Improving Students' Vocabulary Achievement by Using Twitter and Instagram Multimedia

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Abstract

This study attempts to improve students' achievement in vocabulary by using Twitter and Instagram multimedia. This study was conducted by using classroom action research. The subject of the research was class VIII-2 SMP FREE METHODIST 2 Medan which consisted of 40 students. The research was conducted in two cycles, cycle I of four meeting and cycle II consisted of two meetings. The instruments for collecting data were quantitative data namely vocabulary test and qualitative data namely, observation sheet and questionnaire. .Based on quantitative data, in vocabulary test, students score kept improving in every test of vocabulary. The finding of this is Twitter and Instagram multimedia can improve the students' vocabulary achievement. It can be prove from the calculation of test in both of cycles. The mean of pre test is 59. The students who got higher than 75 is 10%. The mean of post test cycle I is 75,75 and students who got higher than 75 is 26 students 65%. Te post test average on post test is 89,5, all of them 100% got higher than standard minimum. There is an improvement of the application of twitter and instagram multimedia to teach vocabulary in eight grade of SMP FREE METHODIST 2 Medan. Based on observation sheet and questionnaire sheet it was found that the students were active and enthusiastic in learning vocabulary by using twitter and instagram multmedia. The result of the research showed that twitter and instagram multimedia significantly improved students.

Keywords: *Vocabulary Achievement, Twitter, Instagram*

INTRODUCTION

Vocabulary is an important thing in language learning in spite of other language components such as grammar, phonology, and so on.Michael McCarthy (1990:92) statesvocabulary is language component which contain all information about meaning and using words in language which are possessed by a speaker, listener, writer or reader of language itself, rather than by pointing to entities in the real world. Vocabulary is one of the language aspects that is very important for studying English. By having vocabulary

well, it is easier for the students to accept the teacher explanation. In using the language, students who are rich in vocabulary successful in expressing skills. But one who is poor in vocabulary get trouble in those skills.

Vocabulary is needed to improve four language skills that include listening, speaking, reading and writing. It means that the vocabulary plays an important role for studying in their field of study. The students who are less in vocabulary, would be difficult in understanding the text, unable to speak English, and difficult to write their own idea. Here, vocabulary mastery is so important because it helps the students in learning process.

Based on writer's experience during the internship, most of the students were so bored and confused in English learning. The students usually complained when they asked to translate, write and speak in English. They found difficult to develop their idea. It happened because they were lack of vocabulary. It caused by the students' ability in memorizing vocabulary still low. Added by the monotonous way of teacher in teaching vocabulary and seldom use the teaching media so make them more complicated. The teacher just gave many new words and asked them to memorize the meaning of those words without applying the words in daily life so after getting the meaning they forgot. So, when the teaching learning process took place, the students did not give attention and felt bored. And this pehonomenon is also in line with the previous finding on Barus and Tampubolon (2022) research observation stating that most of the students feel reluctant to participate in the class activity because they lack vocabulary.

The creativity can be done by applying twitter and instagram multimedia. Twitter as tweet is a web and service mikroblog can use for doing update as a teks with 140 characters. Instagram is a social media that can make students are more interesting in learning process.

Vocabulary has important function, without it someone can't communicate to others. Mastery vocabulary is a fundamental especially if someone learns foreign language. Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important to mastery the four language skills such as speaking, writing, reading and listening. Vocabulary is a strong indicator of reading success (Biemiller, 2003:5). Vocabulary is more than a list of words, and although the size of one's vocabulary matters, it's knowing how to use it which matters most. The best comparison is to an artist's palette of colours which can be mixed and applied to create powerful effects (Sue Hackman, 2008:3). Based on some definition above, vocabulary is a group of words or phrases that are organized systematically and translated. Vocabulary is a basic language, there is no language without vocabulary. Vocabulary is one of component learning English that has important function in comprehending text and utter all ideas in written or utterance.

