THESIS

IMPROVING THE STUDENTS’ VOCABULARY MASTERY

BY USING PICTURES

(A Classroom Action Research at SDN 05 Jaten
In the Academic Year 2008/2009)

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A Thesis
Submitted as a Partial Requirement for Obtaining the Undergraduate Degree in English Education

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SURAKARTA
2009
CHAPTER I
INTRODUCTION

A. Background of the Study

English is an international language. It plays an important role, especially as a bridge to communicate between people from nation to another. English is also used in almost all aspect of human life for example economy, science, education, politic, etc and English is mostly used in the scientific fields as means of expanding science and technologies written in English. The use of English is more and more important each day. People cannot deny that they need English as early as possible. It is clear now that English is very important for all people in this world.

Due to the importance of English, in Indonesia, English has been taught and learnt at elementary school since some years ago. As everybody knows, elementary school is the basic level of educational system in Indonesia. Teaching English in elementary school is important in order to give student basic knowledge and ability about English. Moreover, English at elementary school can help student be more ready and confident in learning English at the higher level.

According to Brewster, the general aims of early foreign language learning are to prepare children linguistically, psychologically, and culturally for language learning. While psychological preparation is one which helps monolingual children make fundamental discovery that they notions they have learnt to master in their mother tongue can be expressed equally well, albeit differently using
another language, where different forms serve the same communicative function as in their mother tongue (1992: p.24).

In Indonesia, English is introduced in the curriculum to a number of elementary schools as a local content as cited from *Pusat Kurikulum 2007 muatan lokal SD Bahasa Inggris* below:

> “........ , perlu ditetapkan standar kompetensi bahasa Inggris bagi SD/MI yang menyelenggarakan mata pelajaran bahasa Inggris sebagai muatan lokal. Kompetensi lulusan SD/MI tersebut selayaknya merupakan kemampuan yang bermanfaat dalam rangka menyiapkan lulusan untuk belajar bahasa Inggris ditingkat SMP/MTs”

(www.puskur.net/inc/si/sd/bahasainggris.pdf)

According to Singlenton (1989:242-245), there are some reasons for teaching English at primary level, namely: 1) the need to expose children from an early age to an understanding of foreign culture so that they grow up tolerant and sympathetic to others; 2) the need to link communication to understanding of new concept; 3) the need for maximum learning time for important languages-the earlier you start the more time you get; 4) the advantage of starting with the early second language instruction so that the language can be used as a medium of teaching.

Based on the Decree of the Head of Culture and Education Department No. 308/103.a/1995, English is taught at elementary school to give students simple skills in understanding written and oral statement in English. The skills are limited to the level of elementary school context and aimed to support the oral communication during teaching-learning process. The scope is determined by the Head of Culture and Education Department as quoted below.
Ruang lingkup mata pelajaran bahasa Inggris di SD/MI mencakup kemampuan berkomunikasi lisan secara terbatas dalam konteks sekolah, yang meliputi aspek-aspek sebagai berikut:

1. Mendengar
2. Berbicara
3. Membaca
4. Menulis

Ketrampilan membaca dan menulis diarahkan untuk menunjang pembelajaran komunikasi lisan.

(www.puskur.net/inc/si/sd/bahasainggris.pdf)

Especially for beginners, vocabulary is the very basic knowledge to learn more about English. It must be mastered in order to learn English successfully. Zimmerman (1997) states that for young learners, vocabulary is central to language and words are the critical importance to language learning. It cannot be separated from the other English language elements in the teaching and learning process because it influences the students’ ability in learning English. Thus vocabulary mastery is very important to support other English language skills.

Burns and Broman (1975: 295) define that vocabulary is the stock of words used by person, class, or profession. Ur (1998: 60) adds that vocabulary can be defined as the words that the teachers teach in the foreign language. A new item of vocabulary may be more than a single word which is made up of two or three words but express a single idea.

Likewise, Hatch and Brown (1995: 1) add that vocabulary refers to a list or set of words that individual speakers of language might use. Since vocabulary is a list, the only system involved is alphabetical order in dictionaries. The choice in vocabulary selection and methods used in teaching vocabulary are important. It means that the choice of words and method of teaching are important factors in vocabulary learning, especially formally at school.
In general, teaching vocabulary is not easy. There are many difficulties in teaching vocabulary, especially for students of elementary school. There are many teaching techniques which can be used but not all of them are helpful for the students. According to Philips, the way children learn a foreign language, and therefore the way to teach it, obviously depends on their development at stage. It would not be reasonable to ask a child to do a task that demands a sophisticated control of spatial orientation (1996: p.5).

In SDN 05 Jaten, especially at the sixth grade students, the researcher finds out that the students’ vocabularies are poor. It can be seen from the aspects below.

1) The low score of students.
   Most of them get bad score when they do test. It can be proven from the mean of the score. The mean of the score of the class is under 6, 0. (Appendix 119

2) The difficulties in pronouncing the words correctly.
   It can be seen from their oral test. They tend to pronounce the letter of the words. It is caused by the time allocated for the students to practice. The teacher just gives little time to practice in pronouncing.

3) The difficulties in remembering and grasping the meaning of words.
   It can be seen from their exercise. They cannot do the exercise perfectly. Most of them fill the wrong answer in exercise.

   The preliminary observation also reveals the possible causes of the problems above. They are:
1) The students’ attention and motivation is low.

They always talk with their friend or play in class or see something outside the class.

2) The material is not interesting.

The material for the students of elementary school should relate with their world around. They like materials which make them fun and happy, for example toys, game, etc. In fact, the material is different and does not relate with their world around.

3) The limited time and equipment.

English in elementary school is taught only 100 minutes every week. It makes the teacher difficult to explore the material. This limited time makes the teacher teach the student too fast to cover all material in one semester and makes the students get difficulties in grasping the material perfectly. Beside the limited time, the limited equipment makes the teacher difficult to develop teaching learning process.

4) The technique of delivering material is not suitable and interesting.

In teaching learning process, the teacher teaches vocabulary mostly by translation at the beginning of the lesson. The teacher pronounces the words once or twice and the students repeat once or twice. Scott and Ytrenberg (1990: p.5) define that words are not enough. Most activities for the young learner should include movement and involve the sense. The teacher will need to have plenty of objects and pictures.
Based on the facts above, the researcher decides to conduct a research to solve the problems through this study. One of the problems that will be taken in this study is the technique of delivering material that is not suitable and interesting to the learners. Thus, the research will be concentrated on improving technique of teaching vocabulary through a classroom action research and use pictures as visual aid media.

Wiersma (2000: p.10) states that one type of applied research is action research, research conducted by a teacher, administrator, or other educational professionals to aid in decision making in the local school. Action research focuses on the solution of day-to-day problems at the local level. Action research is usually less rigorous in term of design and methodology than other educational researches. Often, intact groups are used in some cases, only a single group or individual is involved in the study.

Based on the features, there are natures of the action research proposed by Tinker Sachs, namely: 1) the duration is usually conducted over a short period of time; 2) the size of the project is usually small-scale; 3) the context is classroom-based or school-based and may involve one or more school contexts usually within the same region; 4) the key investigator involves one or more teachers from a school or several schools; 5) the ethical consideration is usually informal and given as the students’ participations and it is known by the teachers and the purpose is beneficial to the parties involved; 6) the focus is investigating one or more practical teaching and learning factors; 7) practical and manageable in design to allow for teachers’ workload and teaching purposes; 8) utilizing one or
more tools to collect and analyze the data, and the data collecting procedures is usually simple and straightforward; 9) the result is usually localized to a specific teaching and learning in class community or context with practical implications; 10) the sharing of the result may be formal or informal and reported in local or international refereed journals for the benefit of those who teach. (2000:71).

Based on the facts above, the action research in this study is implemented through the classroom action research which consists of four steps. According to the model developed by Kemmis and McTaggart (1985), the steps are: 1) identifying problems and planning the action; 2) implementing the action and observing or monitoring the action; 3) reflecting the result of the observation; 4) revising the plan for the following step.

The action research is carried out in the classroom by using of picture in teaching vocabulary. Teaching English vocabulary at primary school, as suggested by some writers, should use pictures as part of visual aids. Pictures contribute a lot because with pictures students not only hear but also see sign that is illustrated by the picture to express of idea or words. Wright explains that the things we see play an enormous part in affecting us and in giving us information. We predict, deduce, and infer not only from what we hear and read, but also from what we see. Pictures are not just an aspect of method but through their representation of place, object and people they are on essential part of overall experiences (1989: p.2).

Virginia French (1983) proposed that a picture is useful for helping students to understand the meaning of a word. Kasihani (2000) argues that learning by
playing is fun activity for children and it is usually called recreational time out activity. Ur (1998) explains that there are tree sources of young learners’ attention in class, namely picture, story, and game. Children like to see interesting pictures, which is sharp and colourful.

B. Problem Statement

The subject of this study is the students of the sixth grade of SDN 05 Jaten. The number of students is 20 students consisting of 15 boys and 5 girls. The school is located at Jl. Josroyo Indah II Perum Josroyo, Jaten Karanganyar 57771, Central Java.

Based on the background, there are many problems that may arise. Some problems can be formulated as follows:

1. Can picture improve the students’ vocabulary? How effectively can picture improve the students’ vocabulary?
2. What will happen when teacher teaches by using picture?
3. What are the strengths and the weaknesses of teaching by using picture?

C. The Objective of the Research

Based on the formulation of the problem, the general objective of this research is to improve students’ vocabulary by using pictures. Particularly, this research is aimed to find out:

1. whether teaching children by using picture can effectively improve the students’ vocabulary,
2. the phenomena happening in the class when the teacher teaches by using picture,

3. the strengths and weaknesses of teaching by using picture.

**D. The Benefits of the Study**

After knowing the use of pictures in teaching vocabulary, this research hopefully will give some contributions in the teaching of English at elementary school. There are some expected benefits of the study for the English teachers and students:

1. For English teachers, this research is aimed to help the teachers:
   
   a) solve the problems faced by the teacher in teaching vocabulary during the teaching and learning process.
   
   b) improve the teacher’s technique of teaching vocabulary, especially for elementary school students.

2. For the students, this research will help the students:
   
   a) improve the students’ motivation in learning vocabulary.
   
   b) improve the students’ achievement in vocabulary test.
   
   c) improve the students’ vocabulary.
CHAPTER II
THEORETICAL REVIEW

A. The Nature of English Language Teaching

Brooklyn states that in recent years, there has been a shift to seeing language teaching as being most effective when it is subordinated to learning. In other words, the teacher’s job is to help learners to learn effectively, or to facilitate learning. For example, a teacher can make a choice between telling learners what the teacher knows, and setting up ways for helping learners see patterns for themselves. Another way in which learning takes precedence over teaching is in the choice of what is taught and how it is taught because these decisions should be made with the learners’ need in mind (http://www.deltapublishing.co.uk/files/Brooklyn/pdf/LTE_p07_19.pdf).

Kauffman states that the most effective teaching is that which results in the most effective teaching (www.usca.edu/education/Kauffman/pet%20lesson%20). Gage in Brown (1994: p.7) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

In this section, the researcher takes four points to discuss the nature of English language teaching. They are language learning, language teaching, communicative competence and effective teaching.

1. Language Learning

When someone wants to know about language learning, someone should know what language is and what learning is. Wardhaugh explains that language is a system of arbitrary vocal symbols used for human
communication (Wardhaugh 1972: p.3). Language is a system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings (Pei, 1966:141).

Language serves three very important functions in our lives. First, language allows us to communicate with other people. Just imagine how difficult life would be if we could not express our ideas to our family and friends. We could not, for example, complain to our friends about how much schoolwork we have to do this weekend or call home to ask for money. Second, language facilitates the thinking process. Third, language allows us to recall information beyond the limits of our memory stores (Klein: p.381).

H. D. Brown (1994: 7) says that learning is acquiring or getting of knowledge of a subject or skill by study, experience or instruction. Kimble and Garmezy (in H.D. Brown, 1994: 7) define learning as a relatively permanent change in a behavioural tendency and are the result of reinforced practice.

Learning can be defined as experiential process resulting in relative behaviour that cannot be explained by temporary states, maturation, or innate response tendencies (Klein, 1996: p.2). This definition of learning has three important components. First, learning reflects a change in the potential for behaviour. Learning does not automatically lead to a change in behaviour. We must be sufficiently motivated to translate learning into behaviour. Second, changes in behaviour due to learning are relatively permanent. As a result of
new experiences, previously learned behaviour is no longer exhibited. Third, changes in behaviour can be due to processes other than learning. Our behaviour can change as the result of motivation rather than learning.

From the definitions, it can be concluded that: a) learning is acquisition or getting of knowledge of a subject; b) learning is retention of information or skill; c) retention implies storage systems, memory, and cognitive organization; d) learning involves active, conscious focus and on acting upon events outside or inside the organism; e) learning is relatively permanent but subject to forgetting; f) learning involves some practices, perhaps reinforced practice; g) learning is a change in behaviour.

Brumfit and Finocchiaro (1983) in Richard and Rodgers (2001: p.156) state that language learning is learning to communicate. Diane Larsen (2000: p.127) states that learning to use language forms appropriately is an important part of communicative competence. Based on theory of language as communication in communicative approach, Brown (2000: p.14) states that language learning is learning to communicate genuinely, spontaneously, and meaningfully in the second language that will result in a good communicative competence.

From the theories above, it can be concluded that language learning is learning to communicate genuinely, spontaneously, and meaningfully that will result in a good communicative competence and it is an important part of communicative competence.
A communicative competence is a result of language learning that needs mastery of vocabulary. Vocabulary is the very important component in language learning. Wilkins (1972 p.111) states that without grammar very little can be conveyed; without vocabulary nothing can be conveyed.

2. Language Teaching

When someone wants to know about language teaching, someone should know what teaching is. According to Kimble and Garmezy (1963: 133) in Brown (1994: 7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Penny Ur (1998: 4) states that teaching is intended to result in personal learning for students, and is worthless if it does not do so. On the other hand, she says that the concept of teaching is understood as a process that is intrinsically related with learning and they are insaparable.

