

**A STUDY OF THE STUDENTS' ABILITY IN MASTERING VOCABULARY
THROUGH DEFINITION OF THE WORDS TO THE ELEVENTH
GRADE STUDENTS OF MAN 1 LANGSA**

THESIS

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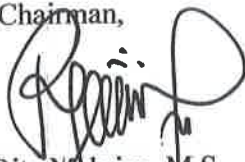
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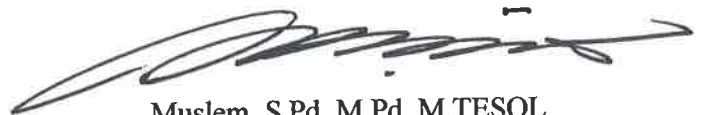
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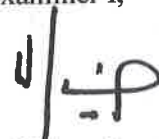
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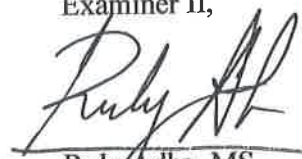
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Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 27 Maret 2019

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the writer in particular and readers in general.

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The Writer

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ABSTRACT

Gunawah, 2019. A Study of the Students' Ability in Mastering Vocabulary through Definition of the Words to The Eleventh Grade Students of MAN 1 Langsa *Skripsi* English Department, Tarbiyah and Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

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This research is a classroom action research. The aim of this research is to know the process of improving students' vocabulary mastery by using the definition of the words for eleventh grade students of MAN 1 Langsa in the academic year 2018/2019. The method used in this research was classroom action research. The writer conducted this research from 8 February until 19 February 2019 in MAN 1 Langsa. The subject was the students of XI IPA 1 in 2018/2019 academic year. This class consists of 16 students. In collecting the data, the writer used observation sheet and test. The test were given in pre-test, test 1 and test 2. The writer analyzed the mean score of each test to find out the improvement of students' vocabulary mastery after the action was conducted and analyzed the percentage of students passed and failed in each cycle. The writer conducted the action the students' vocabulary mastery increased optimally. It could be seen from the mean score of pre test is 57.8, post test 1 is 72.5 and post test 2 is 84.68. In the first test (pre-test) the students who passed the KKM were 4 students or 25%. In the second test (post-test 1) the students who the passed KKM were 10 students or 62.5%. In the third test (post-test 2) the students passed were 14 students or 87.5%. After applying the action the writer was able to solve the problem in improving vocabulary mastery. The students were able to imagine the word meaning By using the definition of the words in teaching vocabulary, students could easily understand and memorize new vocabulary. In the teaching process, when the writer uses the definition of the words, the students are enthusiastic and enjoy during teaching learning process.

Keyword : *Vocabulary, Mastery and The Definition of the Words*

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CHAPTER I

INTRODUCTION

A. The Background of The Study

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in foreign language, students should acquire an adequate number of words and should know how to use them accurately. There are many languages in the world. As we know, each country has different language; English is one of foreign language that has important role in mastering a language. To success in English the students must learn about vocabulary. Vocabulary is one of skill which needed by students not only to communicate well in a foreign language but also to master a language.

According to Madsen one thing that is very fundamental for everyone is to know in learning English is mastering vocabulary.¹ It means learning vocabulary is an important role in a language. On the other words, vocabulary is an important thing to learn English.

Mackey Man states that words are medium of communication.²It means word has an important role in communication and also all skills in a language. Word is a pillar in language learning to get success in language learning, the student should be able to master their vocabulary first. Word is a thing that has meaning. Word is the symbol knowledge and key to think in great skills of

¹Harold S Madsen, *Teaching Techniques in English As A Second Language* (New York: Cambridge University Press, 1983), 3.

²MackeyMan, *Language Teaching Analysis* (London: Longman Group Ltd, 1967), 11.

language. According to the statement, the writer referred that the word is foundation or the key how to be English well.

Vocabulary is an important component which supports the great skills in learning language, specifically English skill, because of that vocabulary is important in learning teaching language.³ Based on explanation above, the writer concluded that vocabulary is a thing which has great influence skills in a language and vocabulary is an important thing in learning teaching language. In teaching learning English process is not easy because English is not their mother tongue, exactly in Indonesia. It is mean, to get the goal of a case is needed good technique which can help students' master vocabulary.

Based on the problem above, the writer tries to find out solution of this case. The writer found out the solution that there is an easy way in learning vocabulary in mastering students' vocabulary. In this case, the researcher would conduct a research about learning vocabulary through definition of the word.

Grain and Redman states the definition is used to define clearly the meaning of the words or to express ideas for the meaning or take the ideas, an opinion by words, look or action. One of the most effective ways to control the student learning of new words is to keep vocabulary notebook. They may want to keep a small one in their pocket so that can write down words whenever they hear or see them, and larger one in their desk for the study later on.⁴

³Paul Meara, "The rediscovery of vocabulary" (Second Language Research, 2002)18(4), 393-407.

⁴Ruth Grain and Redman, *Working With Words: A Guide to Teach and Learning Vocabulary* (New York:Cambridge University Press, 1986), 74.

Vocabulary related with reading comprehensions. It means through reading comprehensions the student get much information in expressing in new and many vocabularies are found in reading text.

Michaeland O'Dell explains:“when the student are reading something in English, they do not look up every new word or expression or they will soon get fed up but only look up something that is really important for understanding the text’’. When the students had finish the reading, is it suggested that look back of what they have read and then perhaps look up some extra words and writer down expressions that interest them. Similarly when the student listen to English do not panic when they hear some words or expressions that they do not know before. Keep listening and overall meaning will often become clear.⁵

When student read or listen to English, it is sometimes possible to guess the meaning of a word, they do not know before, and they look up or ask its meaning. Decide first what part of speech the word is and then look for clues in its context or from. Lougheed suggested:

“Analyzing vocabulary is needed too, because it is difficult to learn vocabulary by studying long list of words. Studies have shown that is important to learn new words in context that is, to learn what words mean in a sentence, what sentence mean in a paragraph, and what a paragraph mean to the whole reading passage.”⁶

Based on the opinion above, to imagine vocabulary easily, the students must write down the new words in notebook. The new word is gotten from word which have learned then put the words into oral or written expression. Another way to

⁵Michael McCarthy and O'Dell Felicity, *English Vocabulary in Used* (New York: Cambridge University Press, 1994), 3.

⁶Lin Lougheed, *Test of English for International Communication* (New York: Cambridge University Press, 2004), 108.

remember the new words is create own sentence by using the words. If the students created your own sentence using the words that the get. The students will increase their mastery of vocabulary.

Dealing with the problem illustrated above, the writer is interested in doing research at the eleventh grade students of MAN 1 Langsa by a research entitled “*A Study of the Students’ Ability in Mastering Vocabulary through Definition of the Words to The Eleventh Grade Students of MAN 1 Langsa*”.

B. The Problem of the Research

Based on the background above the writer formulates the questions related to learning to the learning vocabulary through definitions of the words as follow:

1. Does teaching vocabulary through definitions of the words improve students’ ability in mastering vocabulary?
2. How does the learning process of teaching vocabulary by using definition of the words?

C. The Purpose of the Research

The main purposes of study can be drawn as follow:

1. To find out the improvement of students’ abililty in mastering vocabulary.
2. To know how the learning process of teaching vocabulary by using definition of the words.

D. The Significance of Study

The result of this study is expected to be useful theoretically and practically. Theoretically, this study is to enrich the theory of teaching English vocabulary. Practically, this study is useful for: (1) Teacher, in order to improving the students’

ability in vocabulary mastery. (2) For students': to enrich their English vocabulary.

(3) For other researcher: to conduct similar topic with different perspective.

CHAPTER II

REVIEW OF LITERATURE

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is a basis of the language; it is very important to be mastered first. People cannot speak well and understand written materials if people do not master it. In learning a language is essential in conducting communication. Whenever we want to communicate with other people using a language, we should have mastered vocabulary related to the topic spoken.