Kinds of Vocabulary

Vocabulary is the set of words for which we know the meanings when we speak or read. According to Elfrieda H. Hiebert and Michael L. Kamil (2005:3) there are two kinds of vocabulary:

Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Students to be able to use when they speak and write. Productive vocabulary refers to items which the learner can use appropriately in speaking or writing and it is also called as active vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped to be familiar with the collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills. For example, I eat when I am hungry. Those words are usually use in daily life, in constructing sentence or conversation.

Receptive Vocabulary

Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly. In general, recognition or receptive vocabulary is larger than production vocabulary. And, as noted earlier, for beginning readers, oral vocabulary far outstrips print vocabulary. This is one of the determining factors in shaping beginning reading instruction. Beginning reading instruction is typically accomplished by teaching children a set of rules to decode printed words to speech. If the words are present in the child's oral vocabulary, comprehension should occur as the child decodes and monitors the oral representations. Receptive vocabulary includes all of the words that a person understands when listening or reading, but may or may not feel comfortable using in speech or writing. Receptive vocabulary is also called by passive vocabulary, because usually, we cannot produce or practice correctly. Passive vocabulary or comprehension vocabulary consists of words comprehended by people, when they read or listen. For example, there word 'ruffle' (kerut), 'glaring' (cahaya yang menyilaukan, yang menyilaukan).

Learning Vocabulary

Vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts. According to Susie Loraine (2008:149) during the first few years of life, as babies begin to say their first words, it is easy to keep track of their

growing vocabularies. Children typically understand or recognize more words than they actually use when speaking. For example, a toddler might only say five different words (dada, mama, doggie, bottle, more) but be able to understand many others like pointing to the light when Mommy asks, "Where is the light?" or beginning to cry when Daddy says, "Bye-bye" as he leaves for work. Vocabulary development does not stop once a child can talk. In fact, children learn many new words once they start reading and going to school. The chart below shows typical vocabulary development across several ages. Notice how quickly vocabulary grows over the first six years of life.

Age (in years) Vocabulary:

1. 1 to 1 ½ Toddlers develop around a 20-word vocabulary during this time.
2. By the time a child is 2 years old, he/she will have a 200–300-wordvocabulary.
3. Vocabulary grows to be about 900–1,000 words by the time a child is 3 years old.
4. The typical 4-year-old child will have about a 1,500–1,600-word vocabulary.
5. By the time a child reaches school age and heads to kindergarten, he/she will have between a 2,100- and 2,200-word vocabulary.
6. The 6-year-old child typically has a 2,600 word expressive vocabulary (word she or she says), and a receptive vocabulary (words he or she understands) of 20,000 until 24,000 words.
7. By the time a child is 12 years old, he/she will understand (have receptive vocabulary) of about 50,000 words.

The Purpose of Teaching Vocabulary

One reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of vocabulary instruction is to facilitate the comprehension of a selection, it is obvious that this instruction must take place as an introduction before the reading of the selection. As a rule, new words in narrative selections are not as critical to the overall understanding of the selection as are new words in informational selections. Before guiding students' reading of a particular narrative, teachers should determine if there are any new words that represent concepts that are critical to understanding the selection and which are not adequately defined in context. If there are, then these words should be presented and discussed before the students read. While a "narrow" or superficial treatment often is sufficient for these, on other occasions it is necessary to develop "deep" understandings (John J. Pikulski and Shane Templeton 2004: 5).

A Comprehensive Approach to Teach and Develop Vocabulary

According to John J. Pikulski and Shane Templeton (2004: 4) the amount of vocabulary that children need to acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach consisting of the following components needs to be in place.

1. Use "instructional" read aloud events.
2. Provide direct instruction in the meanings of clusters of words and individual words.
3. Systematically teach students the meaning of prefixes, suffixes, and root words.
4. Link spelling instruction to reading and vocabulary instruction.
5. Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works.
6. Teach, model, and encourage the application of a word-learning strategy.
7. Encourage wide reading.
8. Create a keen awareness of and a deep interest in language and words.

Three Tiers of Vocabulary and Education

According to Thaashida L. Hutton (2008: 182) vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals. Knowing a variety of words is important for language development and reading comprehension. Most children begin first grade with about 6,000 words of spoken vocabulary. They will learn 3,000 more words per year through third grade. There are three tiers of vocabulary.

