

**THE USE OF MASS MEDIA IN EXPANDING STUDENTS'  
VOCABULARY**  
*(A pre-experimental Study of the Eighth Grade Students of SMP  
Muhammadiyah 3 Bontoala)*



**A THESIS**

*Submitted to the faculty of teacher training and education muhammadiyah  
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education of english departement*

**BY**

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 Vocabulary (An Experimental Study of the Second Year  
 Students of SMP Muhammadiyah 3 Bontoala)

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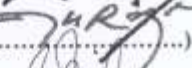



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Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, November 2018  
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**JURIAH**

**MOTTO**

**If they can, I also can!!!!**

**No matter how hard this life face it, and face it do not ever be a loser!!**

## ABSTRACT

**JURIAH. 2018.**“*The Use Of Mass Media In Expanding Students’ Vocabulary Of SmpMuhammadiyah 3 Bontoala( An experimental research “)*, under the thesis of English Education Departement the Faculty of Teachers Training and Education, Makassar Muhammadiyah University ( guided by Basri Dalle and Awalia Azis ).

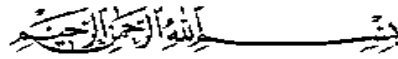
This research was conducted to the eighth grade students of SMP Muhammadiyah 3 Bontoalamakassar in academic year of 2016/2017. The problem statement of the research “To what extent the article from magazine in expanding students’ vocabulary at the eighth grade students of SMP Muhammadiyah 3 Bontoala Makassar?”

The researcher applied pre-experimental using ‘pre-test and post-test one group design’. It consisted of three steps; they were pre-test, treatment, and post-test. The research consisted of five meetings, one meeting for pre-test, three meetings for treatment, and one meeting for post-test. the research employed vocabulary test as the instrument of data collection. The instrument was used in pre-test and post-test.

It was found that the students’ vocabulary from the pre-test to the post-test had improved highly. It could be seen from the improvement of their pre-test and post-test score. the mean score of the pre-test was 5.77, and it had increased to 7.40 at the post-test.

Based on the data above, the researcher concluded that article from magazine were significant to expand the students’ vocabulary. This research had proved that article from magazine were a successful teaching method using small teams.

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1. Rector of Muhammadiyah University of Makassar, Dr. H. Abd. Rahman Rahim, SE, MM.
2. Dean and vices dean of Faculty of Teacher Training and Education (FKIP), Erwin akib, M.Pd, Ph.D



3. Ummi Khaerati Syam, S.Pd, M.Pd. the Head of English education Department of FKIP UNISMUH Makassar.
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Finally, by reciting Alhamdulillah Robbil ‘Alamin, the researcher has been success to finish his work or research according to the target of time and also target of the research, nothing left or forgotten to do.

Makassar, Oktober 2018

The writers

**JURIAH**

## CHAPTER I

### INTRODUCTION

#### A. Background

Vocabulary is one of the important elements in building up English. Using this element, someone can communicate his or her ideas, emotion, feeling and desire. It is hard for people to express their ideas in English to other people without words. It means that words are the tools of learning, thinking, and communication. We cannot say anything, hear, write, and read without using words. Therefore, to master English, someone needs to learn English vocabulary. According to Good in Muliati (2011), vocabulary is the context and function words of language which are learned so thoroughly that become a part of understanding, speaking, and alter reading and writing.

A good vocabulary is a vital part of the effective communication. If we make a grammatical errors, it may be wrong but very often people would understand us anyway. But, if we do not know the exact word that we need, it is very frustrating for us, and the person we are talking to. Most of students still have lack of vocabulary. Some researcher found that in expressing the ideas or catching the ideas from someone and also catching the words from native speakers, the students face many difficulties because of the limited vocabulary.

To teach or to develop vocabulary, it looks like easy. However, sometimes the teacher gets some difficulties to develop students' vocabulary primarily for

growing students' interest. From the result of the research candidate's, the researcher see that students' at SMP Muhammadiyah 3 Bontoala have vocabulary is very deficient, their interest to study was very low, and also they really difficult to memorize the vocabulary and word meaning. Consequently, students were difficult to understand reading text, understanding the information when listening, speaking, or writing. The effect could be seen in the scores of students, like the researcher experience in 2013, when the researcher had teaching practice in SMP Muhammadiyah 3 Bontoala. The researcher taught VIII class, there are only three students are able to understand the English text. It is regarded as a main problem in many school, if these effect still exist, surely most of students would think that English is a scared and difficult lesson. As a result day by day they would hate English and do not want to study English anymore. After finding out the students' difficulties in vocabulary and investigating the causes, the researcher think that the difficulties above should be solve earlier. If the difficulties still exist in the future, the students would have bad English skill because vocabulary was the foundation of English. Without vocabulary, students' cannot mastering other skills. To overcome the problem above, the teachers have to be more creative in choosing the material and techniques which could made the vocabulary class more interesting and enjoyable. It could be done by choosing suitable material, media, and technique in teaching.

Based on the explanation previous the researcher conducted this research. To expand students' vocabulary, the research used article from magazine.

According to Nabeel (1981), Mass media is classified into eight mass media industries: books, newspapers, magazines, recordings, radio, movies, television and the internet. In this research, the researcher concern to article from magazines. The researcher had seen that video of mass media when studied about language testing in the fifth semester. By using this media, the student would be active, interested and motivated to learn vocabulary. Therefore, the researcher is sure that article from magazines is effective to expand students' basic vocabulary.

### **B. Problem Statement**

Based on the background above, the research formulates the problem statements as follows :

1. Does the use of article from magazine expanding students' vocabulary at the eighth grade students of SMP Muhammadiyah Makassar ?
2. Does the use of mass media expanding students' vocabulary at the eighth grade students of SMP Muhammadiyah Makassar ?

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

Based on the research questions above, the objectives of this research are to find out:

1. Whether or not the use of article from magazine in expanding students' vocabulary
2. Whether or not the use of mass media in expanding students' vocabulary

### **D. Significance of the Research**

The results of this research are expected to be able to give contributions in learning process both theoretically and practically:

1. Theoretically, the researcher hopes that by using article from magazine in teaching learning activity improved student's interest in English because the media was easy to learn and fun. This research also aims to strengthen the theory about the use of the media in teaching vocabulary especially in teaching English.
2. Practically, the researcher hopes this research can help the teacher to improve their students' achievement. It is also hoped to give significant contributions for all teachers in teaching English. It helps the teacher to develop their students' vocabulary. The teacher motivates the students to expand their vocabulary through mass media. The researcher hopes that all of the students were easy to learn English.