According to Jackson, vocabulary is the stock of words in a language, or that is known or used by an individual, or that are associated with a particular activity. Vocabulary can be defined as the words we teach in the foreign language.⁷ Based on Merriam Webster in dictionary of Basic English vocabulary is a list or collection of words defined or explained.⁸ Vocabulary acquisition is increasingly by viewed as crucial to language acquisition. However, there is much disagreement as for the effectiveness of different approaches for presenting vocabulary items. Moreover, learning vocabulary is often perceived as a tedious (difficult to understand) and laborious (difficult in processing).

As a matter of fact, vocabulary in a language is one of the most vital aspects to be mastered by the students who learn English, Daller et al state

⁷ Howard Jackson, *Words, Meaning and Vocabulary: an Introduction to Modern Lexicology*, (Cassel, 2002), 202.

⁸Merriam Webster, *Dictionary of Basic English* (USA: An Encyclopedia Britannica Company Springfield, 2000), 640

vocabulary is a lively and vital area of innovation in academic approach and research.⁹ It means that vocabulary causes the learner of the language able mastery their vocabulary some aspects of English such as: listening, speaking, reading and writing.

On the other hand, the learners of English that lack Vocabulary the English student that not yet has rich ability about the vocabulary will get some difficulty in speaking each other and also in understanding text comprehension. This statement based on Hackman states students poor vocabulary in the third grade has declining text comprehension scores in fourth, fifth and sixth grade.¹⁰ It means vocabulary is an important experience for everyone and continuous as one grows older. Of course, everyday life provides most of the vocabulary needs words around us. But, talking about the case, it takes long time and difficult ways.

The students have to work hard in understanding about reading and listening that is given by the teacher. It will be difficult for them to understand or comprehend the text if they are not familiar with the words in reading and listening conversation. Chall et al states vocabulary is a strong indicator of reading.¹¹ Its mean to ease comprehend in reading the students need vocabulary, therefore vocabulary is important in learning English.

Based on the statement above, vocabularies play as an important role in teaching/learning English. Vocabulary is important because the reader use

⁹Helmet Daller et al, *Modelling of Education, Second Edition* (New York: McGraw Company, 2007), 1

¹⁰Sue Hackman, *Teaching Effective Vocabulary* (Nottingham: The Department for Children, Schools and Familie, 2008), 64.

¹¹Chall et al, *Research About Vocabulary* (Summer Workshop, 1990), 5.

their oral vocabulary to make sense of the words they see in print and the readers must know what most of the words mean before they can understand what they are reading.

2. Types of Vocabulary

Harmer distinguishes two types of vocabulary, active and passive. The former refers to vocabulary which students have been taught and learn and which they are expected to be able to use.¹² Meanwhile, the latter refers to words which students will recognize when they meet them but which they will probably not be able to produce. In line with Harmer, Haycraft also differentiates vocabulary into two kinds, active and passive. Active vocabulary is words which students can understand, pronounce correctly, and use constructively in speaking and writing. Meanwhile, passive vocabulary is words that students recognize and understand when they occur in a context, but which they cannot produce correctly by themselves.¹³

Hiebert and Kamil state knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write and when we speak.¹⁴ Jeanne adds there are almost a million at 988.968 words.¹⁵ It means the student should be master vocabulary which is necessary for their field of

¹² Jeremy Harmer, *The Practice of English Language Teaching* (London : Longman, 1991), 159

¹³ Haycraft, J., *An Introduction to English Language Teaching* (London: Longman Group UK Limited, 1997), 44

¹⁴Elfrieda H Hiebert And to Michael L.Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice* (New Jersey: Lawrence Erlbaum Associates, 2005), 3.

¹⁵Jeanne Mc Carten, *Teaching Vocabulary Lessons From the Corpus Lessons for the Classroom* (New York: Cambridge University Press, 2007), 1.

study. Shepherd adds there are different degrees of knowing a word being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking and writing, then that is considered productive knowledge (passive/active are alternative terms).¹⁶It means, vocabulary which can get from the reading text and written text.

Melka in Jeanne also classifies vocabulary into two type's active or productive vocabulary which students use when they speak, write, and passive or receptive vocabulary which students should be able to recognize and understand in context.¹⁷However, active vocabulary is words which the students understand and use constructively in speaking and writing.

Based on how often (its frequency) and how widely (its range) vocabulary occurs in language, Nation distinguishes vocabulary into four levels as follows:

a. High frequency words

High frequency words of the language are the most important group of words. These words occur very frequently in all kinds of uses of the everyday language. They are needed formal and informal use of the language, in speech and in writing and in novels, conversation, newspapers and academic texts. Most of words are quite short and included as function words.

¹⁶James F. Shepherd, *Reading Study and Vocabulary Program Second Edition* (Boston: Houghton Mifflin Company, 1984), 79

¹⁷Jeanne Mc Carten, *Teaching Vocabulary...*19

b. Academic words

These words are frequent and widely used within specialized areas. For example, the vocabulary of newspaper, children's books, or very informal conversation. The most well researched special purposes area for vocabulary in academic writing. Academic writing includes academic textbooks like economics or geography text, academic articles such as articles from journals, and laboratory manuals. Academic words do not occur so often in other kinds of language use. The words in the academics word list are very important for learners who will use English for academic study either in Senior High School or universities or technical institute.

c. Technical words

Most technical words occur only in one specialized area, but some technical words can occur in other areas, some with the same meaning and some with different meanings. For example, by-pass and neck occur very frequently in medicine and technical words in that area. They also occur outside that area. Technical words are clearly very important in anyone who specializes in a particular area.

d. Low frequency words

They include (1) words that are not quite frequent or wide range enough to be high frequency words (abort, absorb, accelerate, accent, accusation, acid, acre), (2) technical words from other areas (one

person's technical vocabulary in another person's low frequency vocabulary), and (3) words that just occur rarely.¹⁸

Based on the statement above, it can be concluded that vocabulary distinguish into two types namely active and passive vocabulary, but other expert distinguish based on how often vocabulary occurs in language.

3. Strategies For Learning Vocabulary

There are two strategies in learning vocabulary according to Smith and Wiseman indirectly and taught directly.¹⁹

a. Indirect vocabulary learning

Students learn vocabulary indirectly when they hear and see words used in many different contexts. Children learn word meaning indirectly in three ways:

1) They engage daily in oral language.

Young children learn words meaning through conversations with other people, especially adults. The children often hear adults use new and interest words. The more oral language experience children have the more word meaning they lead.

2) They listen to an adult read them.

Children learn word meaning from listening to adults read to them. Read aloud is particularly helpful when the reader pause during reading to define and an unfamiliar word and after reading, engage the child in

¹⁸I.S.P Nation, *Teaching Vocabulary: Strategies and Technique* (Heinle:Cengage, 2008), 7-11

¹⁹Carl B Smith and Andy Wiseman, *Vocabulary Instruction in Elementary School*, 2007 Available on <http://NiftgovPartnershipforreading/Publications/Reading.first1vocahtm>. Accessed on 17 September 2018

conversation about the book. Conversation about books helps children to learn new word and concept and to relate them to their prior knowledge and experience.

3) They read extensively on their own.

Children learn more many new words by reading extensively on their own, the more words they encounter and the more word meaning they learn.

b. Direct vocabulary learning

Although a great deal of vocabulary is learned indirectly. Some vocabulary should be taught directly. Directly instruction helps student learns difficult words, such as word that represent the complex concept that are not part of students, every day experiences. Direct instruction of vocabulary relevant to a given text leads to a better reading comprehension.

1) Providing student with specific word instruction or teaching individual word can deepen students' knowledge of word meanings.

In-depth knowledge of word meaning can help students understand what they are hearing or reading. It also can help them use word accurately in speaking and writing.

2) Teaching specific words before reading helps both vocabulary learning and reading comprehension.

3) Extended instruction that promotes engagement with vocabulary improves word learning. The more students use a new word and the

more they see them in different contexts. The more likely they are to learn the words.