METHOD

This study is dealing with the effect of Twitter and Instagram to improve students' ability in vocabulary. Accordingly, the writer conducts Classroom Action Research (CAR). The researcher was going to find out the effect of Twitter and Instagram to improve students' ability in vocabulary. Classroom Action Research (CAR) qualified to be used in order to see the improvement of students' vocabulary achievement by applying twitter and instagram multimedia.

The subject of this research conducted on the eighth SMP SW. FREE METHODIST 2 Medan in academic 2015/2016 in the first semester. The total numbers of the students are 160 students. She will select one class namely on the eighth that consist of 40 students.

Quantitative data is used in this research. The instrument for collecting quantitative data was used by administering vocabulary test. It was used to know students' vocabulary achievement. The students were allowed to use the dictionary. The qualitative of data was collected by questionnaire sheets. All instruments that were used in this research explained in following:

1. Vocabulary Test

These vocabulary test are utilized to assess student's vocabulary achievement. The vocabulary testis through instagram and twitter multimedia that consist of synonim, antonym and meaning words as many as 20 items. The instagram and twitter multimedia given are related to the topic that discussed together.

2. Questionnaire sheets

Questionnaire is a technique of data collection by giving a group of question or written question to the respondent that need to be answered. Questionnaire is the efficient data collection if the writer know exactly what variables is needed to measure and know what does the writer expected from the respondent. Questionnaire is started from the general to the specific. The function is to strengthen the data by the real answer of the respondents about something that already happen and done in the respondents' class and environment.

3. Observation sheets

In the observation, the writer involved the subject or the object's daily life activities and used as a source of research data. If it is already done, the data was more complete, and understand the levels of every attitude that will be seen. Observation sheets consist of some statements or sentences about the situation, attitude, performance and feeling of the student or respondents and the writer in following one activity.

4. Questionnaire Test

The questionnaire test is a technique of data collection by giving to the students a group of written questions to the respondent to be answered. Questionnaire was begun by general to specific question. The function is to strengthen the data by real answer of respondents about something that have already been happened and done in environment.

The classroom action research is done through cycle process which consist of four steps, namely: planning, action, observation, and reflection. These four steps are formed in spiral (Kemmis and Mc. Taggart: 1982). Before the procedure of data collection began, orientation test administrated to identify the student's vocabulary achievement.   The procedures of the research conducted by using two cycles. Cycles I consists of two meetings; first and second. Cycle II consists of two meetings; third and fourth, so there arefour meeting altogether. And each cycle is divided into four steps, they are: planning, action, observation, and reflective.Theprocedure of research can be seen in the following figure:

Cycle I

The first, the researcher made a plan and apply in action and do the observation and then reflect. The application of four phases of action research in classroom as follows:

Planning

Planning is an arrangement of doing something. The activities that are done in planning, as follow:

a. Teacher arranged lesson plan about vocabulary

b. Teacher prepared the media related to the material of vocabulary

c. Teacher prepared teaching material of vocabulary through instagram and twitter multimedia.

d. Teacher prepared the instruments for collecting data; vocabularytest.

e. Teacher prepared the topics for vocabulary test

Action

There some steps of actions such as:

1. Teacher explained the material about vocabulary through instagram and twitter multimedia.

2. Teacher introduced instagram and twitter multimedia.

3. Teacher conducted the vocabulary test

Observation

The observation was checked by some steps as follows ;

1) The students' activity answered the questions.

2) The students' response during the teaching and learning process.

3) The students' vocabulary achievement.

Reflection

The teacher evaluated the answer of students' score and result of the observation after collecting the answer of the students' questionnaire sheets. The teacher stopped the research if she had found improving of students' vocabulary based on standardization and writer's hope. Based on the collected data, the researcher made evaluation to determine the next cycle.

Cycle II

Based on the result of the first cycle, the researcher decided to do the second cycle in learning process. This cycle was applied based on the result of the first cycle.