Wiserman, Cooner, and Knight (1999) describe teaching as the process of continuous development. At each stage, reflection on the improvement of the delivery of instruction is critical. They suggest that teacher should be concerned with improving delivery and methodology. Then, the students should be both formally and informally evaluated throughout the lesson. According to Olivia and Pawless (2001) probing and monitoring seat-work are methods to informally evaluate. They explain that formal evaluations tend to occur at the end of a chapter or unit-tests, quizzes.
From the definitions above, it can be concluded that teaching is the process of continuous development to show or to help someone to learn how to do something, to give instruction, to guide in the study something and to provide with knowledge and teaching is causing to know or understand.

Language teaching as explained by Brown (2000: p.14) is teaching which is stressed on the importance of self-esteem, of students cooperatively learning together, of developing individual strategies for success, and above all focusing on the communicative process in language learning. According to Stern (1996: p.21) language teaching is the activities which are intended to bring about language learning. According to Maya K David, the goal of language teaching is to enable the learner to communicate with both native and non-native speakers in English (www. david399.htm/communicative-competence).

From the explanations above, it can be summarized that language teaching is activities to help someone to learn how to do something, to give instruction, to guide in the study and to provide with knowledge which causes to know or understand and the focus is on the communicative process in language learning.

3. Communicative Competence

There are many explanations about communicative competence. According to Chomsky (1965) communicative competence is a linguistic term which refers to a learner’s L2 ability. It not only refers to a learner’s ability to
apply and use grammatical rules, but also forms correct utterances and knows how to use these utterances appropriately. Canale and Swain (1980) define communicative competence in terms of four components.

a) Grammatical competence

Grammatical competence is concerned with mastery of the language code itself.

b) Discourse competence

Discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres.

c) Sociolinguistic competence

Sociolinguistic competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors.

d) Strategic competence

Strategic competence is composed of mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more of the other areas of communicative competence; and (b) to enhance the effectiveness of communication.

Bachman (1990) states that communicative competence is a relative and dynamic interpersonal construct based on functionality of communication,
adequacy of communication, and sufficiency of knowledge, judgement, and skill in four interrelated areas: linguistic competence, operational competence, social competence, and strategic competence. Linguistic and operational competencies refer to knowledge and skills in the use of the tools of communication; social and strategic competencies reflect functional knowledge and judgement in interaction (http://www.ccmodel.html).

From the explanations above, it can be concluded that communicative competence is a linguistic term which refers to a learner’s L2 ability. Learner should have ability to use and apply grammatical rules and utterances appropriately.

Richards and Rodgers (1986) state when people draw some implications into language classroom from the development of the theory of communicative competence, the term communicative approach is often associated with it. On the surface level, it seems reasonable to say that the goal of communicative approach of language teaching is to make learners acquire communicative competence (http://www.ccmodel.html).

4. Effective Teaching

There are many explanations of effective teaching from some experts. According to Kauffman, effective teaching is a conscious stream of good decisions, made before, during, and after instruction, the implementation of which will insure the probability that learning will take place and knowledge will retain (http://ksumail.keenesaw.edu/~kauffman/ teaching.htm). Effective
teaching is one of the means to ensure maximum students learning. According to Hornby (1995) effectiveness is an ability to bring about the result intended. He says that the most effective teaching is not only based on the approach, but also based on the teacher behaviour and competence.

Approach plays crucial role in the success or failure of teaching. Brown (1994: 74) says that an approach or theory of language and language learning takes great importance. An approach to language teaching methodology is a theoretical rationale that underlines everything done in the classroom. In addition, he explains that an approach to language teaching was obviously the keystone to all teaching methodology in the classroom. Approach can be effective when it can be applied in certain situation or circumstance of teaching and learning process.

An effective teacher is one who concerns students' learning outcomes. Teacher is expected to demonstrate key behaviour and helping behaviour. Rouyang tells five key behaviours and five helping behaviours in teaching. Five key behaviours are: 1) lesson clarity, 2) instructional variety, 3) task orientation, 4) engagement in the learning process, and 5) student success. Five helping behaviours are: 1) using student ideas and contributions, 2) structuring, 3) questioning, 4) probing, and 5) teacher affect (http://ksumail.kennesaw.edu/~rouyang/teaching/definite.htm).

Besides having effective behaviours, the teachers should have the competences as proposed by Allan and Lesley (2000: 51-52). They are as follows: a) plans instruction at a variety of cognitive levels; b) can state pupil
outcomes in behaviour system; c) identifies and evaluates problems of students; d) knows how to organize and use appropriate instructional materials; e) uses a variety of instructional strategies; f) uses convergent and divergent inquiry strategies; g) establishes transitions and sequences in instruction that are varied; h) modifies instructional activities to accommodate learner needs; i) demonstrated ability to work with individuals, small groups, and large groups; j) demonstrate knowledge and the subject area.

To manage teaching and learning so that it becomes more effective, teacher should consider several aspects that some of them are proposed by Harmer (1998) as follows.

a) How to use physical presence in class.

It is impossible to help students to learn a language in a classroom setting without making contact with them. The teachers have to be aware of what students are doing, and how they are feeling. The teacher should be able to move around the class and get the level of proximity tight.

b) How to use voices in class.

Voice is the most important instrument of teacher. The teacher must be sure that his voices can be heard clearly by the student at the back as well as those at the front.

c) How to mark stages of lesson.

The teacher first needs to get the students’ attention in changing direction so that the changes are more effective. When an activity of
the lesson has finished, the teacher should be able to make a summary of what has been discussed. Then, the teachers also give a prediction of what will be discussed in the next lesson.

d) How to do best seating arrangement for a class.

Generally, students sit in orderly rows in the classroom, even though it makes the class is easy to get bored. To make the class become more life and effective, the teacher may rearrange the students’ seat for various models, such as: circle and horseshoes, or separate tables.

e) How to organize the class.

Whatever the arrangement of students’ seat in the classroom, the teachers can organize the students in different ways, for instance; they can work in a whole class, in groups, pairs, or individually. The teachers can change from one way to other ways so that the class is not easy to get bored and the lesson becomes more effective.

f) How to evaluate the success or failure of the lesson.

Teachers need to know how well their students are progressing. It can be identified through the score from the participation of each students, etc. Good teacher should have record of students’ achievement so that they are always aware of how they are getting on. The teachers also need to be able to try out new activities and techniques to improve their teaching.

From the definitions above, it can be concluded that effective teaching is not only based on the approach but also based on the teacher behaviours and
competences. The behaviours are key behaviour and helping behaviour. The teachers should be able to manage the class effectively and use the appropriate approach that can be applied to certain situation and circumstance of teaching and learning process in the classroom.

**B. Young Learners**

1. **The Nature of Young Learners**

   Philips (1996: 5) and Kasihani (2000) define young learners as children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. Scoot and Ytreberg (1998: 1) mention that there are two main groups of children. They are five to seven years old and the eight to ten years old. Both of them are assumed as the beginners’ stage. According to Philips (1995: 7), the young learners respond the language based on what they are going to do or what they can do with the language itself rather than treating it as an intellectual game or abstract system. Thus it is important to consider that teaching something concrete is more useful than teaching the abstract one.

   Based on the workshop report in European Centre for Modern Language (ECML, 2001), there are natures of learning used by young learners, which appear either implicitly or explicitly. Implicitly, the young learners’ learning occurs without awareness, automation, making sense of regularities, and it is having the knowledge without being able to talk about. Explicitly, the young
learners’ learning is hard to learn but it can be described, it is unique to humans, and it is encouraged in school.

2. **Characteristic of Young Learners**

   Young learner, who has his or her own characteristics, should be known and understood by the teacher to improve the quality of teaching learning process in order to reach the objective successfully. Seto Mulyadi in Sindhuarta (2000: 86) says that children live in the play world, grow, like to imitate, and have creativity. They have their own world that can be seen with the children’s point of view. The children can do everything in fun atmosphere.

   Kasihani says (2005) that the way of learning English for young learners is generally based on the growing steps. Scoot and Ytreberg (2000: p. 1-4) state that there are some children’s characteristics.

   1) Their basic concepts are formed.

     They have decided views of the world.

   2) They rely on the spoken word as well as physical word to convey and understand meaning.

   3) They are able to make some decisions about their own learning.

   4) They have definite views about what they like and do not like doing.

   5) They have a developed sense of fairness about what is happening in the classroom and begin to question the teacher’s decision.

   6) They are able to work with the others and learn from other.
Pahin and Power (1990; 80) as quoted by kasihani (2005) explain that teachers need to focus their attention to the young learners’ characteristics which include: 1) they like learning by playing; 2) they are able to tell what they do and hear; 3) they are able to debate something; 4) they always feel happy when they are playing and working by themselves, but there is other nearby; 5) they can join to the adult; 6) they are learning English by listening, repeating, and spelling; 7) they know there are rules followed to make them save and happy; 8) they do not aware what they learn foreign language for, even though they like it; 9) they learn well when they are given the motivations to directly involve in the activities relating to them.

3. How to Teach Young Learners

The Characteristics of young learners described above leads to some considerations on how to teach children. Ytreberg gives some explanations as follows.

a. Words are not enough

Most activities for the young learners should include movement and involve the senses. Teacher will need to have plenty objects and pictures.

b. Play with language

Teacher should let pupils talk to themselves. Teacher can make rhymes, sing a song, and tell stories. Playing with language in this way is very common in first language development and very natural stage in the first stage of foreign language learning too.
c. Language as language

Becoming aware of language as something separate from events taking place takes time. Most eight to ten years old children already have awareness in their own language.

d. Variety in the classroom

Since concentration and attention spans are short, variety is a must. Kinds of variety are variety of activity, variety of place, variety of organization and variety of voice.

e. Routines

Children benefit from knowing the rules and being familiar with the situation. Teacher should have system, have routines, organize and plan the lessons.

f. Cooperation not competition

Teacher avoids rewards and prize to the children. Other forms of encouragement are much more effective. Although it can be a great fun, it usually leads to a great deal of involvement. There is always a winner and a looser, winning team and a loosing team. Language learning is situation where everyone can win.

g. Grammar

Teachers should note the structure functions and grammar items which teachers want the pupils to learn as well as those they already know, but their actual teaching should only include the barest minimum of grammar taught as grammar. This does not mean teaching grammar rules to the
whole grammar. The best time to introduce some sort of simple grammar is when a pupil gets benefit from learning some grammar. This may be when the teacher is correcting written work, or it may be in connection with oral exercise with practice (1998: p.5-6)

Beside the way to teach young learners, the teachers must have competence in teaching English for young learners. According to Ashworth (1985) as quoted by Kasihani (2005), there are four competences of the English teacher for young learners, namely: 1) sufficient knowledge of English; 2) having skills in teaching English and managing the class; 3) the affective quality of teachers (kind, patient, humorist and creative); 4) professional, involved in many activities to improve and refine the work quality.

Kasihani (2005) adds that teachers need to master various techniques in teaching foreign language to be more interesting using suitable media. According to Linse (2005), teachers English to young learners, especially those teaching in the kindergarten and elementary school, should know the techniques of teaching practically, for example “listen and repeat”, read and write”, “listen, say, and write”, question and answer”, TPR (total Physical Response) by directly involving the learners.
C. Vocabulary

1. The Definition of Vocabulary

There are some definitions of vocabulary from expert. According to Penny Ur (1995: 60) vocabulary can be defined roughly as the words the teachers teach in foreign language. Another expert, Burn (1975: 295) explains that vocabulary is stocks of words used by person, class or profession. Furthermore, Hatch and Brown (1995: 1) argue that the term of vocabulary refers to a list or set of words for particular language or words that individual speakers of language might use.

According to Mansen (1996: p.6) vocabulary is the total number of words in language, words known by persons or used in a particular book, subject, or list of words with their meaning. Hornby (1984: p.959) states that vocabulary is the total number of the words which (with rules combining them) make up a language.

From the theories above, it can be concluded that vocabulary is a list of words in language which the teachers teach in foreign language and it is used by person, class, or profession.

2. The Kinds of Vocabulary

Many experts divide vocabulary into different types. Haycraft (1978: 44) gives a distinction between active and passive vocabulary. Active vocabulary is the words that the students can understand, pronounce correctly and use constructively in speaking and writing. Passive vocabulary is words that the
students recognize and understand when they occur in context, but which learners cannot produce correctly themselves.

According to Harmer (1991: p.159) active vocabulary refers to vocabulary that the students have been taught or learnt and which the students will recognize when they meet them but which they will probably not be able to produce. It means that active vocabulary is productive learning referring to speaking and writing, while passive vocabulary is receptive learning referring to reading and listening.

Nation (1990: 5) mentions two kinds of vocabulary learning. They are receptive learning and productive learning. The explanation is as follow.

a. Receptive Learning

Receptive learning is the ability to recognize a word and recall its meaning when it is met. Hatch and Brown in Haycraft (1994) also have similar explanation that receptive vocabulary is words that the learners recognize and understand when they occur in context, but which they cannot produce correctly. The words can be found in reading context but they are not used in speaking and reading.

b. Productive Learning

Productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time. Hatch and Brown in Haycraft (1994) explain that productive vocabulary is the words that the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves
what is needed for receptive vocabulary supported by the ability to speak or to write at the appropriate time. Thus, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought or idea to others. In other words, receptive learning is the process of learning vocabulary through listening and reading, while productive learning is the process of learning vocabulary not only through listening and reading but also through writing.

In teaching vocabulary, it is necessary to consider some elements. In her book, Penny Ur (1996: p. 60 – 62) also gives some elements that need to be taught in teaching vocabulary. They are:

a. Form: Pronunciation and Spelling

The learner has to know how a word is pronounced (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in
sentences; it is important to provide learners with this information at the same time as the teacher teaches the base form. When teaching a new verb, for example, teacher might give also its past form, if this is irregular \( \text{think, thought} \), and teacher might note if it is transitive or intransitive.