- 4) Repeated exposure to vocabulary in many contexts aids words learning. Students learn new words better when they encounter them often and in various contexts. The more children see, hear and work with specific words, the better they seem to learn them. When the student reads the same words in their texts, they increase and improve to the new words.

c. Teaching student words learn strategies

Of course, it is not possible for teachers to provide specific instruction for all the words the student do not know. Therefore, students also need to be able to determine the meaning of word that are new to them but is not taught directly of them. They need develop effective word-learning strategies. Word learning strategies include:

- 1) How to use dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meaning ;
- 2) How to use information about word parts to figure out the meaning of words in text; and
- 3) How to use context close to determine with meanings.

Using context clues also good way in strategy learning vocabulary.

Smith and Wiseman indicated context clues are hints about the meaning of an unknown word that is provided in the words, phrases, and sentences

that surround the words.²⁰ Context clues include definition, restatement, example, or description. Students learn most word meaning indirectly, or from context, it is important that they learn to use context clues effectively. It means the students can get the new vocabulary from their activity when they speak and read, then also the new vocabulary is gotten from the environment and new contexts.

Keen suggests that one of the most effective methods of vocabulary building is to study the part of the word which give clues to the meaning of whole word and then to make sure the rough or literal definition to form make sense is relation to what you are reading.²¹ From statement above, meaning that to make easier memorize vocabulary we learn the words that related to a basic idea. We use common words for example, “happy”. These make include “joyful, gleeful, and jovial”. And then we make learn “sad, morose, and tearful”, because have a meaning opposite of “happy”. Based in the statement form Keen, the researcher conclude that one word can procude other word which have relation.

Based on the definition above, many ways or strategies which can introduce by students in mastering vocabulary. As a teacher we must have one of strategies which has be mastered.

²⁰Carl B Smith and Andy Wiseman, *Vocabulary Instruction in Elementary School*, 2007 Available on <http://NiftgovPartnershipforreading/Publications/Reading.first1vocahtm>. Accessed on 17 September 2018

²¹Denis Keen, *Developing Vocabulary Skills* (New York: University of Washington, 1983), 4.

4. Memorizing vocabulary

Vocabulary building is very beneficial, but it can be very difficult to memorize because it can be very abstract and there is often little connection between the word and its meaning. While the connection between the vocabulary word and the meaning does not exist in reality, it is formed in your head.²² It means one of the biggest problems with vocabulary learning is that what has been learned today is often forgotten tomorrow.

According to Smith there are three main ways of learning vocabulary.

a. Memorizing

Some strategies for memorizing vocabulary:

- 1) Say or write the words you are learning.
- 2) Record the words / phrase you are learning on tape.
- 3) Play audio tapes or videotapes repeatedly (song or part of a movie)
- 4) Write the word you are learning on pieces of paper and put them around your room or home.
- 5) Write the word on a card, with the meaning on separate cards.
- 6) Put the words into sentences.
- 7) Connect the new word to words belonging to the same topic or situation that you already know.²³

²²http://www.wrdsmart.com/articles/memorizing_vocabulary_words (Accessed on September 27, 2018)

²³Carl B. Smith and Andy Wiseman. (2007), *Vocabulary Instruction in Elementary School*. Available on <http://NiftgovPartnershipforreading/Publications/Reading.first1vocahtm>. Accessed on 17 September 2018

b. Using

Some strategies for using what have learned (especially learning vocabulary for speaking or writing). They are:

- 1) Create sentences of your own words you are learning, relating them to the situation.
- 2) Write a story that includes all the words that have learned.
- 3) Learn words for a certain topic/situation, and the write about the topic using vocabulary learned.

c. Recycling

The strategies for recycling what the student has learned is that if the students try to read, to listen or to write about the some topic over a number of weeks, they will find that the same vocabulary keeps occurring. If the students follow the some topic over several weeks, it is likely that they will meet the words the students have tried to learn earlier. Meeting the words context will have them remember the vocabulary naturally without having to “study” them. For examples:

- 1) Follow a news story that is printed or broadcast every day for several weeks.
- 2) Focus of one type of news story that occurs almost every day.
- 3) Reads books at particular vocabulary ever.
- 4) Read several book by the same author.
- 5) Read the several books featuring the same characters.

Ager states that learning long list of unrelated words is boring, difficult and does not help you must when you come across those words in a different context. If you focus on learning words in the context you are most likely to find them, you are more likely to recognize them when you encounter them or need to use them again. As you learn more words you will start to sport the meaning of the words.²⁴

There are some steps for remembering vocabulary keyword method according to Setyanto to member words.

Step 1: Thing of “keyword” that sound like the new words, and imagine it as a picture.

Step 2: Thing of picture that describes the meaning of the new words or information.

Step 3: Link the picture together in mind. Linking picture is easy to remember.²⁵

It means that using the keyword method creates visual and personal association between meaning and sound, and these mental links help you remember the vocabulary items.

5. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word ‘master’, which means to become skilled or proficient in the use of, to gain complete knowledge through

²⁴Simon Ager, *Writing System and Language of The World*. Database Online Available From <http://www.Omniglot.com/language/vocab.htm>(Accessed on September 27, 2018)

²⁵Wahyu Adi Setyanto, *on the Strategy of Learning a Foreign Language a Student Perspective*, 1999. Available from <http://www.28.brinkster.com/kangadi/pubs/>. (Accessed on September 27th, 2018, 9

understanding.²⁶ Vocabulary mastery is competence to know words and meaning. Schmitt proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:²⁷

- a. The meaning of the word
- b. The written form of the word
- c. The spoken form of the word
- d. The grammatical behaviour of the word
- e. The collocations of the word
- f. The register of the word
- g. The associations of the word
- h. The frequency of the word

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they

²⁶ William Collins, *Webster's New Twentieth Century Dictionary* (America: The United States of America, 1979), 604.

²⁷ Norbert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000), 5.

perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.²⁸

5. Techniques of Learning Teaching Vocabulary

A good teacher should understand how to present a material in order to reach their purpose described in curriculum. The teacher must select the topic, method, and techniques of presentation and procedure of evaluation before presentation in front of the classroom that is suitable with the importance method and techniques in teaching-learning process. Ubberman states that there are numerous techniques use connected with vocabulary presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented.²⁹ If teachers want student to remember new vocabulary, it needs to be learnt in context, practiced and then revised to prevent student from forgetting. The teacher must make sure students have understood the new word, which will be remembered better if introduced in a “memorable way”.

The implication of the aspects just mentioned in teaching is the goals of vocabulary learning teaching must be more than simply covering a certain number of words list. Teacher must be teaching techniques that can help realize this global concept of what it means to know a lexical item. And they also have to beyond that. Give learner opportunities to use the items learned and also have helped them to use effective written storage systems.

²⁸ Anita Yuliana Siregar, *Improving Students' Vocabulary Mastery through Crossword Puzzle* (North Sumatera: English Department of Education State Institute for Islamic Studies, 2013), 11.

²⁹ Agnieszka Ubberman, *The Use of Game For Vocabulary Presentation Revision*, 2007, 1.

In Indonesia, English is the first foreign language which is taught to the student at school. Thus English should be taught the children as early as possible. The aim is to make children as the young learner familiar with English. There are several techniques in learning vocabulary make the situation of class more effective and interest. However, there are many things that have to be remembered irrespective of the way new lexical items are represented. If teacher hopes students to remember new vocabulary, it needs to learn in context, practice and revised to prevent student from forgetting, the teacher has to make student sure and understand the new words, which will be remembered better if introduced in a memorable way. There are some techniques in teaching-learning vocabulary: Through Picture, Through Puzzle, Through Song, Through Definition of the Words, Through Contextual Guessing, Through Game, Through Telling Story In this research, the researcher only focuses learning vocabulary through definition of the words.