Scoring System

To evaluate student's vocabulary achievement, the researcher gave 20 items questions for each cycle. It was answered for 30 minutes. The researcherwho acts also as test was scored by using score rank from 0-100 by counting the correct answer.

The correct answer was scored 1 while the wrong answer was given 0 and applying the following formula:

$$S = \frac{R}{N} \text{ X } 100\%$$

Where:

S = Score of test

R = Number of the correct answer

N = Number of test items

To categorize the students who got up to 75 calculated by applying the following formula:

$$P = \frac{R}{T} \text{ X } 100\%$$

Where :

P = Percentage of students who get the point 75
R = The number of the students who get point above 75
T = The total number of students who do the best

3.4 Technique of Collecting Data

The writer collected the data by using quantitative and qualitative data. The qualitative data analyzed from questionnaire test. Quantitative data analyzed from vocabulary test. To know the mean of the students' score of assessment the researcher applied on the formula:

$$X = \frac{\sum X}{N} \; X \; 100\%$$

Where :

X = The mean of the students' score

∑X = The Total Score

N = The number of the students

The Procedure of Analyzing Data

The procedure of analyzing data was conducted by administrating pre test and post test in three meeting. Each cycle has four steps, namely planning, acting, observing, and reflecting. The procedure of analyzing data are:

1) Scoring the students' test
2) Tabulating the score from the lowest to the highest
3) Comparing the students' score between cycle I and II
4) Calculating the percentage of the students' score
5) Making the conclusion

Quantitative Data

The quantitative data were collected from the result of vocabulary tests into two cycle. In test there are twenty questions and students were asked to answer the questions. The quantitative data was taken from the result during conducted research in fourth meetings. The test was given three times; a test is a pre-test and post-test in Cycle I and Cycle II. In the first meeting the writer gave pre-test to the students to know basic skill of the students' vocabulary test. The total score of the students in pre-test is 2360 of 40 students. There were eight students who got the lowest score is 45. There was fourth student who got highest score is 75.

After the pre test was given to the students, the writer gave once treatment before gave the post test 1. In treatment, the writer taught the students about vocabulary test. Then, the writer asked the students to find out the antonym and synonym.

After conducting some activities, the writer gave the post test 1 to the students in order to know student's ability in vocabulary testt. The total scores is 3030 of 40 students.

There was three student who got the lowest score is 60. There were two students who got the highest score 90. It can be seen in table 4.1.1.1

After the post test cycle I was given to the students, the writer saw that it was not enough to improve their vocabulary skill. It will be better if the writer do the cycle II so that the student's score could be improved significantly. The writer gave treatment one more detail before giving test in post-test II. In this phase, the writer explained about twitter and instagram multimedia to the students then the writer asked the student to found the new word of the twitter and that has been explained by the writer.

FINDINGS AND DISCUSSIONS

The quantative data were taken from the result of reading test. The first test as pre-test was given without any treatment. The test of the post-test cycle I and cycle II were given to the students after teaching for each cycle had been completely finish.

The total score of the students in Pre-test is 2,360 and the number of the student is 40, the mean 59. There were eight students who got the lowest score is 40. There was fourth student who got highest score is 75. The percentage of the of the pre-test is 10%.

After conducting some activities, the writer gave post-test I to the students in order to know students' reading recount text. The total score in post-test I is 3,030 of 40 students. So, the students' mean score in post-test I is 75,75. There There was three student who got the lowest score is 60. There were two students who got the highest score 90. The percentage of post-test I is 65 %.

In post-test cycle II, the total score of students in reading reocunt text is 3,580 of 40 students. So, the students mean score in Post-test II was 89.5. So, the percentage of the students score in post-test II is 100 %.