Similarly, when teaching a noun, the teacher may wish to present its plural form, if irregular \( \text{mouse, mice} \), or draw learners’ attention to the fact that it has no plural at all \( \text{advice, information} \). The teacher may present verbs such as \( \text{want} \) and \( \text{enjoy} \) together with the verb form that follows them \( \text{want - to infinitive, enjoy – Ving} \), or adjectives or verbs together with their following prepositions \( \text{responsible for, remind someone of} \).

c. Collocation

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". This is another piece of information about a new item which it may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head – words, or by a note in parenthesis.

d. Aspects of Meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in
a dictionary. For example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in the Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority. In English, *moist* has favourable connotations while *dank* has unfavourable connotations; so that one could describe something as ‘pleasantly moist’ where ‘pleasantly dank’ would sound absurd.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or ‘taboo’ in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal that informal discourse, or belongs to a certain dialect. For example, the word *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more that in speech, and is in general much less common.
e. Aspects of Meaning (2): meaning relationships

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

1) Synonyms: items that mean the same, or nearly the same; for example, *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.

2) Antonyms: item that mean the opposite; *rich* is an antonym of *poor*.

3) Hyponyms: items that serve as specific examples of a general concept; *dog, lion, mouse*, are hyponyms of *animal*.

4) Co-hyponyms or co–ordinates: other items that are the ‘same kind of thing’; *red, blue, green*, and *brown* are co–ordinates.

5) Super ordnates: general concepts that ‘cover’ specific items; *animal* is the super ordnates of *lion, dog, mouse*, etc.

6) Translation: words or expressions in the learners’ mother tongue those are (more or less) equivalent in meaning to the item being taught.

Teacher should also consider sociocultural aspect when teaching vocabularies to students besides aspects stated by Ur above. According to Gloria (2002), sociocultural context refers to the fact that language used by a sociocultural group is closely connected with its values, attitude and beliefs. Consequently, learning a language involves
understanding and interpreting the culture of which it is part. It is important, therefore, for students to develop the ability to interpret texts from perspectives other than their own. Some of the activities suggested by O’Dell (1997) to deal with sociocultural context are the following: 1) asking students to compare words and expressions used in various English; 2) speaking context with those used in their own L1 context; 3) students comment on the sociocultural associations of lexis in a given text; 4) students write glosses for text; 5) students research a given set of items with sociocultural associations; 6) quizzes focusing on sociocultural lexical items; 7) true or false questions; 8) explaining newspaper headlines, adverts, and graffiti.

3. The Importance of Vocabulary

Vocabulary is crucial for getting meaning from a written or oral text and the very basic knowledge to study language. It plays important roles to support other language skills. In every lesson, teacher has to introduce new words and ask the students to practice them, making clear the meanings and the ways in which each can be used. It means that vocabulary has important role in English teaching including reading, speaking, listening, and writing. Nation (1993: p.6) says if a learner has sufficient vocabulary then another component is easy. It means that vocabulary knowledge is only one component of language skills, but vocabulary knowledge enables to improve the language use.
Teaching the meaning of individual words, however, will not ensure that learners can read a text with understanding. “Words enter into meaningful relations with other words around them….” (Sinclair 1996: p.76). To understand a text, learners need to know words, and knowing a word involves knowing: its spoken and written contexts of use, its patterns with words of related meaning….. (Carter, 2001: 43).

Based on Stahl (2005), vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered. It is something that expands and depends over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies (http://www.readingrokets.Org).

There are some reasons why vocabulary is taught as proposed by Nation (1990: 2). The reasons are because of: (1) the considerable research about vocabulary informing that vocabulary related to useful words can give the learners useful skill, especially speaking; (2) the small vocabulary of the learners; (3) the importance of vocabulary in language learning. The learners feel that many of their difficulties in receptive and productive language use are the result of an inadequate vocabulary.
From the explanations above, it can be concluded that vocabulary is very important in language learning to support other language skills. The skills are listening, speaking, reading, and writing.

4. Technique in Teaching Vocabulary

The technique of teaching vocabulary refers to the way of teaching vocabulary that teacher use to deliver material to the students. It has important role, especially on vocabulary learning. The success of teaching and learning process depends on not only the teachers’ and the students’ competences but also the technique of teaching, especially in this case the technique of teaching vocabulary.

Cross (1995: 5) presents two ways in introducing new words, namely showing meaning in some ways and using language that the students already know in order to make clear the meaning of the new lexical item. Notion (1990: 3) proposes four ways in vocabulary teaching, namely: (1) the material of vocabulary is necessary to pay attention; (2) words are dealt with as they happen to occur; (3) vocabulary is taught in connection with other language activities, for example reading; (4) time is spent either in class or out of school on the study of vocabulary without an immediate connection with some other language activities.

Celce and Murcia (1991: p.289-300) mention two techniques of teaching vocabulary as follows.
a. Planned vocabulary teaching

Planned vocabulary teaching is the teaching where the teacher goes into the classroom with an item or a set of vocabulary items that the teacher has decided beforehand. The planned vocabulary teaching can be described as the vocabulary lesson since the primary objective of the teaching activities is the presentation and practice of the lexical items themselves.

b. Unplanned vocabulary teaching

Unplanned vocabulary teaching is extemporaneous teaching of vocabulary items that come up without planning in the course.

Therefore, teaching English to children needs special techniques. The best way to add breadth and depth to child’s vocabulary is by providing a variety of opportunities for new and interesting experience. For example, many kindergarten or first grade children will benefit from a visit to a farm. Activities that directly focus on words and language help to build children’s vocabularies and expressional skills. For example:

1. The teacher can make a chart of pictured illustrating fruits, vegetables, furniture, animals, toys, numbers, colors, opposites, etc.
2. Children may retell stories read by the teacher.
3. Children may play word game.
4. Children may describe objects, each other, clothes, animals, etc.
There are also lots of techniques that can be use in teaching vocabulary to children. Kurikulum Tahun 2004 Mata Pelajaran Bahasa Inggris Untuk SD/MI Provinsi Jawa Tengah 2004 p: 2, states:

Kompetensi berbahasa untuk anak Sekolah Dasar (Children as Language Learners) dapat dicapai melalui: (a) cara- cara yang alamiah (natural way), (b) melalui pemberian motivasi (by giving motivation), (c) dengan mendengar dan mengulang- ulang (by listening and repeating), (d) dengan melakukan proses imitasi guru (by imitating the teacher), (e) dengan berbahasa dan berinteraksi dengan sesama teman atau lawan bicara (by doing and interacting with each other), (f) melalui terjemahan bahasa aslinya (through translation from their native language).

D. Pictures

1. The Definition of Pictures

The definition of picture has much been explained by some experts. Webster (1979: 1357) defines that pictures are as an image or likeness of an object, person, scene reproduced on a flat surface, especially by painting, or photograph; a mental image or impression; an idea. According to Shores (1960: 188) “picture are likeness of person, place, thing or idea on flat surface produced by means of drawing, painting, or photograph.

According to Wright (1997: 136), pictures should motivate students, make the subject they are dealing with clearer, and illustrate the general idea and the form of an object or an action which are particular to a culture. The pictures contribute a lot because with the pictures students not only hear but also see sign that is illustrated by the picture to express of idea or words. Wright explains that things we see play an enormous part in affecting us and in giving us information. We predict, deduce, and infer not only from what we hear and read, but also from what we see. The pictures are not just an aspect of
method but through their representation of place, object and people they are on essential part of overall experiences (1989, p.2).

From the theories above, it can be concluded that pictures are image or likeness of an object, person, scene reproduced on a flat surface, especially by painting or photograph, a mental image or impression.

2. The Advantages of Using Pictures

Considering the techniques of presenting vocabulary lesson, pictures have many advantages (Arif Sadiman, 1996; p.31), namely: 1) pictures are concrete, realistic and show the main point rather than verbal media; 2) pictures can overcome the restriction of time and space; 3) pictures can clarify any area of problems and for any ages, so that the problems aroused can be avoided and solved; 4) pictures are cheap, easy to get and can be used without any specific instrument.

According to Virginia (1983: p.28), pictures have many advantages when it is used in teaching vocabulary as follows.

a. They cost little or nothing. Pictures can be made by students and most of teachers like to use picture made by the students themselves.

b. They are available even in places where no other pictures can be found.

c. They do not require space for storing and filling as pictures from other source do.

d. Sometimes students who are poor language-learners can draw well.
e. When a student has drawn a picture of scene, he knows the meanings of the English words that the teacher will use while talking about parts of the scene. The meanings are in his mind before the English word given.

From the explanations above it can concluded that pictures as teaching aids have many advantages when it is used in teaching learning process. Pictures are easy media to help students and teacher in learning process, especially to teach the students of elementary school. Teacher can use it at any time and in any situation when he wants to teach.

3. The Sources of Using Pictures

Pictures in vocabulary teaching can be derived from many sources. Linda Taylor says as follows:

Pictures for vocabulary teaching come from many sources. In addition to those drawn by students (or by teacher) there are attractive sets which are intended for schools. Pictures which have been cut of magazines and newspaper are also useful: many inexpensive books for children have attractive pictures which show meaning of basic words. It is also helpful (especially for beginners in English) to see a picture of the single object or person as the only focus of attention.

Pictures in teaching can be derived from many sources. Some are free and even cheap pictures. The choice of pictures really depends on the subject and the necessities. Wright mentions that there are some sources of pictures: newspapers, magazines, advertisements and publicity, catalogues, calendars, greeting cards, postcards, wall chart, instructions, old books, comics and

From the explanation above, it can be concluded that pictures can be derived from many sources. The choice of pictures depends on the subject and necessities. Pictures drawn by students or teacher are attractive sets which are intended for schools.

4. Teaching Vocabulary by Using Pictures

Basically children like learning by playing, as Kasihani (2000) argues that learning by playing is fun activity for children and it is usually called recreational time out activity. Ur (1998) explains that there are three sources of young learners’ attention in class, namely pictures, story, and game. Children like to see interesting pictures, which is sharp and colourful. Pictures have contributions in vocabulary teaching proposed by Andrew Wright (1982: 2), namely: (1) giving interest and motivation, (2) making a sense of context of the language, and (3) having a specific point or stimulus.

Before teach to the class, the teacher should consider some aspects when the teacher will use picture in teaching learning process. According to Wright (1997: p.3) there are five criteria before using picture in the classroom, namely: 1) easy to prepare; 2) easy to organize; 3) interesting; 4) meaningful and authentic; 5) sufficient amount of language.

Virginia French (1983) proposes that for helping students to understand the meaning of a word, a picture is useful. A picture must be big enough to be
seen by all members of the class, for example picture of persons. In addition, teachers also like to use pictures for introducing new words. The sort of pictures for this purpose is simple and impersonal line drawing.

From the explanations above, it can be concluded that the implementation of using pictures in vocabulary teaching can help the young learners as the beginners in learning vocabulary. Moreover pictures play an enormous part in affecting us and in giving us information. The pictures can present a single object or person.

E. Rationale

Vocabulary is the very basic knowledge to learn more about English. It must be mastered in order to learn English successfully. Zimmerman (1997) states that for young learners, vocabulary is central to language and words are the critical importance to language learning. It cannot be separated from the other language elements in the teaching and learning process because it influences the students’ ability in learning English. Thus vocabulary mastery is very important to support other language skills.

Considering the importance of vocabulary as the basic of learning English, teaching vocabulary cannot be ignored. It is very important for English teacher to develop learning and teaching that will help students’ process of learning and develop their vocabulary. The development and improvement of vocabulary learning can be achieved through practice. In this case, teacher is demanded to
find appropriate technique which is capable to meet the learners’ need so they can improve their vocabulary.

In fulfilling the learners’ need to master vocabulary, pictures can be one among choices of techniques suggested by experts for their superiority. Pictures have many advantages in teaching vocabulary, namely: (1) giving interest and motivation, (2) making a sense of context of the language, and (3) having a specific point or stimulus; 4) pictures are concrete, realistic and show the main point rather than verbal media.

**F. Action Hypothesis**

Based on theories above, the hypothesis is the use of picture can improve the students’ vocabulary.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Setting

SDN 05 Jaten is located at Jl. Josroyo Indah II Perum Josroyo, Jaten Karanganyar 57771, Central Java. Geographically, SDN 05 Jaten has a strategic place. This school is near to the road between Jaten to Bulu village so it is not difficult to find SDN 05 Jaten. SDN 05 Jaten is quiet and safe enough to conduct teaching and learning process. The implementation of the actions planned for this research was conducted from August, 27th to November, 5th 2008.

SDN 05 Jaten uses KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum as the basis of teaching and learning processes. Instructional processes are done in six days from Monday to Saturday. The students start learning at 07.00 a.m. and they finish the lesson at 12.30 p.m. on Monday, Tuesday, Wednesday, and Thursday. While on Friday, they finish it at 11.00 am and on Saturday at 10.00 am. The research was carried out from July to November 2008. It included the pre-research, action, and activities after the action.

B. The Subject of the Research

The subject of this study was the students of the sixth grade of SDN 05 Jaten. The number of students was 20 students consisting of 15 boys and 5 girls. The students of the sixth grade of SDN 05 Jaten come from different social backgrounds. Economically, they are classified into lower to medium level. Most of their parents are farmer or work in factories. Psychologically, the students of
the sixth grade of SDN 05 Jaten were far from under pressured condition. They were cheerful and free from threatening situation. The students of the sixth grade were called the noisy students but there were some students who were shy to actively participate in teaching and learning process. Academically, the students’ achievement of the sixth grade of SDN 05 Jaten was lower than the other students of other elementary school.

The researcher chose the sixth grade students of SDN 05 Jaten as the subject of the research for some reasons. First, the researcher wanted to improve the students’ ability in English lesson. Second, there was a fact that several students were cleverer and very active while the others had low achievement in English especially on vocabulary and they were very passive in teaching learning process. Third, the researcher wanted to improve the students’ motivation in English teaching learning process so the students get high score in final exam. The researcher conducted the study through teaching and learning process by using pictures in teaching vocabulary. The researcher was the teacher and the observer was the researcher’s friend who knows the action research.