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

This research would focus on the article from magazine in expanding students' vocabulary of the second year students of SMP Muhammadiyah 3 Bontoala. The magazine use here some of (part of speech), they are: noun and verb.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concepts of Mass Media

. The mass media are diversified [mediatechnologies](#) that are intended to reach a large audience by [mass communication](#). Jurdi (1983) the mass media is only one part of the communication system which would also include face to face conversation and inter and intra personal communication. Mass media could be classified into eight mass media industries: books, newspapers, magazines, recordings, radio, movies, television and the internet.

In the developing world mass media not only serving as a form of entertainment, they were becoming an important tool of the media of education. In India, Turkey, Morocco, Jordan, Nigeria, and Iran, mass media had an important role in education to enrich the education of not only students, but teacher also. Jurdi (1983) In the future many of the developing countries will rely more and more on the mass media to help meet their educational needs, especially in areas far away from heavily populated cities where school and available teachers are scarce.

#### 1. Magazine

Magazines are media that usually distributed weekly or daily in the form of a folded book of paper. The publication is typically sectioned of based on subject and content. The most important or interesting news would be displayed on the front page of publication. Also, there are many kinds of the articles that easily to find in magazine.

A magazine is a serial publication which contains news on current events of special or general interest. The individual parts were listed chronologically numerically and appear frequently, usually at least once a week but sometimes fortnightly or monthly.

A magazine like New York Times, with is many different sections, was an excellent vocabulary resource. The main news section was a good source of basic vocabulary on topics ranging from election to AIDS. And with it special style of writing, it was one of the best places anywhere to look for examples for vocabulary from-context exercise.

According to Jurdi (1983) the child enters his teens, he familiarized himself with a dictionary, thesaurus, and thesaurus of synonyms and antonyms. These reference works were essential to the learning process. Many youngsters read the nationally syndicated magazine, *The Weekly Reader*. *Reader* was distributed to numerous schools throughout the country. Youngsters see editorial cartoons depicting the “Arab as terrorist” or as a grotesque sheik. *The Weekly Reader* also published original cartoons submitted by teens. Learning about magazine, this would give them a better understanding.

## **2. Articles from magazine**

Articles are particular items or separate things provided in magazine. Specifically, articles in a magazine was a piece of writing, usually dealing with particular issues or topics.

### **B. Concepts of Vocabulary**

.Some experts put the basic definition of vocabulary as the amount of word of language that someone recognizes or understands in which he or she can pronounce in speaking, reading, writing or listening. For example, Good in Muliati (2011), vocabulary is the context and function words of language which are learned so thoroughly that become a part of understanding, speaking, and alter reading and writing vocabulary. It also means word having been heard or seen even though not produced by individual himself to communicate with other.

Vocabulary seems to be associated with the number of words more often than not, and someone vocabulary was often identified as much as number of word that he or she knows. In fact, vocabulary knowledge was not just knowing a word and the word itself has its own complexity. Read (2004) argued that word is not an easy concept to define, ether in theoretical term or for various applied purposes. He implied that there are some basic points that have to be spelt out in defining word particularly in vocabulary assessment.



One of the points that Read pronounced was the distinction between tokens and types, which applies to any count of the words in a text. The number of tokens is the same as the total number of word forms, which mean that individual words occurring more than once in the text are counted each time they are used. On the other hand, the number of types is the total number of different word forms, so that a word which is repeated many time counted only once.

According to American Heritage Dictionary of English Language. 2006. vocabulary came from the old French *vocabularie*, from Medieval Latin *vocabularium*, from neuter of *vocabularies*, of word from Latin *vocabulum* which have several meanings as follow: 1) all the word of a language, 2) the sum of word used by, understood by, or at the command of particular person of group, 3) a list of word and often phrase, usually arranged alphabetically and defined or translated; lexicon or glossary.

The second was the function and content words in which the function word were seen as belonging more to the grammar of the language than to its vocabulary. Unlike content words, the function words have little any meaning in isolation and serve more to provide links within the sentences, modify the meaning of content words, and so on. Moreover, even when the attention was restricted to the content word the problem was still there. The point was that these word –the content words- come in a variety lor form whether from inflectional or derivational. For example, the words such as speak, speaks, spoke, and spoken were different forms of the same word. Similarly, the derivational forms such as

believe, believer, believable, or unbelievable seem to share a common meaning know as word family.

Furthermore, the complication in defining words was the existence of words which have more than one meaning. Two types of process were responsible for producing words with multiple senses. The first type was known as *homonym* which was easily illustrated when looking at the word *bank*. In current usage, this word has two senses; it could denote either the side of the river or a financial institution. The historical provenance may be the explanation of the two separated words found their way into English from different sources of language. The first was *bank*, of a river, from a probable Scandinavian origin; the second *bank*, in the financial sense. Simpson (2005)

The second type was known as *polysemy* where the semantic scope of a single word is extended. Unlike homonym, the meaning of the individual word radiates outwards from the single source, with its sense undergoing a kind of metaphorical extension. As an example of this process, the word *sole* has two principal senses, where one designates the bottom of a shoe and the other a species of fish. The word stems of *sole* comes from the Latin source word *solea* meaning a sandal or slat shoe and has been extended metaphorically beyond its original application of footwear because the anatomical structure of the fish looks rather like a sole. Simpson (2005)

Thus, the concept of vocabulary does not simply refer to the number of words that someone could write or say but it also could be the tricky part when it comes

to the misconception of vocabulary knowledge and grammatical knowledge. In fact, there is no clear conclusion in defining what vocabulary is, it depends on the particular terms used for the particular purpose. However, it applies more than most to the content words instead of the function words in terms of vocabulary assessment in particular.

### **1. Type of Vocabulary**

Harmer (1991) divides vocabulary into two types, they are: (1) Active vocabulary refers to vocabulary that the students have learned. They are expected to be able to be used by the students, (2) Passive vocabulary refers to words, which students would recognize when they meet them, but they would probably not be able to produce. Schail in Syamsudarni (2005) has the same reason with Leggat and Harmer but adds one type of vocabulary, namely reserve vocabulary is the word we know but we rarely use them in ordinary speech. We used them in writing when we had more time to consider or think.

While, Good in Rohani (2011) divides vocabulary into four kinds, they are as follows. (1) Oral vocabulary consisting of words, which are actively used in speech. The significance of character of oral vocabulary is that it is actively used by the speaker and in unrehearsed situation, (2) Writing vocabulary consisting of words which are actively used in writing since it is not under constrain of time. It is substantially under range than the vocabulary of unrehearsed, (3) Listening vocabulary is the stock of words to which one responds with meaning and understanding in writing of others, (4) Reading vocabulary is the stock of words to which one responds with meaning and understanding in writing of others.