B. Word

1. The Definition of Word

According to Webster states that word is a speech sound or series of speech sounds that communicates a meaning, also a graphic representation of such a sound or series of sound. This correlates phonemes (unit of sound) to lexemes (units of meaning). A word is smallest free form (an item that may

be uttered in isolation with semantic or pragmatic content) in a language, in contrast to a morpheme, which is the smallest unit of meaning.³⁰

A word may consist of only morpheme (e.g. wolf), but a single morpheme may not be able exist as a free form (e.g. the English plural morphemes). Word is fundamental units of inherent quality or basic constitution of things. A word is a substantive expression of picture in the mind. Word is carriages, representation, evidence of the search of essence and meaning.

Word is vehicles, container of thoughts, emotion, ideas and knowledge. John states the use of words is to be sensible marks of ideas". Word knowledge has particular importance in literate societies. It contributes significantly to achievement in the subject of the school curriculum, as well as informal and informal speaking and writing. Most people feel that there is a common sense relationship between vocabulary and comprehension. Messages are composed of ideas, and ideas are expressed in words.³¹

Word is thought of as the smallest meaningful unit of speech that can stand by them. Each person does not have just one word but rather more than several words. We must have more vocabulary since a language consist of the words. In other have more vocabulary, we have to know the definition or meaning of the word because it is very important how to expression the word. In a sentence find many word that consist of noun, verb, adjective, etc. There

³⁰Meriam Webster, *Dictionary of Basic*....720

³¹ John Langan, *English Skill* (New York: McGraw Hill Inc, 1977), 10

are many ways to increase our vocabulary. One of them new we can use a definition of the words.

The existence of words is usually taken for granted by the speakers of a language. To speak and understand a language means - among many other things knowing the words of that language. The average speaker knows thousands of words, and new words enter our minds and our language on a daily basis. This book is about words. More specifically, it deals with the internal structure of complex words, i.e. words that are composed of more than one meaningful element. Take, for example, the very word *meaningful*, which could be argued to consist of two elements, *meaning* and *-ful*, or even three, *mean*, *-ing*, and *-ful*. For example, *meaningful* seems to be clearly related to *colorful*, but perhaps less so to *awful* or *plentiful*. And, given that *meaningful* may be paraphrased as ‘having (a definite) meaning’, and *colorful* as ‘having (bright or many different) colors’, we could ask whether it is also possible to create the word *coffeeful*, meaning ‘having coffee’. Under the assumption that language is a rule-governed system, it should be possible to find meaningful answers to such questions.³²

Carstairs and McCarthy viewed a word as meaningful building-blocks of language. When a baby begins to say, his or her parents will regard it as the baby’s first word. It implies that one word may be regarded as a sentence.

³² Ingo Plag, *Word Formation in English* (Universität Siegen: Cambridge University Press, 2002), 1

For example, an expression “Sit!” is built up by one word, but it also plays as a sentence which the listeners understand its meaning that they must sit.³³

In a spoken language, words play as a tool of actual communication. It must be the result of the analysis of a sequence of speech sounds occurring in actual daily activities of a language society Katz as cited by Siahaan. Siahaan stated that words can be seen by some concepts. First, they can be seen from the linguistics approach. It means that words are the smallest independent meaningful units. Second, they can be seen from the unit of performance used in speech. By this view, words are parts of speech which are segmental. They show the ability to be pronounced in isolation and are still meaningful units of the speech which can be substituted by other words of the same class. Third, words can be viewed as units of writing performance.³⁴ It means that words are smallest meaningful combination of letters which can be isolated and still show their tendency and potential characters for divisions which have one or more independent part and one or more dependent part. In short, words can be defined as the minimal units of language which have meanings.

Based on the definition above, the writer concluded that word is the single unit that use to speak, write, listen and read. Word is used by people to express what they wants to speak. Word has meaning, meaning of word is used by people to make other people understand about the purpose of speaking or writing.

³³ Andrew Carstairs, and McCarthy, *An Introduction to English Morphology: Words and Their Structure* (Edinburgh: Edinburgh University Press Ltd, 2002), 4.

³⁴ Sanggam Siahaan, *Issues in Linguistik* (Yogyakarta: Graha Ilmu, 2008), 11.

2. Root, Base and Stem

Important for us to know the inner structure of a word, the structures are: root, base and stem. According to Katamba, root is the core that cannot be reduced more from a word, with absolutely nothing embedded in the root.³⁵ In accordance with Chaer root is used for mentions a form that cannot be analyzed further. Usually, root can be standing by its own, which became the basis of the word formation. In a compound word like ‘wheelchair’ there are two roots, ‘wheel’ and ‘chair’ *Base* can be given a certain affix in the affixation process, could be repeated in a process of reduplication, or can be combined with other morpheme in a process composition. Subsequently, Katamba interpret the base as a form that can be added by affix, whether derivational affix or inflectional affix. So basically, base is a word or part of a word viewed as an input to a derivational or inflectional process, in particular affixation. For example, the word ‘touchable’ can act as a base for prefixation to give ‘untouchable’. The last but not least, Stem is that part of a word that is in existence before any inflectional affixes. Stem is used to refer to the basic shape in the process of inflection or inflectional affix. In the form ‘untouchables’ the stem is ‘untouchable’, in the form ‘wheelchairs’ the stem is ‘wheelchair’, even though the stem contains two roots.³⁶

³⁵ Francis Katamba, *Morphology* (New York: St. Martin’s Press, Inc, 1993), 41.

³⁶ Francis Katamba, *Morphology*,,46

3. Morpheme, Lexeme and Words

Morpheme is the smallest unit of the grammatical structure or the smallest part of the word.³⁷ As Katamba says in his book *Morphology*, he defines morpheme as the smallest difference in the shape of word that correlates with the smallest difference in word or in grammatical structure. This can be recognize that English word forms such as *talks*, *talker*, and *talking* must consist of one element ‘talk’. All these elements are described as morphemes. Morpheme is divided into two, namely: free morpheme and bound morpheme.³⁸ The definition of a free morpheme according to Yule is morpheme that can stand by themselves as single words. In Bahasa for example, the forms of *pulang*, *makan*, *rumah* are including as free morpheme. This type of morphemes can be use without having to combine it first with another morpheme. On the contrary, bound morpheme is a morpheme that can be used or cannot appear in the sentence without combined it first with another morpheme.³⁹ Yule defines bound morphemes as those forms that cannot normally stand alone and are typically attached to another form.⁴⁰ Bound morphemes never occur in isolation, that is, are not regularly uttered alone in normal discourse. Such bound morphemes include prefixes, suffixes, infixes, replacives, subtractive, and some roots. For example, the affix *-ly* in the word *locally* is kind of bound morpheme. Lexeme and words is a linguistic unit that is larger than morpheme. Lexeme and words are two

³⁷ Andrew Carstairs, and McCarthy, *An Introduction*,,16

³⁸ Francis Katamba, *Morphology*,,46

³⁹ George Yule, *The Study of Language* (Cambridge: Cambridge University Press, 2010), 68

⁴⁰ George Yule, *The Study*...68

different terms. Generally, we can say that lexeme is vocabulary items that listed in the dictionary. Lexeme according to Carstairs-McCarthy is a word seen as an abstract grammatical entity, represented concretely by one or more different inflected word forms according to the grammatical context.⁴¹ The forms *pockling*, *pockle*, *pockles*, and *pockled* are different representation of the lexeme POCKLE. They all share a core meaning although they are spelled and pronounced differently. In another place, the definition of word is the smallest unit that can stand alone in the language. O'Grady and Guzman explain, "From all of the units of linguistics analysis, the word is the most familiar with. Defined the most reliable of the words is they are the smallest free form found in languages".⁴² According to Katamba word is particular physical realization of lexeme is speech or writing. We can refer to *see*, *sees*, *seeing*, *saw*, and *seen* as five different words.⁴³ Where the distinction is important, lexemes are conventionally represented in small capitals while word forms are in italics. For example, the verb lexeme PERFORM has four inflected word form: *perform*, *performs*, *performing* and *performed*.

4. Word Formation Process

Formation of words is divided by the rules of word formation. There are ten word formation processes according to Yule.⁴⁴

⁴¹ Andrew Carstairs, and McCarthy, *An Introduction*,,144.