C. The Method of Research

The method used in this study is classroom action research. For a starting point, it is necessary to give a definition of action research. Kemmis (1983) in Hopkins (1993: p.44) says that action research is a form of self-reflective inquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding to these practices, and; (c) the situations in which the
practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals and sometimes in cooperation with outsiders.

Rapport (1970) in Hopkins (1993: p.44) says that action research is aimed to contribute both to the practical concern of people in an immediate problematic situation and to the goals of the school science by joint collaboration within a mutually acceptable ethical framework. Meanwhile, Ebbutt (1985) in Hopkins (1993: p.45) states action research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of own reflection upon the effects of those actions.

Furthermore, Wiersma (2000: p.10) states one type of applied research is action research, research conducted by a teacher, administrator, or other educational professionals to aid in decision making in the local school. Action research focuses on the solution of day-to-day problems at the local level. Action research is usually less rigorous in term of design and methodology than other educational researches. Often, intact groups are used in some cases, only a single group or individual is involved in the study.

There is a view that an action research is essentially done collaboratively or participatory. Burns (1999: 34) explains that it is important to bear in mind that action research may carry out through different combinations of people working together: by group of teachers working with university researchers; by teacher-researchers pairs or group working together; by teachers working in partnerships with administrators, students, parents or community members. Cohen and Manion
(1994: 189) outline the range of possible roles which can be adopted by action researchers as follows.

“First there is the single teacher operating on her own with her class. She will feel the need for some kind of change or improvement in teaching, learning or organization, for example, and will be in a position to translate her ideas into action in her own classroom...

Second, action research may be pursued by a group of teachers working cooperatively within one school, though of necessity functioning against a bigger backdrop than the teacher working solo...

And third, there is the occasion...where teams of teachers work alongside a researcher or researchers in a sustained relationship, possibly with other interested parties like advisors, university departments and sponsors on the periphery...”

From the definitions above, it can be concluded that action research is a systematic study and it is a form of self-reflective inquiry undertaken or carried out by participants in educational situation rather than outside researches to solve the problem in order to improve the students’ ability.

The researcher collaborated with his partner who knows about action research in implementing the action research. The partner watched and observed the teaching learning process. The practical action the researcher used was the technique-using picture as the teaching aids. The reflection upon the effect of the actions was known while and after the technique was presented.

D. The Model of Action Research

The model of classroom action research used in this study is based on the model developed by Kemmis and Mc Taggart (1985). According to the model, the implementation of the classroom action research includes four steps in the following:
1. Identifying problems and planning the action.

2. Implementing the action and observing or monitoring the action.

3. Reflecting the result of the observation.

4. Revising the plan for the following step.

Based on Hopkins’ point of views (1993: p.48) this model can be illustrated as follow.

**E. The Procedures of Action Research**

In this classroom action research, each procedure takes six steps in one cycle. There are follows:

1. Identifying the problems

   The researcher identified the problem before planning the action.

   The problem referred to the students’ difficulty in learning vocabulary.

   The problem was caused by the technique of delivering material which
was not suitable and interesting to the learners. It was obtained by observing the teaching learning process, interviewing the students, and conducting a pre-test.

2. Planning the action

The researcher prepared everything related to the action as follows:

a. Planning the steps and technique for delivering the material in the form of lesson plan.

b. Designing the steps in doing the action.

c. Preparing the material.

d. Preparing sheets for classroom observation (to know the situation of teaching learning process when the technique is applied).

e. Preparing teaching aids.

f. Preparing a test.

It was done to know whether students’ vocabulary could be improved or not.

3. Implementing the action

The researcher implemented the teaching learning activity of vocabulary using pictures. The real implementations were generally presented as follows:

a. The researcher greeted the students and checked the students’ attendance at the beginning of class.

b. The researcher presented the material by showing the pictures one by one to the students.
c. The researcher stimulated the students to try guessing the pictures.

d. The researcher gave explanation about the pictures, pronounced them correctly, wrote the English name of every picture on black board correctly and drilled the students.

e. The researcher gave the students time to make note in their book.

f. The researcher gave quiz to the students.

g. The researcher gave the students individual task.

h. The researcher gave the students oral task by pointing the students one by one to guess and pronounce the picture shown by teacher to check whether the students had understood.

i. The researcher discussed the answer of task and quiz with the students.

j. After doing the practices, the researcher reviewed the material.

4. Observing/monitoring the action

The researcher observed all activities in the teaching learning process and created a conducive atmosphere in a class.

5. Reflecting the result of the observation

The researcher evaluated all actions in each cycle. The writer observed the actions to find the problems of the activities that had been carried out in using pictures in teaching vocabulary.

6. Revising the plan

Based on the remaining problems of the activities that had been carried out using pictures in teaching vocabulary, the researcher revised the
plan for the next cycle. In this classroom action research, the researcher conducted the action in 2 cycles.

F. The Technique of Collecting Data

The data of this research were obtained by techniques using qualitative and quantitative method. The technique of collecting the data using qualitative method was conducted by means of observational and non-observational technique. Observational techniques consisted of observations, field notes, and photographs, while non-observational techniques consisted of interviews and document. The explanation of observational techniques is given below.

1. Observational techniques for collecting the data
   a. Observation

      Based on Burns (1999: 80), observation is a kind of activities in action research that enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.

   b. Field notes

      Notes or field notes are descriptions and accounts of events in the research context that are written in relatively factual and objective style (Burns, 1999: 87). The researcher made notes of each observation done. The researcher made note to all activities during the lesson, and noted the students’ reaction and response to the learning.
c. Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli that can be integrated into reporting and presenting the research to others (Burns, 1999: 101).

2. Non-observational techniques for collecting the data

a. Interview

The teacher conducted interview at pre-research, in the process of action and at the end of the research. The researcher conducted interview to the students. In the pre-research, the researcher conducted interview in order to know the problems the students faced especially in vocabulary. The interview was conducted in the beginning of action and at the end of the research aimed to know students’ improvement; how far the action influenced the students. It was seen from the students’ achievement and the students’ behaviour.

b. Document Analysis

Analyzing the document was done toward the Kurikulum Tingkat Satuan Pendidikan, which is about English lesson in SD/MI including its Standar Kompetensi and Kompetensi Dasar. The aim of this analysis was to complete the information which had been gotten from observation and interview.

The data collected using quantitative method was obtained from the test. In this research, the researcher used objective, essay and pronoun test type for both pre-test and post-test. The total numbers of test items were 50 items. The test
consisted of vocabularies that had been taught to the students. The result of the test was analyzed to know the students’ achievement on vocabulary.

G. The Technique of Analyzing Data

The classroom action research in this study will be successful if:

1. the students can do writing test of vocabulary correctly.
2. the students can guess test of vocabulary correctly.
3. the students can pronounce the word correctly by using oral test.
4. the students’ motivation to learn English improves.

In analyzing the qualitative data, the researcher used the way explained by Miles and Hubner. The steps of analyzing the qualitative data are explained below.

1. Data Reduction

First, the mass of data has to be organized and somehow meaningfully reduced or reconfigured. Miles and Huberman (p.8: 1994) describe this first of their three elements of qualitative data analysis as data reduction. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Not only do the data need to be condensed for the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed.

Data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized, or set aside completely for
the purposes of the project at hand. Beginners often fail to understand that even at this stage, the data do not speak for themselves. A common mistake many people make in quantitative as well as qualitative analysis, in a vain effort to remain "perfectly objective," is to present a large volume of unassimilated and uncategorized data for the reader's consumption.

In this research, the researcher did not display all the data to be analyzed. All the data in this research which had been collected were selected by the researcher. Then, the selected data were transformed to know the data which should be emphasized. The data emphasized were the important data that took place during the action.

2. Data Display

Data display is the second element or level in Miles and Huberman's (p.9: 1994) model of qualitative data analysis. Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing..." A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in word or diagrammatic form, allow the analyst to extrapolate from the data enough to begin to discern systematic patterns and interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.
In this step, the researcher organized the data which had been selected and coded the data. Then, the researcher displayed the data in simple form. Then, the data were linked to discern systematic patterns and interrelationship between the data.

3. Conclusion Drawing and Verification

This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. Miles and Huberman state that the meanings emerging from the data have to be tested for their plausibility, their sturdiness, their ‘confirmability’ - that is, their validity (p.11: 1994). Validity means something different in this context than in quantitative evaluation, where it is a technical term that refers quite specifically to whether a given construct measures what it purports to measure. Here validity encompasses a much broader concern for whether the conclusions being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations.

In this step, the data which had been displayed and linked was checked again to see the systematic patterns and interrelationship between the data. Then, the data were analyzed to make conclusion.

In addition to the qualitative data, the quantitative data were taken from the achievement tests which were analyzed by calculating the mean of pre-test
and post-test. Wiersma (1999: 105) explains that pre-test refers to a measure or test given to the subject prior to the experimental treatment. A post-test is a measure taken after the experimental treatment has been applied. Then, the hypothesis of this research were tested by comparing the mean score of pre-test and post-test. The researcher used it to answer whether there were differences of students’ vocabulary mastery between before and after the action.

In this research, the pre-test and the post-test had the same items. It consisted of 50 items. The test items involved vocabulary materials that would be taught to the students. The mean of pre-test and post-test can be calculated with the formula:

\[
\bar{x} = \frac{\sum x}{N} \quad \bar{y} = \frac{\sum y}{N}
\]

In which:

\( \bar{x} \) = Means of pre-test scores  \( N \) = Number of sample

\( \bar{y} \) = Means of post-test scores

(Furchan, Arief, 2004: 158)
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher will discuss the implementation of the action. The structure of the writing contains introduction, research implementation, and discussion. Introduction contains the problem faced by the students and the possible causes of the problem. Research implementation contains the implementations of the actions of the research in the field. Discussion will discuss the implementations of the actions that is teaching by using pictures based on theories from some experts.

A. Introduction

As presented in chapter I, many problems were found in teaching English for students of the sixth grade of SDN 05 Jaten. The main problem faced by the students was the lack of vocabularies. Their vocabulary was still low. It can be seen from the aspects like: 1) the low score of the students; 2) the difficulties in pronouncing the words correctly; 3) the difficulties in remembering and grasping the meaning of words.

The difficulties of learning vocabularies were caused by some reasons. Firstly, the students’ attention and motivation was low. They always talked with their friends or played in class or saw something outside the class. It made the students difficult to catch the lesson perfectly.
Secondly, the material was not interesting. The material for the students of elementary school should relate with their world around. They liked materials which made them fun and happy, for example toys, game, etc. In fact, the material was different and did not relate with their world around.

Thirdly, the time and equipment were limited. English in elementary school was taught 100 minutes every week. It made the teacher difficult to explore the material. This limited time made the teacher teach the students too fast to cover all material in one semester and made the students get difficulties in grasping the material perfectly. Beside the limited time, the limited equipment made the teacher difficult to develop teaching learning process.

Fourthly, the technique of delivering material was not suitable and interesting. In teaching learning process, the teacher taught vocabulary mostly by translation at the beginning of the lesson. The teacher wrote the words and pronounced the words once or twice and the students repeated once or twice.

Based on the facts above, the researcher decided to conduct a research to solve the problems through this study. One of the problems that is taken in this study is the technique of delivering material that is not suitable and interesting to the learners. Thus, the research is concentrated on improving technique of teaching vocabulary through a classroom action research and the use pictures as visual aid media.

There were some targets which the researcher expected to achieve by conducting the action for the improvement of students’ vocabulary. Firstly, the researcher wanted to create interesting situation in the classroom. Secondly, the
researcher was able to increase the students’ motivation. Thirdly, the researcher wanted to make the students grasp and remember the meaning of words more easily so the improvement of students’ vocabulary could be achieved. Fourthly, the researcher was able to make strategy to overcome the limited time and equipment.

Based on the problems and the targets that the researcher expected to achieve, the researcher decided to carry out a new technique by using pictures in presenting and practicing new vocabularies. Through classroom action research, the researcher hopes that the researcher can improve students’ vocabulary and change their behaviour during the teaching learning process.

**B. Research Implementation**

The implementation of the action planned in this research was held in two cycles. Each cycle included several meetings. Each meeting took 100 minutes. The researcher divided the first cycle into three meetings. It was conducted from August, 27th 2008 until September, 10th 2008. In this cycle, the researcher used “Health and Hospital” as a topic. Meanwhile, the second cycle included five meetings. The researcher chose “Direction and Location” as the topic. The researcher conducted the second cycle from October, 8th until November, 5th 2008. Every cycle in this research consisted of series of steps, namely identifying the problems, planning the action, implementing the action, observing or monitoring the action, evaluating and reflecting the result of the observation, and revising the plan. They are explained in the following parts.
1. Cycle 1
   
a. Planning the action

   After identifying the problems, the researcher planned and chose the technique to solve the problems. The researcher chose pictures as media to solve the problems in teaching and learning vocabulary. The researcher believed that picture could improve the students’ vocabulary and attract the students’ enthusiasm.

   Pictures are very important to make the students easier to grasp and remember the meaning. The researcher planned to teach the pronunciation of the vocabularies through drilling. Individual task was used to know the students’ understanding in spelling.

   The researcher taught 100 minutes in every meeting. The researcher planned to use 10 minutes to greet the students and state the topic. The researcher told the students that they were going to learn English by using pictures that day. It was to get the students’ attention and interest. The researcher also gave a lot of time to drill the students. The students could drill every word until ten times. The students could ask questions whenever they found problems. The researcher allocated 80 minutes to give the students a chance to learn the material and to practice it. The last five up to ten minutes was to review and close the lesson.

   However, one week before implementing the action, the researcher conducted a pre-test. This test was conducted in the beginning to know the students’ ability about the material that would be given. The pre test was
conducted on Wednesday, August, 20th 2008. Besides preparing the pre-
test, the researcher prepared the material, students’ worksheet, a lesson
plan as teacher’s guidance in teaching vocabulary and everything needed
in the action. The researcher conducted the action plan with the help from
his collaborator friend as observer to observe the whole teaching and
learning process in the classroom. Post-test was conducted one week after
the last action of every cycle to know the students’ improvement.

b. Implementing the action

1) First meeting (07.00 am – 08.40 am)

The first meeting was conducted on Wednesday, August, 27th
2008. In the first meeting, the researcher chose “Health and Hospital”
as the topic. To prepare the class, the researcher asked the leader of
class to lead the class praying. The researcher said “tolong ketua kelas
disiapkan dulu dan berdoa”. The leader of class led the class to pray.
After praying and greeting the students, the researcher checked the
students’ attendance. No one was absent that day.

