. The test was given by the researcher to students in focusing their vocabulary mastery in learning wise word. It was given in the last meeting of observation.

The result of testing showed that the students could mastery some vocabularies in wise word that was given by the teacher. They understood well what the teacher taught and conveyed. In the fact, the students' worksheet showed that their score were very good. There were thirteen students that got perfect score and other students got score 80-95. And there were two students got score 70. The mean score is 91, 28. It means that the result of the students' comprehension using wise word in teaching vocabulary is excellent

[58] Madsen, *opcit*

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CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the data analysis and the description which had been discussed in the previous chapter, this chapter would present the conclusion and some suggestions of the study. The conclusion presents the results of the study; in addition, the suggestion presents the advices for the teachers, students, and the other writers.

5.1 CONCLUSION

The use of wise word in teaching vocabulary made the students motivated in learning English besides games and puzzle. The teacher gave variety of wise words to students such as about friendship, love and life.

First, the teacher always gave the introduction of wise word, so that the students were able to know what they would do and also explained well about wise word with some stories. So, it can make the students understand the lesson well. And they were not bored in the teaching learning process because the topics also related to daily life such as about advice, love, friendship and life. In the first meeting the teacher gave explanation and techniques in teaching wise word. After giving wise word, she explains wise word with short story about friendship. She asked the difficulty of finding new vocabulary in wise word to the students. And students looked for the meaning of those in dictionary. Then, they answered the teacher's instruction. The students also paid attention to the

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teacher's explanation. In the second meeting, the teacher stimulated students with some questions. And the teacher also gave explanation to wise word. The teacher asked students to look for the meaning of wise word in dictionary. In the third meeting, the teacher placed the students in language's lab because she would gave a movie to the students. The teacher didn't forget to give wise word to the students. In this part, she dictated the students. And the result was checked by Microsoft Power Point. Then, the teacher gave the whole of the meaning of wise word. In the fourth meeting, the teacher made the same technique with the third meeting by dictation.

Second, the students like Inspiration of the day very much; they were interested in learning English vocabulary through wise word. It can be seen from the result of interview. They said that they like it very much to give them inspiration, motivation and advise. They can increase their vocabulary after getting wise word. If they used wise word in the right moment, they would remember. They also paid attention to the teacher's explanation. So, they are very excited when wise word was applied in teaching English.

Third, the students' comprehension showed excellent. It means that students could memorize some vocabularies in Inspiration of the Day well because it was easy to understand. So, they could enrich many vocabularies in learning wise word.

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5.2 SUGGESTION

After doing observation, delivering interviewing and testing the students, the researcher would like to give some suggestions which may be useful and helpful in creating the better techniques in teaching learning English vocabulary. It is important for the teacher to provide his students wise word as alternative material to give motivation for them

Besides, it can expand students' vocabulary everyday. And wise word was also an interesting material in the way of teaching vocabulary. The researcher suggests that the teacher should have an interesting topic in teaching wise word. And the teacher should make some other appropriate techniques to teach wise word. The teacher should make variety technique that does not make the students not bored in learning. And teacher can give wise word with some stories and reality of life so that the students can be easier in learning wise word. With variety technique in teaching wise word, the students will not feel bored in teaching learning wise word.

Moreover, the researcher suggests to other English teacher that will use wise word as his or her material in teaching vocabulary or writing to use media or some other facilities in the school. It is to make students motivate to learn wise word and memorize it well. So, students can enrich their vocabulary.

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