⁴² William O'Grady, et.al. (eds), *Contemporary Linguistics* (Edinburgh: Pearson Education Limited, 1997), 132.

⁴³ Francis Katamba, *Morphology*,,18.

⁴⁴ George Yule, *The Study*....53-57.

a. Coinage

Coinage is the invention of totally new terms in a word. Hatch and Brown defines coinage as a process when a new word is needed but no exact word to express. Coinage happens when a new word is needed. The most typical sources are invented trade names for commercial products that become general terms for any versions of that product. Examples: 'kleenex' for tissue, 'Indomie' for instant noodles, and many more.

b. Borrowing

Yule said that borrowing is the taking over of words from other language. Borrowing actually is the process of borrowing words from foreign languages. Hatch and Brown said that every language is borrowing from other languages. Throughout history, the English language has adopted of words from other languages, including Arabic, French, Dutch, Italian, German, and so on. Example of *borrowing words*: in Japan, *besiboru*, is borrowing words from English which means 'baseball'.

c. Compounding

According to Yule, compounding is a joining of two separate words to produce a single form. While in Chaer, compounding is the result and the process of merging the basic morphemes, whether free morpheme or bound morpheme, thus forming a construction that has a different or a new lexical identity. Common English compounds are *bookcase*, *doorknob*, *fingersprint*, *sunburn*, *textbook*, etc.

d. Blending

The word formation process in which there are two root words merge into one. According to Yule, blending is the combination of two separate forms to produce a single new term. Blends are similar to compounds but parts of the words that are combined are deleted and so they are “less than” compound. Usually, blending is only taking the beginning of one word and joining it to the end of the other word.

Examples: *smog* from the word *smoke* and *fog*, *brunch* from *breakfast* and *lunch*, *motel* from *motor* and *hotel*.

e. Clipping

Clipping process happens when a word of more than one syllable is reduced to a shorter form. Clipping is one way in which we change the words. We may shorten *dormitory* to *dorm*, we use the longer term if the situation is formal and use the shorter one if the situation is informal. O’Grady et al says that clipping is especially popular speech of the students where it has yielded the new form. Other common examples are *phone* from *telephone*, *ad* from *advertisement*, *condo* from *condominium*, *flu* from *influenza*.

f. Back Formation

Back formation is the process when a word of one type (usually a noun) is reduced to form a word of another type (usually a verb). While according to O’Grady is a process that creates a new word by deleting a real affixes from another word in the language. A good examples for back formation

are, the noun *television* became the verb *televise*, *donate* from *donation*, *housekeep* from *housekeeper*, etc.

g. Conversion

Conversion is a process of a changing the function of a word without any reduction. While according to Hatch and Brown, conversion is process which allows us to create additional lexical items out of those that already exist. This process usually changing a noun becomes a verb. For example, nouns such as *bottle*, *butter*, *vacation* have come to be used, through conversion, as verb: *We bottled* home-brew last night; *Have you buttered* the toast?; they're *vacationing* in Florida.

h. Acronym

Every acronym is an abbreviation because acronym is a shortened word or phrase. Acronyms are new words formed from the initial letters of a set of other words that pronounced as new single words, as in NATO, NASA or UNESCO. Actually, there is another type of abbreviation that is Initialism, this type is the shortening from the initial letters of each word and can be read with spelling of each letter. The examples are, BFF for Best Friends Forever, USA for United State of America.

i. Derivation

O'Grady and Guzman defines derivation as a process when one word added by affixes and form in which meaning and categories are different from the basic word. This process is the most common word formation process to be found in the production of new English words. This process

makes clear the word class assignment of the word to make it into adjective, adverb or another part of speech. Examples:

- 1) Verb to Noun : sing + er = singer
- 2) Adjective to adverb : happy + ly = happily.
- 3) Noun to Verb : vaccine + ate = vaccinate

Affixes have to be added with the word in case forming the new word. Some affixes that have to be added to the beginning of the word are called prefixes (e.g. un- and mis-). Another affixes that have to be added to the end of the word (e.g. -ly, less) are called suffixes. The third type of affixes is called infixes, morphemes that are inserted into other morphemes. The most common infix in America is the word *fuckin* and all the euphemism for it, such as *friggin*, *freaking*, *flippin*. In Britain, a common infix is *bloody*.

j. Multiple Processes

A particular word is possible to have more than one process. Multiple processes happen when one word is needed another process just in case to configure a new word. For example, the term *deli* seems to have become a common American English expression when it is actually a borrowing word from German *delicatessen* and then clipping that borrowed form.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The design of this research is classroom action research. Action research which is conducted in a classroom to increase the quality of learning teaching practices. According to Burns, classroom action research is portrayed as a cyclist or spiral process involving the steps of planning, acting, observing and reflecting with each of these activities being systematic and self critically implemented and interrelated.⁴⁵ Arikunto states, a Classroom Action Research consists of three words that can be understood as follows understanding: (1) Research: examine the activities of an object, use the rules of a particular methodology to obtain data or information useful improve the quality of a thing that interest and importance for researchers. (2) Action: something moment activities that deliberately made with a specific purpose, which in this study form a series of the cycle of activity. (3) Class: is a group of student who receives in the same the same lesson from a teacher. Restrictions write for the understanding of the nation that class is long to knock out a misconception and is widely understood by the public with the room of classroom but a group of students who are studying.⁴⁶

⁴⁵ Anne Burns, *Doing Action Research in English Language Teaching* (UK: Routledge, 2009), 16-17.

⁴⁶ Suharsimi Arikunto, *Prosedur penelitian: Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), 71.

There are four steps to conduct classroom action research, namely: (1) Plan, involves thinking the process and evaluating to reflect the event that will be happening and attempting to find out ways to overcome problems encounter. (2) Act, at this step, we think and consider what will action we do, how the method will be applied, and what material is provided. (3) Observation, is some activities that consist of gathering data to identify the result of the action. Collecting can be considered from several factors: students and teacher interaction. (4) Reflection, is the activity to verify the fairness of data and interpret the data for doing some improvement and revision in order to enhance the success of teaching.

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection, but it is more informal and personal than formal educational research.

B. Location of the Research

The location of the research was MAN 1 Langsa. It is located at Langsa Lama sub district of Kota Langsa. The writer chose this school because of some reasons, namely: (1) the English teacher still uses the old method in teaching and learning process in class its means that the teacher give talk, speech, translate etc, (2) and the students' mastering in vocabulary stil low.

C. Population and Sample

Bret Hanlon and Bret Larget states population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population.⁴⁷ The population was the eleventh grade students of MAN 1 Langsa. Sample is a part of population to be researched.⁴⁸ Sample is a subset of individuals from a given population.⁴⁹ The writer choose XI IPA 1 as the sample of the student. There are 16 students in class XI IPA 1 as respondents of the research. There are some reasons why the subject is chosen. Such as; the students of this class have lower ability in vocabulary, the students have no motivation to learn vocabulary and the class has enough quantity of the students to do the research. The writer used the *Purposive sampling technique*, it is a part of Non-probability. *Purposive sampling is a technique of determining the sample with certain considerations.*⁵⁰

The eleventh grade students of MAN 1 Langsa consist of 7 classes, they are XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1 XI IPS 2 and XI MAK 1. There are students each class consist of 16-17 students. The description as follow:

⁴⁷Bret Hanlon and Bret Larget, *Samples and Population*, (Madison : Department of Statistics University of Wisconsin, 2011), 5.

⁴⁸Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan praktik*, 13th Ed, (Jakarta: PT.Rineka Cipta,2006), 131.

⁴⁹ Bret Hanlon and Bret Larget, *Samples and Population...*,5

⁵⁰Sugiyono, *Prosedur Penelitian...*,85

Table 3.1
The Description of Sample Research

CLASS	TOTAL
XI IPA 1	16
XI IPA 2	17
XI IPA 3	16
XI IPA 4	16
XI IPS 1	16
XI IPA 2	17
XI MAK 1	17
TOTAL	115

D. Research Procedure

There are some cycles in classroom action research: planning, action, observation and reflection. There are two cycles in this classroom action research, each cycle consist of 2 meetings. The first meeting until the last meeting the writer focuses on standard story in teaching learning vocabulary.