Next, to open the lesson, the researcher asked about “health and
hospital” as the topic that they would learn. The researcher asked the
students the meaning health and hospital in Indonesian. “What is the
meaning health and hospital in Indonesian?” the students answered,
“health is kesehatan and hospital is rumah sakit”. Then, the researcher
asked to the students “what things do you see in hospital?” The
students could not answer the question and the researcher asked once
again but the students still could not answer. Then, the researcher translated the meaning in Indonesian “apa benda-benda yang kamu lihat di rumah sakit?” they answered in Indonesian “obat, ambulan, stetoskop, tensi meter, and many more…………”

After introducing the material, the researcher began the lesson of the day by showing some pictures of things at hospital to the students. The researcher asked the students to mention the name of each picture. They mentioned every picture in Indonesian. Some students were very enthusiastic to answer the researcher’s question. They tried to answer. Then, the researcher asked the name of the picture in English, they could not answer. The researcher told the name of the things in picture one by one in English. The students repeated five to six times what the writer had said to drill the students. Then, the researcher wrote the name of every thing in the blackboard.

Next, the researcher gave the students chance to write down the new vocabularies. When they were noting down, they were very noisy. Then, the researcher asked them to be quiet and not to speak loudly. They obeyed the researcher’s instruction. After the students finished writing the new vocabularies, the researcher asked the students to pronounce again the words from the first to the end. The researcher pronounced every word once and the students pronounced every word three times. All students obeyed the researcher’s instruction.
Next, to check the students understanding about new vocabulary, the researcher asked some students to pronounce and tell the meaning of new vocabulary. Some students were shy and afraid to speak loudly. They were afraid if they made a mistake. The researcher advised them that it was only a practice. In this activity, new vocabulary was chosen randomly.

Then, to know the students understanding, the researcher gave the students individual task. The students did the task for 10 minutes. After finishing the task, the researcher asked the students to convert their task with their desk friend. Then, the researcher asked the students to correct the answer together. The researcher and the students discussed the answer of the task together. Some students were very enthusiastic to answer the question of the task.

After finishing the task, the researcher reviewed the material. The researcher showed all pictures to the students. Then, the students should answer the name of the picture. If they made a mistake, the researcher gave the students choice to choose the correct answer. Most students made a mistake in pronouncing the word.

Next, the researcher had some reflection towards all activities that had been done that day by asking the students’ feeling and comment. The teacher asked “bagaimana pendapat kalian tentang belajar dengan menggunakan gambar hari ini?” The students answered, “wah asyik pak, gambarnya bagus-bagus pak” The other
student added “*wah lumayan cepet nyantol pak pelajarannya, gambarnya dapat dari mana pak?*” Then, the researcher closed the lesson because the time was up.

2) Second meeting (07.00 am – 08.40 am)

The second meeting was conducted on Wednesday, September, 3rd 2008. In the second meeting the researcher continued teaching the material “health and hospital”. To prepare the class, the researcher asked the leader of class to make ready the class by saying “*tolong ketua kelas disiapkan dulu dan berdoa*”. The leader of class led the class to pray. After praying and saying “*good morning*” to the students, the teacher checked the students’ attendance. No one was absent. Then, the researcher began the material by reviewing the last lesson and asked the students some questions dealing with the material that had been given in the first meeting.

In the beginning of the lesson, all students focused on the lesson. The researcher used this chance to begin the main activity. In this main activity, the method used in teaching learning process was the same like before. The researcher showed pictures to the students and the students tried to guess the name of every picture in English. In this meeting, the researcher showed the pictures of kinds of diseases and kinds of professions at hospital.

Some students knew and mentioned the name of all pictures in Indonesian but they rarely knew the English name of the pictures. If
they did not know the name of the picture in English, the researcher told them the name of the picture in English. Then, the students repeated the English name of the picture twice. In this section, only some students were active in the lesson. Some of them were passive in the lesson. In this section, the researcher did not forget to write down the English name of every picture in the blackboard. When the researcher was showing a toothache picture to the students, one of the students, Dedi said, “kok gambare wong loro untu lucu ngono yo”. Spontaneously, all students laughed.

In the middle of this activity, some students looked bored. They were playing with their friends, playing alone, or looking outside. The researcher addressed one student to control the class situation. The researcher said, “Diki udah pinter ya? Kok ramai terus sama Wahyu?” After their friends were addressed, the students became quiet and the class was under control again. After the class was controlled, the researcher continued teaching the material. The researcher’s control of the class did not take place for a long time. Some students looked bored and they made noise to the class. The researcher addressed them by saying, “yang ramai diluar saja, kasihan temannya yang ikut pelajaran” This addressing made the students quiet.

After all pictures had been explained, the researcher drilled the students to pronounce every word five times and showed every picture which was pronounced. Some students did not pronounce the words.
They were busy with their business. The researcher addressed some students by saying, “yang gak ikut melafalkan itu apa udah bisa?” Then, some students answered, “belum pak.” Then, the researcher asked the students one by one to check their understanding. Some students still had problem in pronouncing some words. Therefore, the researcher asked the students to repeat pronouncing the words twice. Then, the researcher gave the students time to note new vocabularies.

In the end section, the researcher reviewed the material from the first meeting until the last meeting. The researcher showed all pictures and the students tried to guess the right pronunciation and the right meaning. The students pronounced every word three to four times.

Next, the researcher had some reflection towards all activities that had been done that day by asking the students’ feeling and comment. The teacher asked “bagaimana pendapat kalian tentang pelajaran pada hari ini?” The students answered, “nyatetnya jangan banyak-banyak pak” The other student added “bacanya yang bahasa inggris itu sulit bangat pak” Then, the researcher closed the lesson because the time was up.

3) Third meeting (07.00 am – 08.40 am)

The third meeting was conducted on Wednesday, September, 10th 2008. In the third meeting the researcher reviewed the material “health and hospital”. The researcher began the class by asking the leader of class to lead praying. The researcher said “tolong ketua kelas
disiapkan dulu dan berdoa”. The leader of class led the class to pray. After praying and saying “good morning” to the students, the researcher checked the students’ attendance. No one was absent.

Then, the researcher began the lesson by showing some pictures to the students. The students mentioned the name of the pictures. They answered together but some students were still busy with their own business and some of them were passive. The researcher tried to address them to focus their attention to the lesson. Some of them disobeyed the researcher’s address. To solve this problem, the researcher asked the students one by one to answer the researcher’s question. After giving question, some of them were busy with their own business, playing alone, or playing with their friends. The researcher addressed them by saying, “yang gak mau ikut plajaran keluar aja, biar gak bikin ramai di kelas”.

After the class was controlled, the researcher continued the lesson by drilling the students. They should pronounce every word three to five times. In this section, the researcher saw some students still playing with their friend. The researcher addressed his students by saying, “kok Muhammad Iqbal dan Dedi ramai terus, kenapa?” The student answered, “dedi ini lho pak, ganggu saya terus” and Dedi answered, “sopo le, gak kok pak”. Then, the researcher said, “kalo mau ramai diluar aja!” Spontaneously, all students became quiet and the researcher continued to drill the students.
After drilling the students, the researcher gave the students individual task. They were very noisy when they did the task. The researcher addressed them by saying, “*yang mengerjakan mulutnya apa tangannya?*” Some students replied by saying, “*tangannya pak*”. After the class was controlled, the researcher asked the students to finish the task. They did the task about 15 minutes. After the students had finished the task, the researcher asked the students to discuss the answer.

After discussing the task, the researcher asked the students one by one. The researcher gave the students question and the student who was asked should answer the question correctly. If the students made a mistake, the researcher asked the other students to help answer the question.

Next, the researcher had some reflection towards all activities that had been done that day by asking the students’ feeling and comment. The researcher asked “*bagaimana pendapat kalian tentang pelajaran hari ini?*” The students answered, “*wah pak kalo ngasih pertanyaan jangan cepet-cepet pak*” The other student added “*soalnya tadi sulit-sulit bangat pak?*” Then, the researcher closed the lesson because the time was up.

c. Observing or monitoring the action

In monitoring the teaching by using pictures in teaching vocabulary, the researcher used test, observation, and interviews to the
students as the consideration to make a decision dealing with the next steps. The test was given in the form of post-test 1 and an individual task dealing with the material. The observation was conducted simultaneously when teaching and learning process took place. The observation was made based on the field notes written by the observer. Then interviews were taken from the conversation that took place in teaching and learning process.

In cycle 1, there were three meetings. The first to third meeting of cycle 1 was focused on vocabulary aspects and the improvement of students’ motivation in teaching-learning process. The aspects that should be improved were meaning, spelling, pronunciation, and reference. In the teaching and learning process, pictures were used to make the way of grasping the meaning easier. Moreover, pictures can increase students’ interest and motivation, make sense a context of the language and have a specific point or stimulus. The students were also given oral task and individual task to improve the students’ vocabulary.

Besides the explanation of implementing the actions above, the results of the observation of the teaching and learning process were also supported by the test results and interviews with the students about the use of pictures in teaching vocabulary. From the observation results, it was known that there were some improvements on students’ vocabulary. They were the mastery of meaning, spelling, pronunciation, and utterance. Beside the students’ improvements on vocabulary, the observation results
explained the students’ motivation and activities in teaching-learning process and student’s motivation from the first to third meeting.

In the first meeting, the students looked happy and enthusiastic to attend the class. They paid attention to the lesson. No one was busy with their own business. Some students were active to answer the questions from the researcher when the researcher showed them some pictures. They answered the researcher question in Indonesian. The students also obeyed the researcher instruction to pronounce the words five to six times.

In the first meeting, the researcher also gave the students task. All students did the task well. No student made noise when doing the task. After they finished the task, the researcher corrected the task together with the students. Some students tried to answer the questions in the task. The others were quiet and they paid attention to the answer of the task.

Although the students’ motivation increased, some students were still passive. Some students were quiet when the researcher asked the question to the students. Beside passive, most students were shy to speak loudly. They were afraid if their answers were wrong. To solve this problem, the researcher gave advice to the students that it was only a practice.

Besides being passive, the students still had problem especially in pronouncing the word and guessing the name. When reviewing the lesson, the researcher asked some questions to the students. They still made
mistake in pronouncing the words and guessing the name. To solve the problem, the researcher gave answer choices to the students.

In the beginning of second meeting, the students’ motivation was good. They paid attention to the lesson. The students also obeyed the researcher instruction. No students were busy with their own business in the class.

In the middle of the second meeting, the students’ motivation decreased. Some students made noise in the class. They played alone or asked their friend to play. Some students looked outside the class and the others were busy with their own business. The researcher just addressed them to be quiet to make the class under control. However, the researcher’s control to the class did not take place for long time. They obeyed the researcher comment for a moment then they made noise again.

The other problem in the second meeting was the students were still passive. Some students were active to answer the researcher question but the other students were quiet or busy with their own business. Moreover, some students played with other students to make noise the class.

In the second meeting, the students still had problem in pronouncing the word. It can be seen when the researcher asked the students one by one to check the students understanding. They still made mistake to pronounce the right pronunciation. To solve this problem, the researcher asked the students to pronounce the word twice.
In the third meeting, the researcher just reviewed all materials from the first to the second meeting. When reviewing the materials, some students were very active to answer the researcher question but some students made noise in the class. Some of them played with friend or looked outside. Some of them were busy with their own business. The researcher addressed the students several times to make the class controlled.

When drilling the students, the researcher addressed the students. Some of them did not pronounce the words. They played with their friend. When doing the task, the students were noisy too. The researcher addressed the students to make them be quiet. Besides having low motivation, the students still made mistake in pronouncing some words. The researcher asked the other students if the student who was asked made mistake in pronouncing the word.

Besides a little improvement in motivation resulted from the implementation of the action from the first to the third meeting, there was improvement of students’ vocabulary aspects. The improvement of vocabulary aspects could be seen clearly from the first post-test score. The score of post-test 1 increased from the score of pre-test. The mean score of post-test 1 was 6.82, while the mean score of pre-test was 4.63.

The first improvement was in meaning aspect. The improvement can be seen from the score of pre-test and post-test 1 below.
Table 1. The Improvement of Meaning Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>76.4</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>20</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>3.82</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 3.82 in pre-test to 5.84 in post-test 1. Meaning aspect improved as the result of the action done in the first to third meeting of cycle 1. In the first meeting, the students were shown some pictures about things at hospital. In the second meeting, the students were shown some pictures about kinds of diseases and names of profession related with health and hospital. In the third meeting, the researcher reviewed all material.

In every meeting, the students were given some questions related with the theme given. They should answer the question orally from the researcher. The researcher showed some pictures to a student who was pointed by the writer. It was done to know the students’ understanding. Beside that way, the researcher drilled the meaning to the students and gave the students individual task in the first and third meaning. When discussing the answer of the task, the researcher asked the students to be more active to answer the researcher’ questions. It was important to improve the students’ vocabulary especially in meaning aspect.
The second improvement was the spelling aspect. The improvement can be seen from the score of pre-test and post-test 1 below,

Table 2. The Improvement of Spelling Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>140</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>20</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>70</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 7.0 in pre-test to 8.3 in post-test 1. In the first and third meeting, the researcher gave the students individual task.

The third improvement was the pronunciation aspect. The improvement can be seen from the score of pre-test and post-test 1 below.

Table 3. The Improvement of Pronunciation Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>73</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>20</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>3.65</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 3.65 in pre-test to 6.25 in post-test 1. It can be seen from the activities given by the researcher. In the first to third meeting, the researcher drilled the students. Besides drilling the students, the researcher gave the students oral test. The researcher asked
the students one by one. Then, the researcher showed some pictures and the student answered the question with right pronunciation.