According to Heriyawati (2010) there are two kinds of vocabulary: high and low frequency vocabulary. High frequency vocabulary is one which is often used by the speakers, such as *book, apple, and chair*. Meanwhile, low frequency vocabulary is one which is rarely used by the speakers, usually called difficult vocabulary because the vocabulary is unfamiliar to the listener, for example, *aardvark*, which is a name of animal.

## **2. How Words Remembered**

The learner needs not only to learn a lot of words, but to remember them. In fact, learning was remembering. Unlike the learning of grammar, which was essentially a rule-based system, vocabulary knowledge was largely a question of accumulating individual items. There were few short cuts in the form of generative rules: it was essentially a question of memory. How, then, does memory work? Researchers into the workings of memory customarily distinguish between the following systems: the short-term store, working memory, and long-term memory (Thornbury, 2002).

The short-term store (STS) was the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds. Focusing on words long enough to perform operations on them was the function of working memory. Material remains in working memory for about twenty second. Long-term memory could be thought of as a kind of filing system. Unlike working memory, which has limited capacity and no permanent content, long-term memory has an enormous capacity, and its contents were durable over time. Here

was a brief summary of some of the research findings that were relevant to the subject of word learning (Thornbury, 2002).

- 1) Repetition: the time-honored way of ‘memorizing’ new material is through repeated rehearsal of the material while it is still in working memory – i.e. letting the articulatory loop just run and run.
- 2) Retrieval: another kind of repetition that is crucial was what called the retrieval practice effect. This means, simply, that the act of retrieving a word from memory made it more likely that the learner would be able to recall it again later.
- 3) Spacing: it was better to distribute memory work across a period of time than to mass it together in a single block. This known as the principle of distributed practice. This applies in both the short term and the long term.
- 4) Pacing: learners had different learning style, and process data at different style, so ideally they should be given the opportunity to pace their own rehearsal activities.
- 5) Use: putting words to use, preferably in some interesting way, was the best way of ensuring they were added to long-term memory. It was the principle popularly known as *use it or lose it*.
- 6) Cognitive depth: the more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word was remembered.

- 7) Personal organizing: the judgments that learners make about a word were most effective if they were personalized.
- 8) Imaging: best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Other tests have shown that easily visualized words were more memorable than words that did not immediately evoke picture.
- 9) Mnemonics: these were 'tricks' to help retrieve items or rules that are stored in memory and that were not yet automatically retrievable. The best kinds of mnemonics were often visual.
- 10) Motivation: simply wanting to learn new words was no guarantee that words would be remembered. The only difference a strong motivation made was that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. But even unmotivated learners remember words if they had been set tasks that require them to make decisions about them.
- 11) Attention/arousal: some degree of conscious attention was required. A very high degree of attention (called arousal) seems to correlate with improved recall. Words that trigger a strong emotional response, for example, were more easily recalled than ones that do not.
- 12) Affective depth: related to the preceding point, affective (i.e. emotional) information was stored along with cognitive (i.e. intellectual) data, and may play an equally important role on how words are stored and recalled.

### 3. The Factors that Make Words Difficult

According to Thornbury (2002) the factors that make some words more difficult than others are:

#### 1) Pronunciation

Research shows that difficult to pronounce were more difficult to learn. Potentially difficult words would typically be those that contain sounds that were unfamiliar to some groups of learners - such as *regular* and *lorry* for Japanese speakers. Many learners found that words with clusters of consonants, such as *strength* or *crisps* or *breakfast*, were also problematic.

#### 2) Spelling

Sound-spelling mismatches were likely to be the cause of errors, either of pronunciation or of spelling, and could contribute to a word's difficulty. While most English spelling was fairly law-abiding, there were also some glaring irregularities. Words that contain silent letters were particularly problematic: *foreign*, *listen*, *headache*, *climbing*, *bored*, and *honest*, *cupboard*, *muscle*, etc.

#### 3) Length and complexity

Long words seem to be no more difficult to learn than short one. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner was likely to meet them more often, a factor favoring their 'learn ability'. Also, variable stress in polysyllabic words – such as in word families like *necessary*, *necessity*, and *necessarily* – could add to their difficulty.

#### 4) Grammar

Also problematic was the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows pattern the same pattern as both Spanish *explicar* and English *tell*, and say *he explained me the lesson*. Remembering whether a verb like *enjoy*, *love*, or *hope* was followed by an infinitive (*to swim*) or an *-ing* form (*swimming*) could add to its difficulty. And the grammar of phrasal verbs is particularly troublesome: some phrasal verbs were separable (*she looked the word up*) but others were not (*she looked after the children*).

#### 5) Meaning

When two words overlap in meaning, learners were likely to confuse them. *Make* and *do* were a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*. Words with multiple meanings, such as *since* and *still*, could also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture-specific items such as words and expressions associated with the game cricket (*a sticky wicket*, *a hat trick*, and *a good innings*) would seem fairly opaque to most learners and are unlikely to be easily learned.

#### 6) Range, connotation and idiomaticity



Words that could be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus *put* was a very wide-ranging verb, compared to *impose*, *place*, *position*, etc. Likewise, *thin* was a safer bet than *skinny*, *slim*, *slender*. Words that have style constraints, such as very informal words (*chuck* for *throw*, *swap* for *exchange*), may cause problems. Uncertainty as to the connotations of some words may cause problems too. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean *publicity*. On the other hand, *eccentric* does not have negative connotations in English, but its nearest equivalent in other languages may mean *deviant*. Finally, words or expressions that are idiomatic (like *make up your mind*, *keep an eye on ...*) would generally be more difficult than words whose meaning was transparent (*decide*, *watch*). It was their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.

#### **4. Teaching and Learning Vocabulary**

##### **1. The Approaches and Techniques in Teaching Vocabulary**

Vocabulary was very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they could improve their interest in learning the language. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary would help students to master all the language skills; speaking; listening; writing; and reading. Hunt and Beglar in Cahyono (2011) stated that there are three approaches to vocabulary teaching and learning as

follows. (1) Incidental learning vocabulary as a product of doing other language activities, such as reading and writing, (2) Explicit instruction refers to the intentional learning of vocabulary through instruction, which is essential for beginning students whose lack of vocabulary limits their reading ability, (3) Independent strategy development concerns with equipping the learners with strategies for vocabulary learning.

Allen in Minallah (2010) classifies the technique in teaching vocabulary for beginner classes as follows.