1. Planning

The research is about learning vocabulary through definitions of words to the eleventh grade students of MAN 1 Langsa. In the first cycle the writer investigates the students in vocabulary. In this section, the writer makes some lesson plans before take a research. The students learned vocabulary through standard roles. To the next cycle, the writer investigated the student learning

vocabulary through definitions of words. The writer made some lesson plan before take a research.

2. Action

In this case, the writer makes some activities such as: the first is learning vocabulary through standard role. The writer gives some explanation about vocabulary and function of vocabulary in a language English. And the other one is learning vocabulary through definitions of words. The writer gives some explanation about vocabulary function of vocabulary, explanation of definitions of words also the role of definitions of words. The role definitions of words such as: (1) Teacher explains the topic. (2) Teacher gives the example of story. (3) Teacher gives 20 questions. (4) Each answer has 5 points.

3. Observation

Tell about a research in observing classroom research activity. In this activity the writer will be helped by collaborator (English Teacher) the collaborator observes two cycles. The first cycle, the collaborator observes the teacher and students in learning vocabulary through standard role. Then, to the next cycle the collaborator will do the same thing, but with the upgrading action. In observation, the writer will note every action, comment, feeling and certain behavior during learning vocabulary.

4. Reflection

In this phase, reflection is the last activity of action research. The writer makes reflection about the weakness during teaching learning process by using the definition of word. The aim of reflection is to formulate find advantage,

weakness or everything that relationship with planning, action and also observation. The research do the observation of action before and look the minus of teaching. It is aim to do adaption of strategies in action research that will be applied.

E. The Techniques of Collecting Data

In order to get solutions in getting the data, there are some ways and steps in getting data.

1. Test

To collect the data, the writer uses test as instrument, therefore the writer will be applied a set of tests: pre-test and post-test test. A pre test will be given before the students get some activities of learning vocabulary using the definition of word. Post test will be used during the cycle to measure the student's understanding. A post test will be given after students get some activities of learning vocabulary using the definition of word. The results of test will be measured by writer to know students' increasing vocabulary after getting action in learning by using definition of word.

2. Observation

Observation will be use to determine the process of learning vocabulary through definition of word which is done by the writer. Observation will be used to monitor the teacher and students' activities during the teaching learning vocabulary process using definition of word. The collaborator will observes the situation in class during lesson, response and attitude of students when they are give explanation, doing

task, and to know their difficulties. In this study, an observation checklist is used to observe the subject of the study in some aspect.

F. Techniques for Analyzing the Data

In this case, after collecting the data, the writer would analyze the students' assignment.

In Laia's Wallace quotation states that quantitative data are used to describe what can be measured or counted and therefore be considered objective the data are gathered by observing the students' ability to improve their vocabulary by understanding definition of the words. The quantitative data found by analyzing the score tests of the students.⁵¹

To know the development of students' score for each cycle, the mean of the students are computed. To get the mean score researcher used the formula by Arikunto⁵²:

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

Where: M = The mean of the students

$\sum fx$ = The total score

N = The number of the students

Then, the writer will evaluates the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 70 (seventy).

It uses the formula:⁵³

⁵¹Laia Wallace, *The Procedure of Research for Education Learning Teaching Researcher* (London:Oxford University Press, 1998), 38.

⁵²Suharsimi Arikunto, *Prosedur Penelitian*...21

⁵³Anas Sudijono, *Pengantar Statistis Pendidikan*, (Jakarta: PT. Raja GrafindoPersada, 2008), 43.

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

P : The class percentage

F : Total percentage score

N : Number of students.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

The research was used classroom action research. This data was applied by qualitative and quantitative data. The qualitative data were taken from, observation. The quantitative data were taken from the mean of the students' score in taking test in class. To collect the data, the writer did the observation in the classroom by observed the teacher and the students' activity in learning vocabulary by using the definition of word. Then, the writer consulted with the teacher about what they would do. The main focus of this research was actions which were done in two cycles. Every cycle had four phases namely planning, acting, observing, and reflecting. The cycles consisted of two meetings. The research was done only to one class; the class was chosen is XI IPA 1 which consisted of 16 students.

1. The Result of Pre Test

Before conducting the first cycle, the writer did pre test. The pre test was conducted to know the situation and process of teaching, learning and students' participation in English class especially in students' ability in mastering vocabulary by using the definition of word.

The writer did the pre test in February, 8th 2019. The type of test is multiple choice. This test was to measure how well the student vocabulary mastery that they known. Sixteen students joined this test.

By giving vocabulary test, the writer found that the student's vocabulary mastery was low. Based on the student's vocabulary test. The writer known that among 16

students who joined the vocabulary test, only 4 students could get score above 75 and the other got score less than 75. The percentage of success is :

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

$$P_{Passed} = \frac{4}{16} \times 100\%$$

$$P_{Passed} = 25\%$$

Meanwhile the percentage of students' failed as follow:

$$P_{Failed} = \frac{12}{16} \times 100\%$$

$$P_{Failed} = 75\%$$

From the formula, it is found that the students who passed the preliminary test were 25% and 75% were failed. The score of pre test drawn in form table below.

Table 4.1 The Student's Score in Pre Test

No	Initial Name	Score	Achievement Standart	Statement
1	AL	55	75	Unsuccessful
2	AM	50	75	Unsuccessful
3	BM	75	75	Successful
4	CRA	50	75	Unsuccessful
5	DF	45	75	Unsuccessful
6	EM	45	75	Unsuccessful
7	FA	55	75	Unsuccessful
8	IS	50	75	Unsuccessful
9	KM	55	75	Unsuccessful

10	MR	45	75	Unsuccessful
11	PRD	40	75	Unsuccessful
12	RZ	60	75	Unsuccessful
13	RM	75	75	Successful
14	RN	70	75	Unsuccessful
15	ROS	75	75	Successful
16	NF	80	75	Successful
TOTAL		$\Sigma = 925$		

Based on the result of pre-test, the data showed that the mean score of pre-test was 57,81. There was 4 students who derived the score above the Minimum Mastery Criterion (KKM - Kriteria Ketuntasan Minimal) meanwhile the other 12 students were under the criterion. The lowest achievement gained 40 scores. By the analysis of the result, it could be seen that almost of the students cannot understand about vocabulary so well. The mean score counted from the following formula:

$$\begin{aligned}
 M &= \frac{\Sigma x}{n} \\
 &= \frac{925}{16} \\
 &= 57.81
 \end{aligned}$$

2. The Result of Cycle 1

The research implementation consists two cycles, each cycle consists of planning, action, observation, reflecting. Every cycle consists two meetings, and each meeting has opening, main activity and closing. It was done on Februari 2019.

There were two meetings of the first cycle. The first meeting was carried out Februari 11th, while the second meeting was held on Februari 12th 2019.

a. Planning

In planning, the writer set the action based on the problems faced in previous section and made learning vocabulary steps of the definition of word to apply in the classroom such as: selected the material and exercise, prepared the lesson plan and made the instrument (post-test) to evaluate and reflected the lesson plan, and to know whether this method work or not in this phase. Besides that, the writer also prepared observation sheet which needed to observe the writer as teacher in the class, and the situation of students' activities during learning process.

b. Acting

The writer used the teaching learning process based on the lesson plan had been made. In this phase, there were some activities done by researcher and students, they were: (a) The writer explained the material and students listened the material given by the teacher. (b) The writer gave the topic about vocabulary in the "personal letter" (c) The writer gave the description about vocabulary in the "personal letter". (d) The writer started the learning process by using the definition of words and the students follow the rules given by the teacher. The implementation of each meeting is as follows:

1) First meeting

The first meeting was carried out on Monday February, 11th 2019. The duration of this meeting was 60 minutes. This class started at 08.20 a.m until 09.40 a.m.

a) Opening

In the first session, the writer started the lesson by saying assalamu'alaikum warahmatullahi wabarakatuh and good morning students! Then the writer asked the students' condition and checked students' attendance by calling the students' name one by one. After that the writer introduced the topic of the material that would given. In the first meeting the researcher gave materials about personal letter.

b) Main activity

This activity started by decided the students into 4 groups, each group consists 4 students. Each group got one copy of the text. The material was persomal letter. The writer asked the students to listen the writer read the text of personal letter carefully. After that, the writer asked for each group to read the text and the writer asked the students to look for a new vocabulary or difficult vocabulary and wrote in the book and then the writer explained the word with an understanding of and movement so that students can easily understand the meaning of the word. After that, the writer asked the students translate the material into Indonesia by using dictionary. Then the writer and the students discussed it together.