The fourth improvement was reference. The improvement can be seen from the score of pre-test and post-test 1 below.

Table 4. The Improvement of Reference Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Reference</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test 1</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>77</td>
<td>138</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>3.85</td>
<td>6.90</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 3.85 in pre-test to 6.90 in post-test 1. To improve Reference aspect, pictures were useful. From the first and the third meeting, the researcher always showed pictures to the students in teaching learning process. In the third meeting, the researcher gave the students individual task. The students should give the right name to the thing in the task. The researcher also gave the students oral test. The researcher showed some pictures to the student who was pointed. The student who was pointed by the researcher should answer the name of picture that was shown by the researcher correctly.

d. Evaluating and reflecting the result of the observation

1) Analyzing the strengths and the weaknesses

The technique of teaching vocabulary refers to the way of teaching vocabulary that teacher uses to deliver material to the students. It has important role, especially on vocabulary learning. The success of
teaching and learning process depends on not only the teachers’ and the students’ competences but also the technique of teaching, especially in this case the technique of teaching vocabulary.

Pictures as one of techniques to present new vocabulary to young learners have many advantages. In this research, the students’ motivation to join the lesson showed improvement in the first meeting and in the beginning of the second meeting. In the first meeting and the beginning of the second meeting, all students paid attention to the lesson. All students were interested with the new technique presented by the researcher. Andrew Wright (1982: 2) states that pictures have contributions in vocabulary teaching, namely: (1) giving interest and motivation, (2) making a sense of context of the language, and (3) having a specific point or stimulus.

Although the students’ motivation increased, the students were still passive in teaching-learning process. Only some students were active in learning process and the others were quiet. Some students were afraid to speak loudly and made mistake. Maya K. David states that one indicator which makes teaching learning process succeed is the active students in teaching learning process. They are active if they are suitable with the teacher’s technique and they are far from teacher pressure (www.david399.htm).

In the middle to the end of the second meeting and the third meeting, the students were noisy. Some of them played alone or with
their friends. The others were busy with their own business. Some students looked bored with the activities in teaching-learning process. Harbour states that students sometimes feel bored with the same activity given by their teacher. In this condition, teacher has to conduct different activity in teaching learning process. It is conducted to attract the students’ attention (www.hcp.org).

Besides being passive and getting bored, the students still got difficulties in grasping and remembering new words. Although the researcher gave longer time to drill the students, the researcher gave a lot of vocabularies in all meetings. Blaunce states that brain in human has limit capacity to absorb new things from surrounding. Human has limit memory to remember all at once (www.ksumail/human_brain.edu).

From the explanations above, it is clear that there were still many problems arising in this cycle. The problems were as follows.

(1) Some students were still passive in learning process. Some of them were afraid and shy to answer the teacher’s questions.

(2) Some students had low motivation in teaching learning process. Some of them still played alone or with their friends or looked outside the class.

(3) Some students still made mistakes in pronouncing and grasping the name of some words correctly. They also did not have confidence to pronounce the words loudly.
Although there were still many problems arising in implementing the action, the students’ score showed improvement. It can be seen from the students’ score in pre-test and in the post-test 1. The students’ score in pre-test was 4.63 and it increased to 6.82 in the post-test 1. It means that picture still have many advantages in teaching vocabulary to young learners stated by Virginia French. Virginia French (1983) states that for helping students to understand the meaning of a word, a picture is useful.

2) Recommendation

Based on the observation results above, the researcher thought that it was necessary to conduct second cycle. Kasihani (2000) argues that basically children like learning by playing. Learning by playing is fun activity for children and it is usually called recreational time out activity. Based on Kasihani’s theory and David’s theory, the researcher needed to conduct activities which made the students fun and active in the class. The activities should also increase the students’ courage to answer the researcher’s questions loudly.

The researcher should also improve the students’ motivation in next cycle. Ytreberg (1998: p.5-6) states that since concentration and attention spans are short, variety is a must. Kinds of variety are variety of activity, variety of place, variety of organization and variety of voice. Based on Harbour’s theory and Ytreberg’s theory, the researcher would conduct variety of activity or different activity to improve the students’ motivation.
To make the students grasp and remember new vocabularies more easily, the researcher would give fewer vocabularies to the students in every meeting in next cycle. It was based on Blaunce’s theory. So, the researcher would allocate longer time to drill the students.

Based on explanations above, the researcher revised the plan by conducting activities which made the students fun and active in the class, conducting variety of activity or different activity to improve the students’ motivation, giving fewer vocabularies to the students in every meeting in the next cycle, and allocating longer time to drill the students in order to complete the next cycle so the weaknesses would not occur anymore. The plan in cycle 2 would also be more focused on improving students’ vocabulary especially on aspect of meaning, utterance, pronunciation, and spelling.

2. Cycle 2
   a. Planning the Action

In this cycle, the researcher planned to solve the remaining problems in the first cycle by improving the students’ motivation, improving the students’ behaviour from passive to be more active, and improving the students’ vocabulary especially on the aspect of spelling, meaning, utterance and pronunciation. Actually, the sixth grade students of SDN 05 Jaten like fun activities. Therefore, the researcher planned to modify and mix technique to make the students fun and to show their ability.
The researcher planned to give group and individual quiz dealing with the technique of teaching by using pictures. Group quiz was conducted in the third, fourth, and fifth meeting. The researcher also conducted quiz at the beginning of lesson in the second, third, and fifth meeting. Oral test was given in the second and fourth meeting. The researcher also gave individual task to know the students’ understanding in spelling and meaning. The researcher also gave fewer vocabularies in every meeting and allocated longer time to drill the students. In the cycle II, the researcher used “direction and location” as a topic. Post-test 2 was conducted one week after the last action.

b. Implementing the action

1) First meeting (07.00 am – 08.40 am)

The first meeting was conducted on Wednesday, October, 8th 2008. The researcher came to the class. The researcher said “Hello, good morning” and the students answered “good morning”. Then, the researcher asked the leader of class to lead the class praying. The researcher said “tolong ketua kelas disiapkan dulu dan berdoa”. The leader of class led the class to pray. Then, the researcher said, “happy Idul Fitri mohon maaf lahir dan batin” to the student in the class and one studens said “iya pak, sama-sama juga”. Next, the researcher did not forget to check the students’ attendance. The researcher said, “siapa yang absent hari ini?” Some students answered, “masuk semua, Pak”. Then, the researcher asked the students’ experience
during Idul Fitri. They answered together. Their answers were difficult to listen by the researcher clearly. The researcher began the lesson by reviewing the last lesson. When the researcher asked the students about the meaning, spelling, and pronunciation of some words, some of them still remembered it.

In cycle 2, the researcher used “direction and location” as topic. The researcher began the class by asking question about direction and location. The researcher asked “ada yang tahu apa itu direction and location?” One student said “mengenai arah dan tempat”. Next, the researcher explained the material that the students would learn.

Then, the researcher began the lesson by showing some pictures to the students. The researcher asked “gambar apakah ini?” the students answered in Indonesian the name of the picture. Next, the researcher asked the name of every picture in English. Some students could mention the English name but they answered with the wrong pronunciation.

The researcher showed every picture. Then, the researcher mentioned the name in English and the students pronounced the name three times with correct pronunciation. The researcher wrote down the name of every picture in the blackboard. After showing some pictures, the researcher asked the students to repeat the name of pictures three to five times. It was to check the students’ pronunciation. The researcher corrected the wrong pronunciation if the students made mistake by
giving question about the right pronunciation of the pictures like “ini dibaca / t3:n / apa / tu:n / ?” then one student answered “oh /t3:n/ pak, biasa pak lupa”. After drilling the students, the researcher gave students time to write down the new vocabularies in their book. In the end of this activity, the students were under control.

Next, to know the students’ understanding, the researcher gave the students individual task. This time, the students were very noisy. The researcher warned the students to be quiet and asked the students to do the task. The researcher said, “kok ramai sekali, apa sudah selesai?” some students answered, “belum pak”. One student answered, “ini lho pak, Diki gangguin aku terus”. After the students were quiet, the researcher asked the students to continue doing their task. After 15 minutes, the researcher asked the students to correct the task together. After correcting the task together, the researcher reviewed the material.

Next, the researcher had some reflection towards all activities that had been done that day by asking the students’ feeling and comment. The teacher asked “bagaimana pendapat kalian tentang belajar dengan menggunakan gambar hari ini?” The students answered, “gambarnya kok aneh-aneh gitu ya pak” The other student added “iya pak gambarnya aneh, tapi lucu-lucu” Then, the researcher closed the lesson because the time was up.
2) Second meeting (07.00 am-08.40 am)

   The second meeting was conducted on Wednesday, October, 15th 2008. The researcher came to the class. Then, the researcher said “Hello, good morning” and the students answered “good morning”. The researcher asked the leader of class to lead the class praying. The researcher said “tolong ketua kelas disiapkan dulu dan berdoa”. The leader of class led the class to pray. Next, the researcher checked the students’ attendance. The researcher said, “siapa yang absent hari ini?” Some students answered, “Ardiyans, Pak”. Then, the researcher asked, “kenapa Adiyan gak masuk hari ini?” One student said, “Ardiyans sakit pilek dan batuk pak”.

   The researcher began the class by asking the students to prepare a piece of paper. The researcher gave quiz to the students. The students were disappointed with the researcher’s instruction. One student said, “ya pak, kita kan kemarin gak dikasih tahu dan belum belajar. Nanti nilai kita jelek-jelek donk pak”, but the researcher tried to explain that the quiz was done to know the students’ understanding. The researcher said, “ya kita coba apakah pelajaran kemarin itu bisa kalian tangkap dengan baik. Nanti kalian langsung tulis jawabannya. Kalian lihat gambarnya dan langsung ditulis jawabannya dalam bahasa Inggris. Then, one student said, “berarti soal mencongak pak”. The researcher said “ya mirip seperti itu, tapai dalam bahasa Inggris” The researcher showed ten pictures and the students wrote down the answers on their
Then, the researcher continued the material by showing some pictures to the students. As usual, the researcher asked the name of every picture. The researcher asked, “*what picture is it?*” most of students answered in Indonesian, but one or two the students could answer the name in English. Then, the researcher replied the name in English and pronounced every picture with right pronunciation. Next, the researcher asked the students to repeat what the researcher said four times and the researcher wrote down every name of picture in blackboard.

After showing some pictures to the students, the researcher drilled students. Next, the researcher gave students time to write down the new vocabularies in their note. To know the students’ understanding about the new vocabularies that they had just learned, the researcher asked the students one by one. The student who was asked should move in front of the class. One student said “*wah dibelakang aja pak, dari tempat duduk*” and his answer was supported by most of the students. They said “*iya pak, dari tempat duduk aja*”. The students' complains ware answered by the researcher by saying “*gak apa-apa, kan juga untuk mengetes keberanian kalian dan untuk mengetahui apakah kalian tadi memperhatikan dengan sungguh-sungguh*”. Then, he or she should answer the name of every picture in paper directly. After giving the quiz, the researcher discussed the answers of quiz together with the students.
English, pronounce, and spell correctly. If he or she made mistake, the researcher corrected the answer by asking to the students who sat down in the back the right answer.

When their friend was given question in front of class, the students in the back were very noisy. To solve this problem, the researcher gave the students in the back individual task. The researcher asked the students not to open their note but some of them still opened the note. Then, the researcher warned by saying “kalo masih ada yang buka catatan akan diberi hukuman menyanyi”. One student said “lha soale wes lali pak”. He said that he forgot the material. After all activities were finished, the researcher corrected the task together with the students. After correcting the task together, the researcher reviewed the material.

Next, the researcher had some reflection towards all activities that had been done that day by asking the students’ feeling and comment. The researcher asked “bagaimana pendapat kalian tentang pelajaran pada hari ini?” The students answered, “soal mencongaknya jangan cepet-cepet pak” The other student added “iya pak, sama soal tertulis tadi jangan sulit-sulit pak?” Then, the researcher closed the lesson because the time was up.

3) Third meeting (07.00 am-08.40 am)

The third meeting was conducted on Wednesday, October, 22nd 2008. As usual, the researcher came to the class. Then, the researcher
said “Hello, good morning” and the students answered “good morning”. Then, the researcher asked the leader of class to lead the class praying. The researcher said “tolong ketua kelas disiapkan dulu dan berdoa”. The leader of class led the class to pray. Next, the researcher checked the students’ attendance. The researcher said, “siapa yang absent hari ini?” Some students answered, “gak ada pak”. This day was unusual. After praying, some students were still noisy. The researcher asked “kok setelah berdoa kenapa Oky masih ramai saja dengan Bastian dan Muhammad Iqbal?”. Then, Oky answered “bolpoin saya diambil pak sama Bastian”. Then, Bastian said “saya gak ngambil pak, yang ngambil Muhammad Iqbal”.

After the class was controlled, the researcher asked the students to prepare a piece of paper. The researcher previewed the material by giving quiz to the students. One students asked, “ulangannya kayak yang kemarin ya pak?”. The researcher answered, “Ya, cara mengerjakannya seperti minggu kemarin. Nanti kalian langsung tulis jawabannya habis melihat gambar”. The researcher gave the students twenty pictures and the students wrote down the answer on their paper. After finishing the quiz, the researcher corrected the quiz together with the students.

Then, the researcher gave the students group quiz. The researcher divided the class into five groups. Every group consisted of four students. The researcher wanted to conduct quiz. The quiz, in
Indonesian, was called “kuis cepat tepat.” All students were very happy and enthusiastic to join in the quiz. Every group should answer, pronounce, and spell the name of picture correctly. Group that got high score was the winner. Group that got the lowest score was the looser. The looser would get punishment to sing a song in front class. The winner would request one song. During the quiz, the class was noisy but it still could be controlled.