Data Frequency Distribution for Score of Pre Test

NO	Score Interval	Frequency	Percentage	The quality	Category
1	90 – 100	0	0%	A	Very Good
2	75 – 89	4	10%	B	Good
3	65 – 74	12	30%	C	Enough
4	55 – 64	13	32,5%	D	Low
5	45 – 54	11	27,5%	E	Fail
Total		40	100%	-	-

In the pre test, the number of students was 40 and the total score of the students was 2360, so the mean was:

$X = 2360/40 = 59$

The number of the students who got the point ≤ 75 was four students and the percentage was:

PO = 4 / 40 X 100 % = 10%

In the pre test, there was not any treatment given to students because it was test to know the students improvement in vocabulary. There was only four students got standard ≤ (75). While doing orientation test, some students cheated because they found difficulty to answer the question. It seemed most of the students found it difficult to answer the questions.1

Data Frequency Distribution for Score of Cycle 1 Test (Post test I)

NO	Score Interval	Frequency	Percentage	The quality	Category
1	90 – 100	2	5%	A	Very Good
2	75 – 89	24	60%	B	Good
3	65 – 74	11	27,5%	C	Enough
4	55 – 64	3	7,5%	D	Low
5	45 – 54	0	0%	E	Fail
Total		40	100%	-	-

In the first treatment (cycle I), the number of the students was 40 and the total score of the students was 3030. The mean was:

X = 3030 / 40 = 75,75

The number of the students who got the point ≤ 75 was 26 students and the percentage was:

P1 = 26 / 40 X 100% = 65%

In cycle 1 test, the mean of the students' total score was up of the standard, but in this test the researcher unsatisfied for the result of the test. Because the researcher still found some students can't got the standard of value. So the researcher continued to second cycle to get the higher result and most of students got the standard of value.

Data Frequency Distribution forScore of Cycle 2 Test (Post test II)

NO	Score Interval	Frequency	Percentage	The quality	Category
1	90 – 100	23	57,5%	A	Very Good
2	75 – 89	17	42,5%	B	Good
3	65 – 74	0	0%	C	Enough
4	55 – 64	0	0%	D	Low
5	45 – 54	0	0%	E	Fail
Total		40	100%	-	-

In the second treatment (cycle 2 test), the number of the students was 40 and the total score of the students was 3580. The mean was:

X = 3580/40 = 89,5%

The number of the students who got the point ≤ 75 was 40 students and the percentage was:

P1 = 40/40 X 100% = 100%

Table 4.2.1.4

The Comparison of the Students' Score

Name of the Test	Orientation Test	Cycle 1 Test	Cycle 2 Test
Lowest Score	45	60	80
High Score	75	90	100
X	59	75,75	89,5
N	40	40	40

From the table above it can be concluded that the students' improvement in vocabulary by using twitter and instagram multimedia had increased 58,37 to 89,5. The students were said mastering the lesson if they got score of over 75. The percentage of the students who got score of over 75 also showed the improvement. It is seen from the students' from the first meeting to the last meeting.

Most of the students' score increased from the first vocabulary test to the third vocabulary test. Based on the analysis of the data, it was concluded that the students' vocabulary score had improved for each students from the first vocabulary test to the last vocabulary test by using twitter and instagram multimedia.

4.2.2 The Analysis of Qualitative Data

The qualitative data were taken and considered from the observation sheet and questionnaire sheet. Both of teacher and students' behaviors during the teaching learning in the classroom were evaluated in qualitative date.

1. Observation Sheet

Observation sheet got in the first cycle performed that the researcher not success although the students get had done all of the process of teaching and learning in a good way. The explanation of the observation sheet were shown in Appendix

2. Questionnaire Sheet

The data were collected from questionnaire sheet showed that no of students are not agree with the statements. All the students agreed strongly with it. So it meant that twitter and instagram multimedia were applicable for the students. The explanation of questionnaire sheet were shown in Appendix

Cycle I
1. Planning

The researcher made an observation to know students' problem in vocabulary before doing the research. Based on the result, it was found that the students' vocabulary is still low. So, to solve the problem, Twitter and instagram multimedia would be applied. The researcher made the lesson plan which involved the scenario of teaching. In this research, the researcher would be as the teacher and the English teacher would be the collaborator who observed the teaching learning process in which the use of twitter and instagram multimedia was implemented.

2. Action

In this session, there were four meetings. There were many things done by the researcher. It was started by explaining about what the researcher do in learning process. After that the researcher gave the test about vocabulary test. Then, in the second meeting, twitter and instagram multimedia was introduced to the students. The researcher explained the procedure of the multimedia and explain how to apply the multimedia. After that, the students were divided into a small group to apply twitter and instagram multimedia in doing the vocabulary test.