- a) Let the students look at several words that were introduced in the first year text book, words representing nouns, verbs, adjective, and other kinds of words.
- b) Showing some pictures, especially the pictures the students draw.
- c) Showing the real object.
- d) Definition in simple English, using vocabulary that the students knew already.

Hatch and Brown in Azar (2012) stated there are essential steps of learning vocabulary, they are (1) Having source for encountering new words, (2) Getting a clear image for the form of new words, (3) Learning the meaning of new words, (4) Making a strong memory connection between the form and the meaning of the words, (5) Using the words.

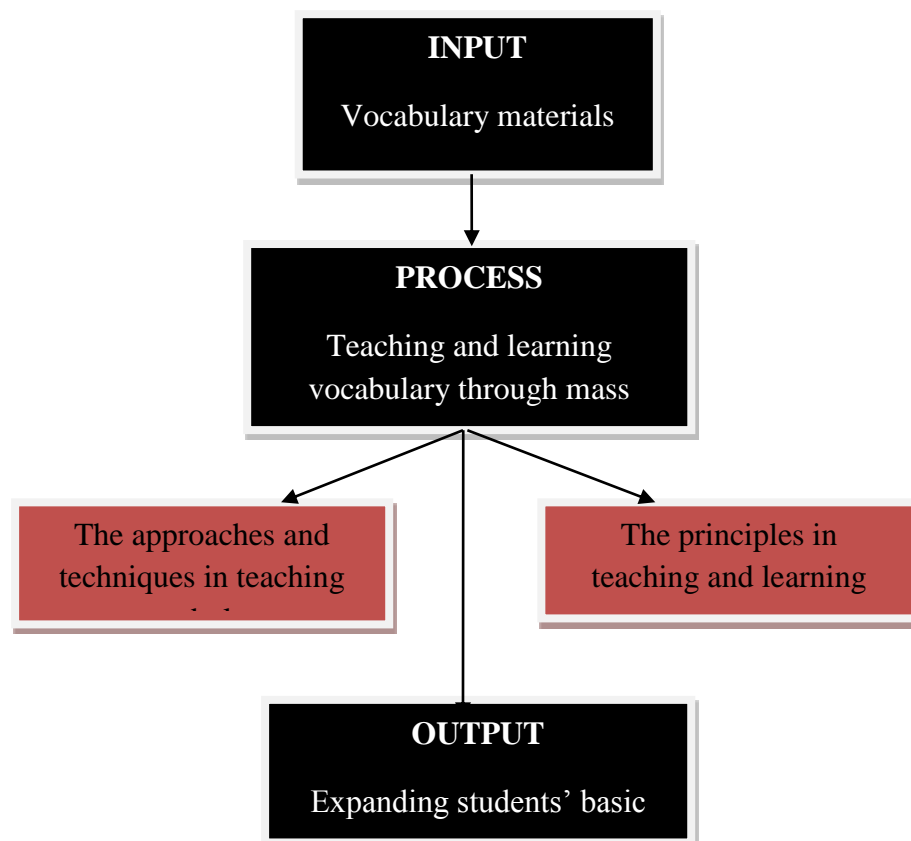
## 2. The Principles in Teaching and Learning Vocabulary

Wallace in Nilawati (2009) explains that teaching vocabulary should consider these following factors: (1) Aims. The aim of teaching vocabulary was to make the teacher easy to formulate the materials, which will be taught to the students. (2) Quantity. The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners, (3) Need. In teaching vocabulary, the teacher has to choose the words really needed by the students in communication, (4) Frequent exposure and repetition. Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking. (5) Meaningful presentation. In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous. (6) Situation and presentation. The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking. (7) Presenting context. Words very seldom occur in isolation, so is important for students to know the usual collocation that words occur in. So, from the very beginning the words must appear in its natural environment as it were among the words naturally collocates with. Collocations are words which are commonly associated. (8) Learning vocabulary in the mother tongue and in the target language. There are five steps to learn or to achieve vocabulary in the mother tongue and the target language as follows: (a) there is a felt need, (b) the

mother tongue learning learner mostly controls his own rate of learning, (c) the mother tongue is exposed to an enormous quantity of his own language and has tremendous scope for repetition of what he learns, (d) the language is nearly always encountered in appropriate context, and (e) since the words are learned as they arise out of a felt need in particular situation they usually have a clear denotation, Inference procedures in vocabulary learning. Inference is also one of strategies in learning vocabulary in which the learners are a head on a practice by using a definite knowledge to have a clear understanding of the words they learnt. The students infer the meaning of the words by listening or reading then used in certain context and certain situation.

### C. Conceptual Framework

The conceptual framework of this research that had been done served in the following diagram:



The three variable are input, process, output; they are briefly explained as follow;

- **Input**

refers to giving the vocabulary material.

- **Process**

refers to the students' actifyduring teaching and learning process by implementing through mass media

- **Output**

refers to expanding students' basic vocabulary mastery

#### **D. Research Hypothesis**

The hypothesis of this research was formulate as follows.

H0 : Articlefrom magazine is not significant to expand students' basic vocabulary at the second year students of SMP Muhammadiyah 3 bontoala.

H1 : Articlefrom magazine is significant to expand students' basic vocabulary at the second year students of SMP Muhammadiyah 3 Bontoala.

## CHAPTER III

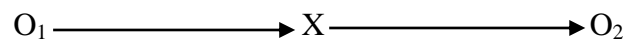
### RESEARCH METHOD

#### A. Research Design

Since the purpose of this research was to describe issues associated with the effect of mass media in expanding vocabulary, this research was experiment in nature. Therefore, the descriptive and inferential statistical calculation was mainly used to analyze the data.

The nature of the research was pre-experimental design. In this design, the observation is done twice before and after treatment. Observation is made before treatment call pretest, and observation make after treatment call post-test.

In this case, the students' vocabulary was assessed using vocabulary test before and after the treatment using the same test. as follows:



Where:

$O_1$  = the pretest

$X$  = treatment

$O_2$  = the posttest

#### B. Research Variables and Indicator

##### 1. Variable

There were two variables of this research, one was independent variable and the other was dependent variable. Independent variable of this

research was the use of mass media, and dependent variable in this research was in expanding students' vocabulary.

## 2. Indicators

The indicators of this research were the students' expanding in conducted a study of using English article from magazine to make the students' understand and improve students' vocabulary mastery.

### **C. Population and Sample**

#### 1. Population

Population was the overall of research subjects. The population of this research was the second year students of SMP Muhammadiyah 3 Bontoala who are studying and registered in the academic year of 2017-2018 consisting of 2 classes; they were VIII<sub>1</sub> and VIII<sub>2</sub>.