After the quiz ended, the researcher asked the students to rearrange the class again like before. Then, the researcher continued the material by showing some pictures to the students. As usual, the researcher asked the name of every picture. The researcher asked, “what picture is it?” most of students answered in Indonesian, but one or two the students could answer the name in English. Then, the researcher replied the name in English and pronounced every picture with right pronunciation. Next, the researcher asked the students to repeat what the researcher said four times. Then, the researcher wrote down every name of picture in the blackboard. In this section, all the students looked enthusiastic to join in the lesson and more active in the lesson.

After showing some pictures to the students, the researcher drilled the students. The students should pronoun every word six times with the right pronunciation. Next, the researcher gave students time to write down the new vocabularies in their note.
Next, the researcher had some reflection towards all activities that had been done that day by asking the students’ feeling and comment. The researcher asked “*bagaimana pendapat kalian tentang pelajaran pada hari ini*?” The students answered, “*kuis cerdas cermatnya sering diadakan aja pak*” The other student added “*iya pak, kuisnya sering diadain lagi aja pak*?” The other students said, “*iya pak kuisnya sering-sering aja pak, tapi soal mencongaknya jangan sulit dan cepet-cepet pak*” Then, the researcher closed the lesson because the time was up.

4) Fourth meeting (07.00 am – 08.40 am)

The fourth meeting was conducted on Wednesday, October, 29th 2008. The researcher began the class by saying “*Hello, good morning*” and the students answered “*good morning*”. Then, the researcher asked the leader of class to lead the class praying. The researcher said “*tolong ketua kelas disiapkan dulu dan berdoa*”. The leader of class led the class to pray. Next, the researcher checked the students’ attendance. The researcher said, “*siapa yang absent hari ini*?” Some students answered, “*gak ada pak*”.

The researcher began the class by dividing the class into 5 groups and every group consisted of four students. The researcher conducted “*kuis cepat tepat*” like before. The researcher explained that the rule was like before. All students were very happy and enthusiastic. It could be seen during the quiz. They were very active. In one group,
every member answered the question by turn. In the end of the quiz, group 2 was the winner while group 4 was the looser. Group four should move in front of the class and sing a song like before.

After the quiz ended, the researcher asked the students to rearrange the class again like before. Then, the researcher continued the material by showing some pictures to the students. As usual, the researcher asked the name of every picture. The researcher asked, “what picture is it?” most of students answered in Indonesian, but one or two the students could answer in English. Then, the researcher replied the English name and pronounced every picture with right pronunciation. Next, the researcher asked the students to repeat what the researcher said four times. The researcher wrote down every name of picture in the blackboard. Then, the researcher gave a chance to the students to write down in their book. Next, the researcher drilled the students. They should pronounce every word 5 times with right pronunciation.

Next, the researcher gave students individual task to measure the students’ understanding about the material. The researcher also asked some students to move in front class. They were asked one by one by turn. The students who moved in front class were given oral task. The student was shown some pictures. The student should answer, pronounce, and spell the name of every picture correctly. After 15 minutes, the researcher asked the students to correct the task together.
After correcting the task together, the researcher reviewed the material. The students were shown some pictures. The researcher corrected the wrong students’ pronunciation if the students made a mistake especially in pronouncing the word. Next, the researcher had some reflection towards all activities that had been done that day by asking the students’ feeling and comment. The researcher asked “bagaimana pendapat kalian tentang pelajaran pada hari ini?” The students answered, “yang kalah kuis suruh lari aja pak” The other student added “besok-besok kuis cerdas cermatnya lebih lama lagi aja pak” Then, the researcher closed the lesson because the time was up.

5) Fifth meeting (07.00 am – 08.10 am)

The fifth meeting was conducted on Wednesday, November, 5th 2008. The researcher began the class by saying “Hello, good morning” and the students answered “good morning”. One student replied, “Hello juga dan good morning Mr”. Then, the researcher asked the leader of class to lead the class praying. The researcher said “tolong ketua kelas disiapkan dulu dan berdoa”. The leader of class led the class to pray. Next, the researcher checked the students’ attendance. The researcher said, “siapa yang absent hari ini?” Some students answered, “gak ada pak”.

Then, the researcher began the class by giving individual quiz to the students. The students were instructed by the researcher to prepare a piece of paper. Then, the researcher gave instruction that they would
quiz like before. The instructions were like before. The researcher showed some pictures and the students should write down the answer on their paper directly.

After the quiz finished, the researcher discussed the answer of the quiz together with the students. The students looked enthusiastic and active to discuss the answer of the quiz. All students tried to answer the answer of the quiz.

After finishing discussing the answer of the quiz, the researcher divided the class into five groups. Every group consisted into four students. After dividing the class into five groups, the researcher gave instruction to the students. The rule was like before. Every group should mention, pronounce, and spell the name of picture correctly. If one group made a mistake in this aspect, the chance to give the correct answer was given to other group. The students looked very enthusiastic and motivated to join in this quiz. One student said, “oke pak, kelompok kami pasti menang” and most of students from the other group said together, “gak mungkin, kelompokku sing menang” One student said, “kelompokku tok now sing menang, kan kene wes sainau kabei” Then, their researcher said to the students that the quiz would be begun. The students should be quiet.

During the quiz, every group tried to show their ability. The students in one group raised their hand. So, the students raising the hand could be three to four students. In one group, the students could
answer together. All students were very enthusiastic to join the class. In the end of the quiz, group three was the winner and group one was the looser. Therefore, group one should sing a song in front class. When group one sang a song, the other students smiled.

After the quiz finished, the researcher just reviewed the material. All students were very active to answer the question from the teacher. All students paid attention to the lesson. No student was busy with his own business. Then, the researcher asked the students’ feeling and comment about teaching learning process. One student said, “wah asyik pak, kuis cerdas cermatnya sering diadakan terus pak” Then, the other student said, “gayeng pak”. Then, the researcher closed the lesson because the bell rang.

c. Observing and Monitoring the Action

In monitoring the implementation of the second cycle, the researcher still used tests, observation, and interviews to see the effect of conducting the second cycle. Post-test 2 was conducted one week after the last action. The observation was taken from field notes of implementing the action. Then, interviews were based on the conversation with the students in conducting teaching and learning process.

In the cycle 2, there were five meetings. The first to the fifth meeting of the cycle 1 were focused on vocabulary aspects and the improvement of students’ motivation in teaching-learning process. The aspects that should be improved were meaning, spelling, pronunciation, and reference. In
cycle 2, the researcher conducted some activities to make the students more active and focused in teaching-learning process. The researcher conducted individual and group quiz. Besides conducting quiz, the researcher gave the students fewer new vocabularies in every meeting in cycle 2 than in cycle 1.

In the first meeting, the researcher just presented the material like before. The researcher introduced new topic. The topic was “direction and location”. In the first meeting, all students paid attention to the lesson. No student was busy with his own business. After presenting the material and drilling the students, the researcher gave the students individual task. When doing individual task, the students were noisy. The researcher just addressed them. Then, the students were quiet and they continued doing the task. The teaching-learning process in the first meeting run well.

In the second meeting, the researcher began the lesson by giving test to the students. The students refused but the researcher said that it was only a practice. When discussing the answer of the task, some students were active to answer the question of the task. In the second meeting, the researcher gave the students oral test. The student who was asked should move in front class. Therefore, the students sitting in the back were noisy. To solve this problem, the researcher just gave the students individual task. After given the task, the students became quiet.

In third meeting, the students were very noisy after praying. The researcher addressed them. In the third meeting, the researcher conducted
group quiz. The students looked very happy and enthusiastic to join the quiz. Most of them were active. After the quiz ended, the researcher continued the material. Most students were active and all students paid attention to the lesson.

In the fourth meeting, the researcher conducted group quiz. The students were very happy. It could be seen during the quiz. All students were active. No one became audience. All students worked together to win the quiz. In the fourth meeting, the researcher gave the students individual task. When correcting the task, all students were active to answer the question from the task.

In the fifth meeting, the researcher just gave quiz and reviewed all materials. All students were very active in the fifth meeting. It could be seen during teaching-learning process. When discussing individual quiz, all students participated to answer the question. Then, in the group quiz, all students were active to answer the question. The students worked together to win the quiz. In reviewing the materials, all students were active to guess the name of every picture.

From the activities conducted in the cycle 2, it can be seen that the teaching-learning process run well. The students obeyed the researcher instruction. All students were also active to attend the teaching-learning process and all students paid attention to the lesson. Their motivation increased than before. The students also felt happy. It can be seen from the
interviews with the students. They hoped that the researcher conduct group quiz in every meeting.

Besides improving the students’ motivation, the process implemented in the second cycle also improved the students’ vocabulary. It could be seen from the score of post-test 2. The students’ mean score in post-test 1 was 6.82, while the students’ mean score in post-test 2 was 7.89. The improvement of four aspects in the teaching and learning process can be explained as follows.

The first improvement was in meaning aspect. The improvement can been seen from the score of post-test 1 and post-test 2 below.

Table 5. The Improvement of Meaning Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-test 1</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>116.8</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>20</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>5.84</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 5.84 in post-test 1 to 7.66 in post-test 2. Meaning aspect improved as the result of the action done in all meetings of cycle 2. The researcher gave the students fewer vocabularies in every meeting. It was important to make the students grasp and remember the new vocabulary more easily. Besides giving fewer vocabularies in every meeting, the researcher gave the students a lot of
time to practice. Individual quiz and group quiz also helped students to improve the vocabulary mastery especially in meaning aspect.

The second improvement was in the spelling aspect. The improvement can be seen from the score of post-test 1 and post-test 2 below.

Table 6. The Improvement of Spelling Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Spelling</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Post-test 1</td>
<td>Post-test 2</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>166</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>8.30</td>
<td>8.60</td>
<td></td>
</tr>
</tbody>
</table>

The students’ mean score improved from 8.30 in post-test 1 to 8.60 in post-test 2. Spelling aspect improved as the result of the action done in this cycle. The researcher gave the students individual task in the first, second, and fourth meeting. The students should answer the question and write the answer correctly. Besides giving individual task, the researcher also gave individual quiz. The students should also answer and write the answer correctly. If the students made a mistake in writing, the answer was wrong. In the group quiz, the students should do the same activities. They should answer the question, pronounce the word, and write the answer correctly.

The third improvement was in the pronunciation aspect. The improvement can be seen from the score of post-test 1 and post-test 2 below.
Table 7. The Improvement of Pronunciation Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Pronunciation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-test 1</td>
<td>Post-test 2</td>
<td></td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>125</td>
<td>159</td>
<td></td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>6.25</td>
<td>7.95</td>
<td></td>
</tr>
</tbody>
</table>

The students’ mean score improved from 6.25 in post-test 1 to 7.95 in post-test 2. It can be seen from the activities given by the researcher. In all meetings in cycle 2, the researcher allocated longer time to drill the students than the first cycle. Besides allocating longer time to drill the students, the researcher also allocated a lot of time to the students to do test orally. Therefore, more questions were given to the students in the second circle than in the first circle. The researcher asked the students one by one. Then, the researcher showed some pictures and the student answered the question with right pronunciation. Beside allocating longer time to drill the students and giving oral test, the researcher also gave the students quiz especially group quiz. They mentioned name of things with right pronunciation. If a group answered the question by wrong pronunciation, the question was given to other group.

The fourth improvement was reference. The improvement can be seen from the score of post-test 1 and post-test 2 below.
Table 8. The Improvement of Reference Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-test 1</td>
</tr>
<tr>
<td>Sum of the Score</td>
<td>138</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>20</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>6.90</td>
</tr>
</tbody>
</table>

The students’ mean score improved from 6.90 in the post-test 1 to 7.35 in the post-test 2. To improve reference aspect, pictures were very useful. From all meetings, the researcher always showed pictures to the students in teaching learning process. In all meeting, the researcher gave the students individual task. The students should mention the name of the picture in the task correctly. Besides giving individual task, the researcher also gave the students oral test. The researcher showed some pictures to the student who was asked. Then, the student who was asked by the researcher should answer the name of picture that was shown by the researcher correctly. In doing quiz, the researcher showed pictures and the students should answer the right answer.

d. Evaluating and Reflecting the result of the observation

As stated in the previous reflection, pictures have many contributions in teaching vocabulary. Although pictures have many contributions, the technique implemented to the students should have variety of activities. It was conducted to solve the problems. Ytreberg (1998: p.5-6) states that since concentration and attention spans are short, variety is a must. Kinds
of variety are variety of activity, variety of place, variety of organization and variety of voice.

In cycle 2, the students’ motivation showed improvement. In all meetings, the students paid attention to the lesson. In the first meeting, the researcher just presented the lesson like in cycle 1. All students paid attention and no student was busy with his own business. In this meeting, the students got new material. Kadusavir states that children are interested in learning something new from their teacher (www.ksumail.kennesaw.edu/~kadusavir/children/activity.htm). When doing the task, the students were noisy but it could be solved by the researcher by addressing the students. They were interested in the new material.

In the second meeting, the researcher gave the students quiz at the beginning of the lesson. It was the activity that was given by the researcher to make the students interested in the lesson. The other activity to make the students interested in the lesson was oral test. The researcher asked the student who was asked to move in front class. When the student who was asked moved in front class, the students sitting in the back were noisy. To solve this problem, the researcher gave them individual task. Individual quiz was also given in the third and fifth meeting.

In the third meeting, the researcher conducted group quiz. This quiz was fun and interesting. Seto Mulyadi in Sindhuarta (2000: 86) says that children live in the play world, grow, like to imitate, and have creativity. They have their own world that can be seen with the children’s point of
view. The children can do everything in fun atmosphere. Pahin and Power (1990; 80) as quoted by Kasihani (2005) sates that one of characteristic of young learners is the young learners like learning by playing.

In the third meeting, all students looked happy when conducting the quiz. It could be seen from the participation of the students during the quiz. The students became active. Most students were active in teaching learning process.

In the fourth and fifth meeting, the researcher still conducted group quiz. This fun atmosphere also made the students more active in these meetings. It could be seen from the participation of the students during quiz. All students were active. Fun atmosphere also made all students more active and focused in the teaching learning process in the fourth meeting and when reviewing all material in the fifth meeting.