The next, the researcher asked Al Furqan read the first paragraph and the meaning, but he could not read well. In second paragraph read by Mhammad Rafiq. Like at the first paragraph, they could not read well the text.

In first, second and third paragraph there were some repetition of difficult words. In the all paragraph there were new vocabulary. Because of the repetition, the students was easier to remember the word and that meaning.

c) Closing

Before closing the class, the writer asked the students about the materials that have not understood yet. The students understood all of material which writer gave that day. after that the researcher gave a brief conclusion about the text. Then the writer motivated and the writer explained that the next material for the next meeting was still same. The writer said thanks to them then writer closed the meeting by saying *wassalamu'alaikum warahmatullahi wabarakatuh* and good bye.

2) Second Meeting

The second meeting was held on tuesday February, 12th 2019. The duration of this meeting was 60 minutes. This meeting was start at 08.20 a.m until 09.40 a.m.

a) Opening

The writer started the meeting by saying *Assalamua'alaium warahmatullahii wabarakatuh* and *good morning class!* After that the writer checking the students' attendance, while the writer asked their conditions.

b) Main Activity

In the second meeting, the teaching and learning process were focused on reviewing to the previous meeting and doing a test.

In this meeting, the writer announced that they are going to work individually. The writer provided test to the students to test the understanding the students during teaching and learning process. In previous meeting the writer informed that this day the writer would review the materials of first meeting then the writer gave the post test 1. The post test 1 would be used to know the students' improvements. The post test 1 was conducted in 60 minutes.

c) Closing

The writer gave a support to the students and spirit or motivation. After that the writer closed the class and said see you and *Wassalamu'alaikum warahmatullahi wabarakatuh*.

c. Observing

The writer observed all activities of teaching learning English vocabulay process. The observation was conducted during the implementing of the definition of words in learning process. The writer observed all activities of students and class situation. Beside observed directly, writer was helped by collaborator to filled the observation sheet that used to evaluated the steps of the lesson plan which needed to reflect writer as teacher in teaching process. The observation noted as follow:

- 1) Teacher can not be conditioned classroom well.
- 2) Students look interested and enthusiastic in learning vocabulary by the definition of the word.
- 3) But some students are still noisy during the lessons and

4) Students get bored during the lessons.

At the end of meeting the writer did the vocabulary post-test, to know whether the students' vocabulary mastery had been developed through the use of the definition of the words or not. The data taken from the application of the method applied in the first cycle.

By giving vocabulary test, the writer found that the student's vocabulary mastery had little improvement from pre test. Based on the student's post vocabulary test 1. The writer known that among 16 students who joined the vocabulary test, there were 10 students could get score above 75 and there were 6 students got score less than 75. The percentage of success is :

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

$$P_{Passed} = \frac{10}{16} \times 100\%$$

$$P_{Passed} = 62.5\%$$

Meanwhile the percentage of students' failed as follow:

$$P_{Failed} = \frac{6}{16} \times 100\%$$

$$P_{Failed} = 37.5\%$$

From the formula, it is found that the students who passed the post test 1 were 62.5% and 37.5% were failed. The score of post test 1 drawn in form table below:

Table 4.2 The Students' Score Post-Test 1

No	Initial Name	Score	Achievement Standart	Statement
1	AL	75	75	Successful

2	AM	65	75	Unsuccessful
3	BM	85	75	Successful
4	CRA	70	75	Unsuccessful
5	DF	60	75	Unsuccessful
6	EM	60	75	Unsuccessful
7	FA	75	75	Successful
8	IS	75	75	Successful
9	KM	75	75	Successful
10	MR	60	75	Unsuccessful
11	PRD	60	75	Unsuccessful
12	RZ	75	75	Successful
13	RM	75	75	Successful
14	RN	80	75	Successful
15	ROS	85	75	Successful
16	NF	85	75	Successful
TOTAL		$\Sigma = 1160$		

Based on the result of post-test I, the data showed that the mean score of post-test I was 72.5. There was 10 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 6 students were under the criterion. By the analysis of the result, it could be seen that almost of the students understand about vocabulary well. The mean score was derived from the following formula:

$$\begin{aligned}M &= \frac{\sum x}{n} \\ &= \frac{1160}{16} \\ &= 72.5\end{aligned}$$

d. Reflecting

The data and result which conducted from planning, acting, and observing were analyzed in this phase, in order decided whether the cycle should be continue or not. Based on the observation done, the researcher got some important result dealing with the application the definition of words in improving vocabulary mastery in the cycle 1. There is an improvement on the students' vocabulary mastery in general, compared with the data obtained from the pre-test score. But, based on the results of observation and students' score test was showed that some students still got the difficulties in determining the important part of the vocabulary, especially in understanding about personal letter text. Therefore, according to the discussion and the result of post test 1, the writer decided that it was necessary to continue to the second cycle because the writer found only few students who got significant progress.

3. The Result of Cycle 2

Based on the problems found in cycle 1, it could be concluded that the writer needed to revise the plan and applied it in the following cycle. Actually, there were two meetings in this second cycle. The first meeting was carried on Monday February, 18th 2019 and second meeting was on Tuesday February, 19th 2019.

a. Planning

Based of the result of implementation and the test 1 score in cycle1, the revised action was conducted in cycle 2. The plan in cycle 2 focused more on students' mastery of vocabulary in personal letter text, synonym, antonym and improving students' behavior from passive to be more active.

In this part the writer still used short story about personal. The writer also directly guiding to minimize the students' problem in mastery the words and using the words in the context. In addition the writer drilled about how to use words based on the context of the sentences.

b. Acting

The implementation of cycle 2 was revised based on the reflection of cycle 1. To minimize the problem in handling the class, the writer gave motivation to the students and suggested them that English is fun. The implementation of each meeting is as follows:

1) First meeting

The first meeting was carried out on Monday February, 18th 2019. The duration of this meeting was 60 minutes. This class started at 08.20 a.m until 09.40 a.m.

a) Opening

In the first session, the writer started the lesson by saying *assalamu'alaikum warahmatullahi wabarakatuh* and good morning students! Then the writer asked the students' condition and checked students' attendance by calling the students' name one by one. After that the writer told about the material that would be studied.

b) Main activity

The main activity was intended by distributing the copied material. The material for the first meeting was telling about Personal Letter. After that the researcher asked one of the students to read the text. One of the students read the first paragraph. The students still made a mistake in spelling so the writer gave the correct one. Then, the students found out the difficult words, and looked for the words in the dictionary. The writer and the students discussed it together. Then, they matched the words meaning in the context of the text.

To improve students' understanding about the words meaning, the writer guided the students to find out the synonym or the antonym some words. Also the writer explained that in English a word could have multiple meanings, and the meaning of the word depended on the context of the sentences.

The writer asked the students to make a list about vocabulary. Actually, there are repetitions in the short story and it is an efficient way to improve memorization.

c) Closing

In this activity the researcher asked the students about the problem faced in the teaching learning process. Then, he gave a motivation by giving assumption that English is easy also it is really important as the word language. Finally, the researcher closed the class by saying *good bye and Wassalamu'alaiku warahmatullahi wabarakatuh*.