#### 2. Sample

For the significant of the research, the researcher takes VIII<sub>1</sub> class as the sample of the population by using purposive sampling. Class VIII<sub>1</sub> consist of 30 students.

### **D. Research Instrument**

The instrument of the research was vocabulary test. It was used to measure the students' vocabulary before and after the treatment. The test consist of two parts; they were multiple choices and find the difficult word.

The total questions of the text are 20 items, 10 items for multiple choice and 10 items for fill in the blank. Each item has 0.5 point. It was the same test that was used in pretest and posttest.

### **E. Data Collection**

In collection data, researcher use experiment. The aim of this experiment is to find out describe issue associat with the effect of mass media in expanding vocabulary.

### **F. Technique of Data Analysis**

The research use null and alternative hypothesis. For decision making, the researcher compares the count t-test with the t-table. If the t-test is smaller than t-table, the null hypothesis was accepted and rejected the alternative hypothesis. The researcher could see the following steps to know the result of the counting.

#### **a. Scoring the students' pre-test and posttest score**

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of item}} \times 10$$

(Depdikbud in Nur, 2011)

#### **b. Classifying the students score into levels using the following criteria.**

**Table 1.** *Classifying the students score into levels*

<b>SCORE</b>	<b>CLASSIFIED</b>
--------------	-------------------



9.6 to 10	Excellent
8.6 to 9.5	Very good
7.6 to 8.5	Good
6.6 to 7.5	Fairly good
5.6 to 6.6	Fair
3.6 to 5.5	Poor
0 to 3.5	Very poor

(Depdikbud in Nur, 2011)

### c. Mean Score

$$Md = \frac{\sum d}{N}$$

Where:

Md = Mean score

N = Number of cases

$\sum d$  = Gain (d)

(Arikunto, 2010)

### d. t-test

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

T = test of significance

Md = the mean of the score (pre-test-post-test) difference

$\sum x^2 d$  = the square of deviation

N = the number of cases

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The findings present the description of the data collected through test. The further explanations and interpretation are given in the discussion section.

#### **A. Findings**

The findings of this research deals with the students' scores of pre-test and post-test, the students' score classification, mean score, the significant differences between the score of pre-test and post-test, and hypothesis testing of the faired samples. These findings are described as follows.

##### **1. Scoring classification of the students pre-test and post-test**

The range scores were classified into seven levels based on Depdikbud Scale. The students' scores of pre-test and post-test were classified into some criteria. The criteria and percentage of the students' scores of pre-test and post-test were as follows:

##### **a. Students' pre-test**

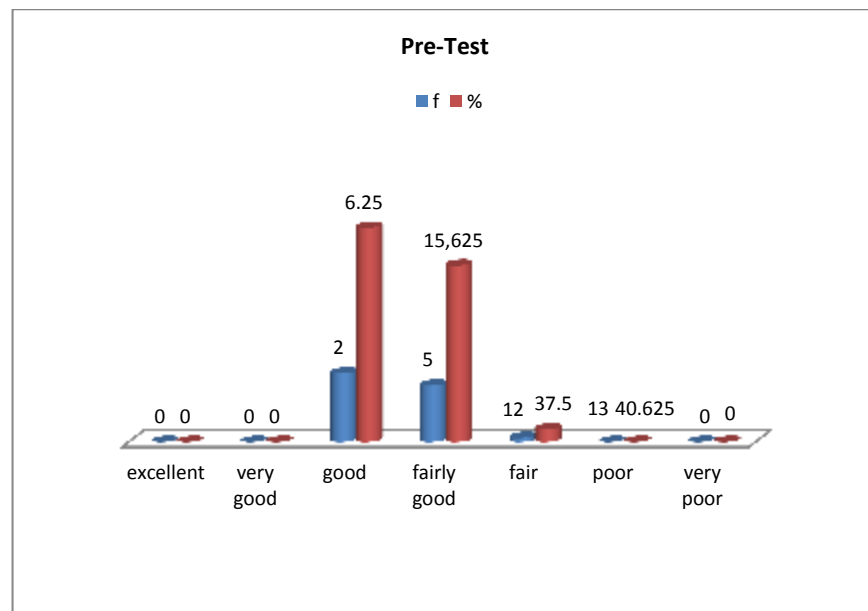
**Table 2.***Frequency and Percentage of the Students' Pre-Test Score*

No.	Classification	Scores	Frequency	%
1	Excellent	9.6 – 10	0	0
2	Very good	8.6 – 9.5	0	0
3	Good	7.6 – 8.5	2	6.25

4	Fairly good	6.6 – 7.5	5	15,625
5	Fair	5.6 – 6.5	12	37.5
6	Poor	3.6 – 5.5	13	40.625
7	Very poor	0 – 3,5	0	0

The data in table 2 showed that the rate percentage of the pre-test score. The table describes that students' ability was still low because 40.625% students achieved poor score, 37.5% achieved fair, 15.625% achieved fairly good, 6.25% achieved good, 0% achieved very good, and 0% achieved excellent.

To see clearly the students' score percentage of noun and verb in vocabulary, the graphic will be shown the pre-test result:



**Table 2.** *Frequency and Percentage of the Students' Pre-Test Score*

Indicates the score percentage of students vocabulary in noun and verb were too low. Before using the mass media, some of students felt difficult to write the narrative text. It was show by the graphic that it was 13 students from 32 students got poor score and another got fair and good score.