2   Observation

In this session, the researcher observed and wrote students activity during teaching and learning process. The researcher used observation sheet to get the result. Some of students did not seriously to follow the learning process. Some of them also didn't give a part from the learning process and other also make a noisy because they didn't like English.

3   Reflection

In this part the researcher did an evaluation from the action which done for students in learning process. It function for teacher to analyze about situation and understanding of students in learning process. In this part the researcher also took the feedback from the teaching and learning process from the result of the observation and the students test. The aimed of the reflection is to improve students' achievement in vocabulary. From the data was found that in the first cycle there were only 75,75% students who got point up 75. So for that case, cycle II was conducted to get better result.

Cycle II

1   Planning

Based on the result on the cycle I , the researcher decided to continue the cycle II because according to the researcher, their scores are still low. It happened because students still got difficulties and interaction between students and researcher, it meant that the students would be taught by more interesting in twitter and instagram multimedia than taught in the cycle I.

2   Action

In this session, before giving vocabulary test, the researcher explained more detail about how to apply about the multimedia although in first cycle but in second cycle the researcher more emphasize about how to apply the multimedia, and after it gave the students were given the vocabulary test.

3   Observation

In this part, the researcher observed the process of studying and learning active and serious during the lesson by using observation sheet and questionnaire. The result showed that the students become more active and serious during learning process. In this cycle also more life than first cycle, not only about the result of the test but also students took a part in learning process and they were not shy to ask about the material.

4   Reflection

Based on the vocabulary test scores and the observation result in cycle II, students' vocabulary score were improved. It was found that most of the students got satisfy achievement. From observation result in every meeting, it could be concluded that the teaching and learning process in which twitter and instagram multimedia was applied had ran well. The interaction between researcher and students is also better than in first cycle.

Both quantitative and qualitative data were collected from all of meetings. In quantitative data were collected in two cycle namely cycle I and cycle II. In qualitative data were collected by giving a questionnaire sheet for students, observation sheet in every cycle for researcher as the teacher to know the result and achieve of students in the research.

In first cycle was started by giving a pre test before the researcher teach, but the researcher gave the test to know how far the students ability about vocabulary. After it the researcher started and did teaching process, and introduced twitter and instagram multimedia and explained how to apply it. The students got the explanation and did a test namely post test I. From the test (pos-test I) the score of students still low although better than pre test and the students can achieve the KKM (Kriteria Ketuntasan Minimum) of the English lessons. Because the researcher was still not satisfied the achieving of the test, so the researcher doing the second cycle.

In second cycle the researcher explained again and more emphasis how to apply it. After that, the researcher gave the test again, namely post-test II. The result of the test are best from all of the tests and most of students had already in achieving in standard score (KKM).

CONCLUSION

The study's findings lead us to the conclusion that lecturers used the three of four different types of politeness strategiess while asking and giving command to students during the learning process in classroom interaction. They are the bald on record strategy, positive politeness strategy, and negative politeness strategy. The bald on record method is the most frequently employed of the three politeness strategies by lecturerss when asking and giving command to students during the learning process in classroom interaction. It is because the lecturers are not in a similar position and appear to be inseparable. communication. They frequently used straight and direct communication for a cause.

When chatting to their students, lecturers have a particular strategy of being polite. In short, different social status will necessitate various politeness strategies. Lecturer is a respected and powerful figure in the eyes of the students. surprisingly, the lecturers pretend their students as their friends. These strategies of communication comfort the students, even some actions of lecturers sitting in the table also create discomfortable to students.

Conflict arises during social interactions, such as those in the classroom, when we are unaware of others' standards of decency. For a reason, it is advised that colleges and universities instruct lecturers and students to use politeness during the classroom interaction.

Finally, it's important to be polite in both words and actions. Making prepared statements does not ensure effective communication. Our actions must adhere to them. Thus. All readers are advised to practice good manners in both words and actions.

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