2) Second Meeting

The second meeting was held on tuesday February, 19th 2019. The duration of this meeting was 60 minutes. This meeting was start at 08.20 a.m until 09.40 a.m.

a) Opening

The writer started the meeting by saying *Assalamua'alaium warahmatullahii wabarakatuh* and *good morning class!* After that the writer checking the students' attendance, while the writer asked their conditions.

b) Main Activity

In the second meeting, the teaching and learning process were focused on reviewing to the previous meeting and doing a test.

In this meeting, the writer announced that they are going to work individually. The writer provided test to the students to test the understanding the students during teaching and learning process. In previous meeting the writer informed that this day the writer would review the materials of first meeting then the writer gave the post test 2. The post test 2 would be used to know the students' improvements. The post test 2 was conducted in 60 minutes.

c) Closing

The writer gave a support to the students and spirit or motivation. After that the writer closed the class and said see you and *Wassalamu'alaikum warahmatullahi wabarakatuh.*

c. Observing

The writer observed all activities of teaching learning English vocabulary process. The observation was conducted during the implementing of the definition of words in learning process. The writer observed all activities of students and class situation. Beside observed directly, writer was helped by collaborator to filled the observation sheet that used to evaluated the steps of the lesson plan which needed to reflect writer as teacher in teaching process. The observation noted as follow:

- 1) Teacher can be conditioned classroom well.
- 2) Teacher use time effectively
- 3) Teacher being friendly to the students
- 4) Students look interested and enthusiastic in learning vocabulary by the definition of the word.
- 5) All students are active during the lessons and
- 6) All students understand the strategy learning by the definition of the word.

The observation stage was done to observe the students activity. The students were easier in understanding the vocabulary. It could be seen also students more active in conducting discussions and convey opinions related to questions given.

At the end of meeting the writer did the vocabulary post test 2, to know whether the students' vocabulary mastery had been developed through the use of the definition of the words or not. The data taken from the application of the method applied in the first cycle.

By giving vocabulary test, the writer found that the student's vocabulary mastery are improved in this cycle 2. Based on the student's post vocabulary test 2. The writer known that among 16 students who joined the vocabulary test, there were 14 students could get score above 75 and there were 2 students got score less than 75. The percentage of success is :

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

$$P_{Passed} = \frac{14}{16} \times 100\%$$

$$P_{Passed} = 87.5\%$$

Meanwhile the percentage of students' failed as follow:

$$P_{Failed} = \frac{2}{16} \times 100\%$$

$$P_{Failed} = 12.5\%$$

From the formula, it is found that the students who passed the post test 2 were 87.5% and 12.5% were failed. The score of post test 2 drawn in form table below:

Table 4.2 The Students' Score Post-Test 2

No	Initial Name	Score	Achievement Standart	Statement
1	AL	85	75	Successful
2	AM	80	75	Successful
3	BM	100	75	Successful
4	CRA	80	75	Successful
5	DF	70	75	Unsuccessful
6	EM	70	75	Unsuccessful

7	FA	85	75	Successful
8	IS	85	75	Successful
9	KM	85	75	Successful
10	MR	80	75	Successful
11	PRD	80	75	Successful
12	RZ	85	75	Successful
13	RM	90	75	Successful
14	RN	90	75	Successful
15	ROS	100	75	Successful
16	NF	90	75	Successful
TOTAL		$\Sigma = 84.68$		

Based on the result of post-test 2, the data showed that the mean score of post-test I was 84.68. There was 14 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 2 students were under the criterion. By the analysis of the result, it could be seen that all of the students understand about vocabulary so well. The mean score was derived from the following formula:

$$\begin{aligned}
 M &= \frac{\Sigma x}{n} \\
 &= \frac{1355}{16} \\
 &= 84.68
 \end{aligned}$$

d. Reflecting

After analyzing the observation, actually the writer found some differences. The differences showed in the teaching learning process of the cycle 1 and cycle 2. The activity in the cycle 2 was good. Everything ran well. It could be shown when the students joined the class. Then when the writer asked the students to look for the difficult words, they were so active and brave to ask the writer about the meaning if they did not understand. At the cycle 2, they brought a good dictionary by their own initiative. It indicated that they were interested in joining the class, and they wanted to be active so they brought dictionary.

The writer also could hold the class better than at the cycle 1. Although there were the students who made noises and disturbed their friends, it was not a great matter. The writer also guided the students in doing their task well.

Moreover, the writer also managed the time in order to make the lesson effective. The effective time was good because the writer could do many works and transfer the knowledge maximally. It means that the writer used the time effectively, so he had many times to explain and give much information about the words meaning. Based on the finding above, the researcher decided to stop CAR because all students had improved mastery of vocabulary.

B. Discussion

The data in this research was taken from vocabulary test and observation. The research was conducted only in one class with two cycles. The data was taken from the eleventh grade students of MAN 1 Langsa. The total of the students in the class was 16 students.

Based on qualitative data using the definition of the words influenced the classroom activities become more comfortable and lead the students learn more passionately. Students feel more confident to learn and teacher was also taught well. Teaching vocabulary without using the definition of the words probably was making the students less comfortable, active, enthusiastic and confident on learning vocabulary about the meaning of word, synonym and antonym in personal letter.

There are six ways to improve students' ability in mastering vocabulary about the meaning of word, synonym and antonym in personal letter by using the definition of word are: First, the writer should improve the ability in presenting the material. Second, the writer should be able managing the class during the learning process. Third, the writer should have prepared better. Fourth, writer should explain better the material of vocabulary and the rule of doing the definition of words. Fifth, the writer should prepare the instrument of pre test, post test 1, and post test 2 to collect the data. And the last, the writer motivated the students and evaluate the whole activities.

Based on quantitative data the result was indicated that there was an improvement on the students' ability in mastering vocabulary by using the definition of words. In pre test, the mean score of students was 57.81, it was before the writer used the definition of word in teaching vocabularies, while the percentage of students passing KKM was 25%, there was only 4 student getting 75 or above, 12 students were failed. In post test 1, it was conducted in the first cycle of CAR, the mean of students' score was 72.5, the percentage of students getting 75 or above was 62.5%, it means, there was good improvement from pre test to post

test 1, however, students still needed to improve their score, since, the criterion of action success was 80%, they still needed the better result. Therefore, the writer and the teacher conducted the second cycle. In post test 2, the mean of students score improved, it was 84.68, and the percentage of students getting 75 or above was 87.5%, there were 14 students passing KKM, it means this CAR is called successful, because the percentage of students passing KKM was above 80%.

From the data, it indicated that using the definition of the words in mastering vocabulary was effective, and the data above can be concluded that the students' ability have been improved by the definition of the words.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the writer found that the students' ability in vocabulary about noun material was improved step by step, from the preliminary study of the first cycle, and from the first cycle into the second cycle. It means that there was an improvement toward the students' ability in vocabulary about the meaning of word, synonym and antonym in personal letter by using the definition of words. It can be proved from the following facts.

First, related to the students' achievement in vocabulary, in the pre test were only 4 students who passed the KKM or 24%. Meanwhile, in the post-test of cycle 1 there were 10 students who passed the KKM or 62.5%. Next, in the result of post-test in the cycle 2, there gained 14 students or 87.5% students who passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* in which there mean score of vocabulary derived 84.68. So, it achieved the criteria success.

Second, related the result of observation sheet, the use of the the definition of words.in teaching vocabulary about the meaning of word, synonym and antonym in personal letter is really helpful to increase and improve students understanding in learning vocabulary. It significantly brings the students to a better understanding, so the students got a better score than before the teacher applicate this method to them. This because the definition of words influenced the classroom activities became more comfortable, enjoy, and active.

B. Suggestion

Based on the result of the research and the conclusion above, the writer would like to propose some suggestions as follows:

1. It is suggested that English teachers which were use the definition of words as method in teaching process since the result of this research has shown that the students' vocabulary achievement was higher after being taught by using definition of words.
2. In teaching vocabulary through the definition of words, the teachers should introduce and explain the meaning of the words using the definition of words. The teachers should choose an interesting action which is appropriate with the learning material which will be taught. The writer should explained about the content of words, they are; noun, verb, adjective, synonym, and antonym.

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