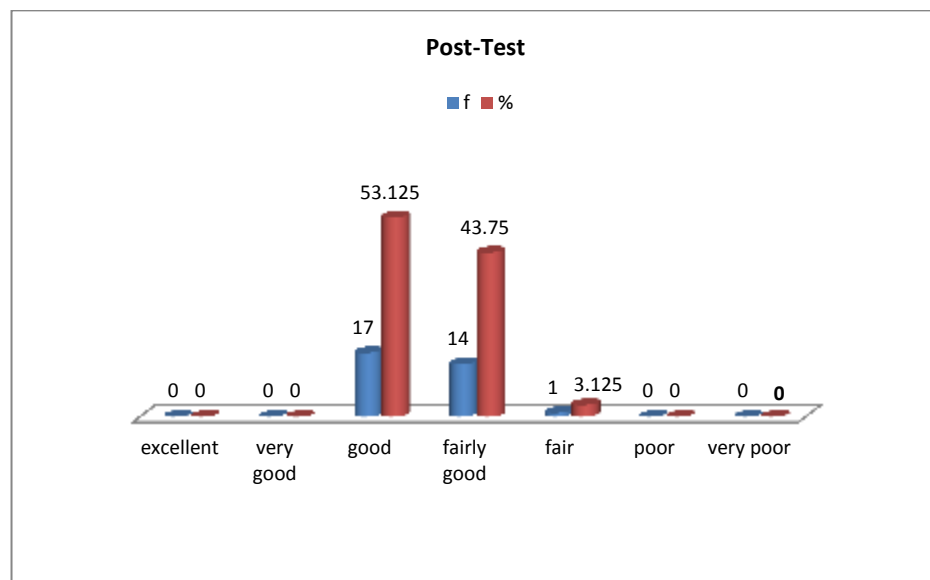
**b. Students' post test**

**Table 3.***Frequency and Percentage of the Students' Post-Test Score*

No.	Classification	Scores	Frequency	%
1	Excellent	9.6 – 10	0	0
2	Very good	8.6 – 9.5	0	0
3	Good	7.6 – 8.5	17	53.125
4	Fairly good	6.6 – 7.5	14	43.75
5	Fair	5.6 – 6.5	1	3.125
6	Poor	3.6 – 5.5	0	0
7	Very poor	0 – 3,5	0	0

The data in table 2 showed that the rate percentage of the pre-test score. The table describe that there was a significant improvement. The table above shows that the students achieved very poor 0%, 0% achieved poor, 3.125 % achieved fair, 43.75% achieved fairly good, 53.125% achieved good, 0% achieved very good, and 0% achieved excellent. In one hand students' vocabulary was increasing after achieved the treatment. However, some students achieved decrease. It was caused by some of students did not pay attention the materials during learning process.

To see clearly the students' score percentage of noun and verb in vocabulary, the graphic will be shown the pre-test result:



**Table 3.** *Frequency and Percentage of the Students' Post-Test Score*

Indicates the score percentage of students vocabulary in noun and verb were better and higher than in the pre-test. After using the mass media in treatments, the students vocabulary was better than pre-test. It was shown by the score of percentage of students was averages very good (53.125%).

**Table 4.** *The Mean Score of Pre-Test and Post-Test*

Test	Mean Score	Classification
Pre test	5.77	Fair
Post test	7.40	Fairly good

The table above showed that the mean score of the pre-test was 5.77 and the post test was 7.40. The table describes that the mean score of the post-test was higher than the pre-test. It means that there was a significant improvement in the post test.

**Table 5.***The Mean Score of the Gain and Square of Deviation*

Mean score of the gain	Square of deviation
1.64	116.75

The table showed that the distribution of the mean score of the gain and the square of deviation. The table showed that the mean score of the gain was 1.64 and the square of deviation was 116.75.

### c. Hypothesis Testing

The alternative hypothesis was accepted if the t-test was higher than t-table and the null hypothesis rejected. While, if the t-test was smaller than t-table, the null hypothesis was accepted and the alternative hypothesis rejected. The result of inferential statistical analysis, in order to know whether the mean difference between the two variables (pre-test and post-test) was statically different at the level of significance  $(p) = 0.05$  divided 2 equals 0.025 with the degree of freedom  $(df) = 32 - 1$  (31), where the number of students  $(N) = 32$ . The following table shows the result of calculation.

**Table 6.***Distribution the Value of t-test and t-table in Post-test*

Variable	T-test Value	T-table
$X_2 - X_1$	4.823	2.042

The table above showed that t-test was higher than t-table. The t-test achieved 4.823 and the t-table achieved 2.042. It means that the null hypothesis was rejected and the alternative hypothesis is accepted. In other words, there was

significant improvement after treatment so vocabulary game is effective to enrich students' vocabulary.

### ***B. Discussions***

The students' basic vocabulary could be developed by many approaches, methods, techniques, strategies or media. One of them was the use of mass media like article from magazine. This technique was successful in teaching strategy with students of different ability. Each student responsible the material they not only learning individually but they can also working together and helping each other in learning.

This research in the other hand, conducted a study of using English article from magazine to make the students understand and improve students' vocabulary mastery. It was considered as a good technique because the media was easy to find. Besides that, by using article from magazine, the students understand the reading more easily because the content related to the phenomena happened in society.

According to Jurdi (1983), the mass media is only one part of the communication system which would also include face to face conversation and inter and intra personal communication. Mass media could be classified into eight mass media industries: books, newspapers, magazines, recordings, radio, movies, television and the internet. In the developing world mass media not only serving as a form of entertainment, they were becoming an important tool of the media of education. In India, Turkey, Morocco, Jordan, Nigeria, and Iran, mass media had an important role in education to enrich the education of not only students, but

teacher also. In the future many of the developing countries will rely more and more on the mass media to help meet their educational needs, especially in areas far away from heavily populated cities where school and available teachers are scarce.

The main goal of this study was to find out whether article from magazine was significant to expand students' basic vocabulary at the second year students of SMP Muhammadiyah 3 Bontoala. The goals had been achieved because there was significant improvement of the students' vocabulary after the treatment.

The researcher assumed that the use of article from magazine was really helpful to expand students' basic vocabulary because, the article was easy to find and more authentic. the student more enjoyable and awakened when learning by using article from magazine.

There was a significant students' vocabulary improvement of the students after the treatment was conducted. It was proved by the result of the data analysis the descriptive analysis above was supported by the inferential analysis using t-test was statistically different at the level of significance.

Based on the result of the data, it was inferred that after treatment by using mass media like article from magazine, the students improve their vocabulary mastery which had been better than before. On the other hand, the result of the post-test showed that the students had a progress. Most of the students achieved good classification. In other words, students' ability in mastering vocabulary by using article from magazine increased.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and some suggestion based on the conclusion.

#### A. Conclusions

1. The data showed that the students' vocabulary is high at the end of this research. It proved that the use of article from magazine in teaching. It means that vocabulary contributes to the students' achievements in expanding students' basic vocabulary. Using article from magazine is significant to expand the students' basic vocabulary. This can be concluded from the increasing mean score from the pre-test (5.77) to the post test (7.40). Besides, teaching vocabulary by using article from magazine make the learning process more enjoyable and interesting.
2. Using this media makes the teaching materials easier, and also can help the students' memorizing vocabulary. Mass media like article from magazine can improve these students' motivation in learning English. Using this media, the students understand the reading more easily because the contents related to the phenomena happen in society.

#### B. Suggestions

The results of this research suggest that:

1. The use of mass media like article from magazine can motivate the students to enjoy the teaching and learning process and improve the students' vocabulary

mastery because they help each other, and work together to accomplish the goal of the materials.