Besides bringing more fun in the learning teaching process, the group quiz had another aim. The other aim was that the students could learn from their friends. One of characteristic of young learner stated by Scoot and Ytreberg (2000: p. 4) is the young learner is able to work with the others and learn from others. It means that the quiz was conducted to make the students learn not only from the researcher but also from their friends.

As stated by Blaunce, brain in human has limit capacity to absorb new things from surrounding. Human has limit memory to remember all at once (www.ksmumail/human_brain.edu). In cycle 2, the researcher
implemented Blance theory by giving the students fewer vocabularies. Giving the students fewer vocabularies could make the students grasp and remember the new vocabulary more easily. By giving fewer vocabularies to the students in cycle 2, the researcher had longer time to drill the students and to give practice to the students.

Besides improving the students’ motivation, the process implemented in the second cycle also improved the students’ vocabulary. It could be seen from the score of post-test 2. The students’ mean score in post-test 1 was 6.82, while the students’ mean score in post-test 2 was 7.89.

From the activities conducted in cycle 2, the students’ improvement could be seen. The students’ improvements were not only the students’ score in vocabulary aspect but also the students’ motivation in teaching learning process. Considering the facts of some improvements dealing with teaching vocabulary by using pictures above, finally, the researcher decided to stop the cycle.

C. Discussion

Especially for beginners, vocabulary is the very basic knowledge to learn more about English. It must be mastered in order to learn English successfully. Zimmerman (1997) states that for young learners, vocabulary is central to language and words are the critical importance to language learning. It cannot be separated from the other English language elements in the teaching and learning
process because it influences the students’ ability in learning English. Thus vocabulary mastery is very important to support other English language skills. Based on the theory above, it can be concluded that vocabulary is very important when someone wants to master English.

Actually, teaching English for young learners are not easy. According to Philips, the way children learn a foreign language, and therefore the way to teach it, obviously depends on their development at stage. It would not be reasonable to ask a child to do task that demands a sophisticated control of spatial orientation (1996: p.5).

In SDN 05 Jaten, especially at the sixth grade, the researcher found that the students’ vocabularies were poor. It could be seen from the aspects: 1) the low score of students; 2) the difficulties in pronouncing the words correctly; 3) the difficulties in remembering and grasping the meaning of words. The problems above were caused by: 1) the low students’ attention and motivation; 2) The students’ lack of interest in the material; 3) the limited time and equipment; 4) unsuitable and uninteresting technique of delivering material.

Based on the problems above, the teacher needs an appropriate technique to improve students’ interest in teaching and learning process. An interesting technique will attract the students to learn more enthusiastically. An interesting technique also makes the students understand and comprehend vocabularies more easily.

However, before talking about the suitable technique to teach young learners, teachers should know the characteristic of young learners. Pahin and
Power (1990; 80) as quoted by Kashihi (2005) explain that teachers need to focus their attention to the young learners’ characteristics which include: 1) they like learning by playing; 2) they are able to tell what they do and hear; 3) they are able to debate something; 4) they always feel happy when they are playing and working by themselves, but there is other nearby; 5) they can join to the adult; 6) they are learning English by listening, repeating, and spelling; 7) they know there are rules followed to make them save and happy; 8) they do not aware what they learn foreign language for, even though they like it; 9) they learn well when they are given the motivations to directly involve in the activities relating to them.

After knowing the characteristics of young learner, the teacher should choose suitable technique to young learners. There are many techniques to teach young learners. According to Linse (2005), teachers of English to young learners, especially those teaching in the kindergarten and elementary school, should know the techniques of teaching practically, for example “listen and repeat”, read and write”, “listen, say, and write”, question and answer”, TPR (total Physical Response) by directly involving the learners. Ur (1998) explains that there are three sources of young learners’ attention in class, namely pictures, story, and game. Children like to see interesting pictures, which are sharp and colourful.

Petty, and Jensen (1980: 285) states that teaching English to children needs special techniques. The best way to add breadth and depth to child’s vocabulary is by providing a variety of opportunities for new and interesting experience. For example, many kindergarten or first grade children will benefit from a visit to a
farm. Activities that directly focus on words and language help to build children’s vocabularies and expressional skills. For example:

1. The teacher can make a chart of pictured illustrating fruits, vegetables, furniture, animals, toys, numbers, colours, opposites, etc.
2. Children may retell stories read by the teacher.
3. Children may play word game.
4. Children may describe objects, each other, clothes, animals, etc.
5. Word games can also require listening and knowledge of concepts.

Based on theories above, the researcher implemented the theories in the action. In cycle 1, there were three meetings. In cycle 1, the researcher taught the students by conducting new technique to present new vocabulary. Teaching by using picture could attract the students’ attention. It could be seen during teaching learning process in the first and in the beginning of the second meeting. All students paid attention to the lesson.

In the middle of the second meeting, the students became noisy. It could be seen from the students’ activities during teaching learning process. They played with their friends or looked outside and some of them were busy with their own business. The researcher just addressed the students to control the class. However, the researcher’ control to the class did not take place for a long time.

In the third meeting, the students were very noisy. It could be seen that the researcher often addressed the students to make them quiet. The researcher got difficulties to control the class situation. The students became noisy because they were bored with the lesson and the technique from the researcher. Based on
problem arising in the middle of the second meeting and in the third meeting, the researcher needed to conduct other activities in next cycle. It is relevant with Harbour’s theory saying that students sometimes feel bored with the same activity given by their teacher. In this condition, teacher has to conduct different activity in teaching-learning process. It is conducted to attract the students’ attention (www.hcp.org).

In cycle 1, most students were passive. It could be seen in all meeting. Only some students were active in teaching learning process. When asked questions by the researcher, only two to four students answered the researcher question. When discussing the answer of the task, only some students answer the task question. Maya K. David states that one indicator which makes teaching learning process succeed is the active students during teaching learning process. They are active if they are suitable with the teacher’s technique and they are far from teacher pressure (www.david399.htm).

Beside decreasing the students’ motivation and being passive, the other problem faced in cycle 1 was the students’ difficulties to remember and pronounce new vocabulary. The students always made mistake in pronouncing new vocabulary. It could be seen that the researcher should always correct the students’ pronunciation. It could be understood since human brain has limit capacity to absorb new things from surrounding. Human also has limit memory to remember all at once (www.ksmumail/human_brain.edu).

Although there were many problems in implementing the action in cycle 1, actually, pictures still had important role to improve the students’ vocabulary. It
could be seen from the students’ mean score in pre-test and post-test 1. The students’ mean score was 4.63 in pre-test to 6.82 in post-test 1. By observing the result of pre-test and post-test, the researcher found that teaching vocabulary by using pictures is still useful to improve the students’ vocabulary. It matches with French’s theory. Virginia French (1983) proposes that for helping students to understand the meaning of a word, a picture is useful.

According to Wright (1997: 136), pictures should motivate students, make the subject they are dealing with clearer, and illustrate the general idea and the form of an object or an action which are particular to a culture. Pictures contribute a lot because with pictures students not only hear but also see sign that is illustrated by picture to express of idea or words. Wright explains that things we see play an enormous part in affecting us and in giving us information. We predict, deduce, and infer not only from what we hear and read, but also from what we see. The pictures are not just an aspect of method but through their representation of place, object and people they are on essential part of overall experiences (1989, p.2).

After knowing the result in cycle 1, the researcher revised the implementation of the action in cycle 2. To improve the students’ motivation, the researcher needed to conduct variety of activity. It was based on Harbour’s theory stated in previously and Ytreberg’s theory stated below. Ytreberg (1998: p.5-6) states that since concentration and attention spans are short, variety is a must. Kinds of variety are variety of activity, variety of place, variety of organization and variety of voice.
Kasihani (2000) argues that basically children like learning by playing. Learning by playing is fun activity for children and it is usually called recreational time out activity. Based on Kasihani’s theory, the researcher needed variation of activity to make the students fun and active in the class. Based on Kasihani’s theory and David stated in previous page, the researcher needed to conduct fun activities which made the students more active during teaching-learning process.

In cycle 2, the researcher conducted various activities. These activities were individual quiz, group quiz, and oral test. The varieties of activities should be fun and improve the students’ motivation. The activities should also make the students active in teaching-learning process. In cycle 2, the researcher also gave fewer vocabularies to the students to make the students grasp and remember the new vocabularies more easily so the researcher had longer time to drill the students.

In cycle 2, there were five meetings. Group quiz was conducted in the third, fourth, and fifth meeting. Group quiz was conducted in the second, third, and fifth meeting. Oral test was conducted in second meeting. The researcher still gave the students individual task in the first, second, and fourth meeting.

In the first meeting, all students paid attention to the lesson. The researcher just presented the material like before. All students paid attention to the lesson because they got new material from the researcher. After presenting the material, the researcher gave the students individual task. The students were noisy at the beginning doing the task but it could be solved by the researcher by addressing them. Actually, the first meeting, teaching learning process run well.
In the second meeting, the teaching-learning process run well. The researcher gave individual quiz at the beginning. The researcher also gave oral test. The students asked should move in front class. The researcher also gave task to the students who sit down in the back to make the class situation under control because they were noise. The task and the test were given to check the students’ understanding about the material and to motivate the students to study hard. Maya Khemlani David states that teacher sometimes needs to make a surprise to the students. It could be a quiz or test. If the result of the quiz or test is good, it can be said that the students have understood the material. The quiz or the test given suddenly can motivate the students to study hard and prepare the lesson every time (www.david399.htm).

In the third, fourth, and fifth meeting, the researcher conducted group quiz. Group quiz can create fun atmosphere. This quiz made the students active in teaching learning process. All students became active. They worked together to win the quiz. The effect of fun atmosphere could also be seen when the researcher presented the material. Most students were active to participate in teaching learning process in the third meeting. In the fourth and the fifth meeting, all students were active in teaching-learning process.

Giving fewer vocabularies to the students made the researcher had longer time to drill the students. Besides having longer time, giving fewer vocabularies made the students grasp and remember the new vocabularies more easily. The effect of the implementation this activity would improve the students’ pronunciation.
The implementation of the actions conducted in cycle 2 gave positive results. The first was the improvement of the students’ motivation to join the lesson. No one made noise to the class. All students paid attention to the lesson during teaching learning process. The second was the improvement of the students’ activeness. The students became more active in teaching-learning process. They answered the researcher’ questions actively. The third was the students grasp and remember the new vocabulary more easily. The result was the improvement of the students’ pronunciation. The fourth was the improvement of the mean score of post-test 2. It can be seen from the mean score of post-test 2. The students mean score improved from 6.82 in the post-test 1 to 7.89 in post-test 2.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Having conducted the research of teaching vocabulary by using pictures in Elementary School, the researcher comes to a conclusion that teaching vocabulary by using pictures can improve the students’ vocabulary. This is based on the facts found in accordance with the result of the action implemented to find answers to the problem statements. The more detailed result of the action implemented in this research are follows.

The first is about how effectively teaching by using pictures can improve the students’ vocabulary. Based on the analysis of the result of the implementations of the actions which had been conducted to improve the students’ vocabulary, it can be seen that the implementation of teaching vocabulary by using pictures can effectively improve students’ vocabulary. It can be seen during teaching-learning process. First, the researcher found that the students were able to correct their friends’ answer. Second, the students grasped and remembered the new vocabulary more easily, so the researcher had more time to drill and gave exercise to them. Third, the students were able to do the assignment well. Fourth, the students’ score improves. The improvement of the students’ score is also supported by the result of the test score. The mean of pre-test score improves from 4.60 to 6.83 in post-test 1. While, the mean of post-test 1 score improves from 6.83 to 7.89 in post-test 2.
The second is about the phenomena happening in the class when the teacher teaches by using pictures. First, the students were noisy when the researcher taught vocabulary by using picture. Sometimes, it made the students out of control. Second, the students’ motivation during the implementation of action increased. The students had more attention to the lesson and also became more active in answering the researcher’s questions. Then, most students were able to answer the questions correctly.

The third is about the strengths and weaknesses of teaching vocabulary by using pictures. The strengths and weaknesses mean the advantages and disadvantages of teaching vocabulary by using pictures. From the explanation and also based on the theory above, it can be concluded that there are some advantages of teaching vocabulary by using pictures. For the students, pictures can attract the students’ interest and motivation. Pictures also make the students grasp and remember new vocabulary more easily. Although teaching vocabulary by using pictures brings positive progress to the students, there is a problem arising during the implementation of the action. The students tend to make noise and it makes the students out of control.

B. Implication

Teaching vocabulary by using picture can attract the students’ interest in teaching-learning process. Besides attracting the students’ interest, teaching vocabulary by using picture makes the students grasp and remember new vocabulary more easily because pictures visualizes the vocabulary itself. English
teacher can also add or mix game in teaching vocabulary by using picture. It is conducted by English teacher to make the students’ more interested and more active in teaching-learning process and to avoid the boredom. The teacher can also conduct quiz and oral test to make the students more motivated and attracted in teaching-learning process.

C. Suggestion

Based on the research findings, here are some suggestions to improve the students’ vocabulary.

1. **For Teachers**

   English teachers should enhance their ability in teaching English especially teaching vocabulary. The teachers should have suitable technique to teach vocabulary. English teacher can also use media to teach vocabulary. One of the media that can be used by English teachers to teach vocabulary is picture. Teaching vocabulary by using picture can attract the students’ interest. Teaching vocabulary by using picture also makes the students grasp and remember new vocabulary more easily. English teachers can also mix or add other technique like game, quiz, etc, in teaching vocabulary by using picture. This aim is to make students more attracted and to avoid the boredom.
2. **For Students**

   An instructional process will not be successful if students are not maximally involved in it. The students have to be more active and motivated to learn English. The students not only can study English in the class but also can study everywhere and every time. They can practice English in their daily life.

3. **For Other Researchers**

   This research is just one of efforts to improve the students’ vocabulary. It is hoped that the result of the study can be used as additional reference for further research in different context that will give contribution in teaching English for children.

4. **For Schools**

   The institution should state a policy in improving the quality of the teaching English for children. It should encourage the English teacher to be creative to use various media. It should also be facilitated with various media supporting the teaching activity.
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