2. Teachers should give enough opportunity to the students to work together, help each other, explore their ideas, present their jobs, give reinforcements, and tell their errors because it is enjoyable for the students in learning.
3. The English teacher also should be more motivating the students' and more stimulating them in learning vocabulary by using mass media.

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# APPENDIX

**APPENDIX A****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama sekolah	: SMP Muhammadiyah 3 Bontoala
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Alokasi waktu	: 2 x 45 menit
Aspek Skill	: Mendengarkan
Pertemuan	: 1 (Pertama)

**A. Standar Kompetensi**

Memahami makna dalam teks tulis fungsional pendek dan esei pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

**B. Kompetensi Dasar**

Merespon makna yang terdapat dalam teks fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

**C. Indikator**

Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek  
Berupa instruksi (instruction).

**D. Tujuan Pembelajaran**

Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa instruksi (instruction).

**E. Materi Pembelajaran**

Menjelaskan tentang vocabulary

**F. Metode / Model Pembelajaran**

Cerama & Tanya jawab

**G. Sumber/Bahan/Alat**

- Internet
- Kamus
- Buku paket yang relevan
- Papan tulis, spidol

**H. Karakter siswa yang diharapkan**

- Dapat dipercaya ( *Trustworthines* )
- Rasa hormat dan perhatian( *respect* )
- Tekun( *diligence* )

**I. Langkah-langkah Kegiatan****a. Kegiatan Pendahuluan**

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Memeriksa kehadiran siswa
- Guru memberikan pendahuluan tentang vocabulary
- Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa.

#### **b. Kegiatan Inti**

Dalam kegiatan inti guru :

- Tanya jawab tentang berbagai hal menggunakan kosakata dan ungkapan yang telah di pelajari
- Mengulas vocabulary yang sering di jumpai
- Memperdengarkan vocabulary terkait dengan tema / topik tertentu.

#### **c. Kegiatan Penutup**

Dalam kegiatan penutup, guru :

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan tugas rumah secara individu
- Salam dan berdo'a setelah belajar

### **J. Penilaian**

**Classifying the students score into levels using the following criteria.**

**Table 1.** *Classifying the students score into levels*

SCORE	CLASSIFIED
-------	------------



9.6 to 10	Excellent
8.6 to 9.5	Very good
7.6 to 8.5	Good
6.6 to 7.5	Fairly good
5.6 to 6.6	Fair
3.6 to 5.5	Poor
0 to 3.5	Very poor

(Depdikbud in Nur, 2011)

**Makassar, Desember 2016**

Mahasiswa Peneliti

**JURIAH**

**NIM. 10535 5233 12**

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

Nama sekolah : SMP Muhammadiyah 3 Bontoala  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII (Delapan) / 1  
Alokasi waktu : 2 x 45 menit  
Aspek Skill : Mendengarkan  
Pertemuan : II & III

#### **C. Standar Kompetensi**

Memahami makna dalam teks tulis fungsional pendek dan esei pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

#### **D. Kompetensi Dasar**

Merespon makna yang terdapat dalam teks fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

#### **C. Indikator**

- Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa instruksi (instruction).
- Menggunakan Majalah dalam proses pembelajaran

**D. Tujuan Pembelajaran**

- Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa instruksi (instruction).
- Siswa dapat menggunakan majalah dalam proses pembelajaran

**E. Materi Pembelajaran**

Boot camp as a total institution

**F. Metode / Model Pembelajaran**

- Ceramah & Tanya jawab
- Using majalah

**G. Sumber/Bahan/Alat**

- Internet
- Kamus
- Buku paket yang relevan
- Papan tulis, spidol

**H. Instrumen/ Soal**

Determine the definition of each of the following words in bold print

**I. Karakter siswa yang diharapkan**

- Dapat dipercaya ( Trustworthines)

- Rasa hormat dan perhatian( *respect*)

- Tekun( *diligence* )

## **J. Langkah-langkah Kegiatan**

### **d. Kegiatan Pendahuluan**

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Memeriksa kehadiran siswa
- Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa.

### **e. Kegiatan Inti**

Dalam kegiatan inti guru :

- Tanya jawab tentang berbagai hal menggunakan kosakata dan ungkapan yang telah di pelajari
- Mengulas teks fungsional yang sering di jumpai
- Memperdengarkan teks fungsional pendek terkait dengan tema / topik tertentu
- Menjawab berbagai pertanyaan terkait informasi dalam teks fungsional yang di dengar

### **f. Kegiatan Penutup**

Dalam kegiatan penutup, guru :

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan tugas rumah secara individu

- Salam dan berdoa setelah belajar

## **K. Penilaian**

**Classifying the students score into levels using the following criteria.**

**Table 1.** *Classifying the students score into levels*

<b>SCORE</b>	<b>CLASSIFIED</b>
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5.6 to 6.6	Fair
3.6 to 5.5	Poor
0 to 3.5	Very poor

(Depdikbud in Nur, 2011)

**Makassar, Desember 2016**

Mahasiswa Peneliti

**JURIAH**

**NIM. 10535 5233 12**

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

Nama sekolah : SMP Muhammadiyah 3 Bontoala  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII (Delapan) / 1  
Alokasi waktu : 2 x 45 menit  
Aspek Skill : Mendengarkan  
Pertemuan : IV & V

#### **E. Standar Kompetensi**

Memahami makna dalam teks tulis fungsional pendek dan esei pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

#### **F. Kompetensi Dasar**

Merespon makna yang terdapat dalam teks fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

#### **C. Indikator**

- Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa instruksi (instruction)
- Menggunakan Majalah dalam proses pembelajaran

**D. Tujuan Pembelajaran**

- Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa instruksi (instruction).
- Siswa dapat menggunakan majalah dalam proses pembelajaran

**E. Materi Pembelajaran**

Talented young guitarist to play live in capital

**F. Metode / Model Pembelajaran**

- Cerama & Tanya jawab
- Using majalah

**G. Sumber/Bahan/Alat**

- Internet
- Kamus
- Buku paket yang relavan
- Papan tulis, spidol

**H. Instrumen/ Soal**

Determine the definition of each of the following words in bold print

**I. Karakter siswa yang diharapkan**

- Dapat dipercaya ( Trustworthines)
- Rasa hormat dan perhatian( *respect*)

- Tekun( *diligence* )

## **J. Langkah-langkah Kegiatan**

### **g. Kegiatan Pendahuluan**

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Memeriksa kehadiran siswa
- Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa.

### **h. Kegiatan Inti**

Dalam kegiatan inti guru :

- Tanya jawab tentang berbagai hal menggunakan kosakata dan ungkapan yang telah di pelajari
- Mengulas teks fungsional yang sering di jumpai
- Memperdengarkan teks fungsional pendek terkait dengan tema / topik tertentu
- Menjawab berbagai pertanyaan terkait informasi dalam teks fungsional yang di dengar

### **i. Kegiatan Penutup**

Dalam kegiatan penutup, guru :

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan tugas rumah secara individu



- Salam dan berdoa setelah belajar

## **K. Penilaian**

**Classifying the students score into levels using the following criteria.**

**Table 1.** *Classifying the students score into levels*

<b>SCORE</b>	<b>CLASSIFIED</b>
9.6 to 10	Excellent
8.6 to 9.5	Very good
7.6 to 8.5	Good
6.6 to 7.5	Fairly good
5.6 to 6.6	Fair
3.6 to 5.5	Poor
0 to 3.5	Very poor

(Depdikbud in Nur, 2011)

**Makassar, Desember 2016**

Mahasiswa Peneliti

**JURIAH**

**NIM. 10535 5233 12**

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

Nama sekolah : SMP Muhammadiyah 3 Bontoala  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII (Delapan) / 1  
Alokasi waktu : 2 x 45 menit  
Aspek Skill : Mendengarkan  
Pertemuan : VI

#### **G. Standar Kompetensi**

Memahami makna dalam teks tulis fungsional pendek dan esei pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

#### **H. Kompetensi Dasar**

Merespon makna yang terdapat dalam teks fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

#### **C. Indikator**

- Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa instruksi (instruction)
- Menggunakan Majalah dalam proses pembelajaran.

**D. Tujuan Pembelajaran**

- Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa instruksi (instruction).
- Siswa dapat menggunakan majalah dalam proses pembelajaran

**E. Materi Pembelajaran**

Love

**F. Metode / Model Pembelajaran**

- Ceramah & Tanya jawab
- Using majalah

**G. Sumber/Bahan/Alat**

- Internet
- Kamus
- Buku paket yang relevan
- Papan tulis, spidol

**H. Instrumen/ Soal**

Put the right word in each blank

**I. Karakter siswa yang diharapkan**

- Dapat dipercaya ( Trustworthines)

- Rasa hormat dan perhatian( *respect*)

- Tekun( *diligence* )

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- Berdoa sebelum belajar
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- Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa.

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Dalam kegiatan inti guru :

- Tanya jawab tentang berbagai hal menggunakan kosakata dan ungkapan yang telah di pelajari
- Mengulas teks fungsional yang sering di jumpai
- Memperdengarkan teks fungsional pendek terkait dengan tema / topik tertentu
- Menjawab berbagai pertanyaan terkait informasi dalam teks fungsional yang di dengar

### **l. Kegiatan Penutup**

Dalam kegiatan penutup, guru :

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan tugas rumah secara individu

- Salam dan berdo'a setelah belajar

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(Depdikbud in Nur, 2011)

**Makassar, Desember 2016**

Mahasiswa Peneliti

**JURIAH**

**NIM. 10535 5233 12**

## APPENDIX B

### Pretest

Direction : Put the right word in each blank!

Analytical methodical	boon	conversely	diminish
Apparent sustain	comparable	defy	giddy

### LOVE

Violins and valentines, roses and romance — this is the stuff relationships are made of. Or is it? Love itself completely 1. \_\_\_\_\_ definition. \_\_\_\_\_ It is not a product of the logical, 2. \_\_\_\_\_ 3. \_\_\_\_\_ left side of the brain. 4. \_\_\_\_\_ love stems from right side of the brain, which feels rather than thinks. Although the two sides of the brain do communicate well with each other, feelings cannot be described; only the expression or outwardly 5. \_\_\_\_\_ behavior caused by the feeling can be explained. One of humanity's greatest frustrations throughout history has been the inability to define and explain feelings, especially love. That, of course, has been a 6. \_\_\_\_\_ to poets, Valentine's Day card manufacturers, florist, and other who make a living from our inability to convey the feelings we have for that special person in our life.

## APPENDIX C

### Treatment

Direction : Put the right word in each blank!

Guitar                      facebook              performance              learning  
 YouTube  
 Music                      upload                      acoustic                      invited  
 collaborated

#### Talented young guitarist to play live in capital

South Korean acoustic 1. \_\_\_\_\_player Sungha Jung is back to amaze his Thai fans in live 2. \_\_\_\_\_ Aksra Theatre on Rang Nam Road on Saturday at 2pm and 7pm.

The former YouTube sensation impressed the world with his 3. \_\_\_\_\_ after he started to play the guitar at age nine. His skill in 4. \_\_\_\_\_ songs just by listening and watching YouTube prompted his father to 5. \_\_\_\_\_ his videos online, where they were a viral sensation.

The 16-years old finger style guitarist has 6. \_\_\_\_\_ and played live with several famous 7. \_\_\_\_\_ guitarist such as Tommy Emmanuel and Andy McKee. He was also 8. \_\_\_\_\_ to play as a guest artist for A-list K-pop bands 2NE1 and BigBang.

Now he is one of the most successful 9. \_\_\_\_\_ artist with more than 1.25 million subscribers and almost 620 million total video views. Sungha has a strong fanbase in Thailand with more than 10.000 fans on his 10. \_\_\_\_\_ page. Ticket start at 1.000 baht from Thai ticket Major booths.

**APPENDIX D****Pos test**

Direction : Put the right word in each blank!

Acknowledge      civilian      intensity      protocol  
subcultural

bestow      diversion      precise      sneer      thrust

**BOOT CAMP AS A TOTAL INSTITUTION**

The bus arrives at Parris Island, South Carolina, at 3 A.M. The early hour is no accident. The recruits are groggy, confused. Up to a few hours ago, the boys \_\_\_\_\_ were ordinary 1. \_ \_\_\_\_\_. Now, a sergeant 2. \_\_\_\_\_ and calls them “maggots,” their head are buzzed (25 second per recruit), and they are 3. \_\_\_\_\_ quickly into the harsh world of Marine boot camp.

Bussing the boys’ hair is just the first step in stripping away their identity so the Marines can stamp a new one in its place. The uniform serves the same purpose. So does the ban on using the first person “I”. Even a simple request must \_\_\_\_\_ be made in 4. \_\_\_\_\_ Marine 5. \_\_\_\_\_ or it will not be 6. \_\_\_\_\_ . (“Sir, Recruit Jones request permission to make a head call, Sir.”)

Every intense moment of the next eleven weeks



