IMPROVING THE STUDENTS' VOCABULARY MASTERY
THROUGH DIRECT INSTRUCTION

(A Classroom Action Research on The fourth Grade of SD Negeri Pringanom 3, Masaran, Sragen in the Academic Year of 2009/2010)

A THESIS
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Submitted to Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of Education in English Department

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ABSTRACT

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It is essential to learn vocabulary in order to support the mastery of English skills. In fact, many of English learners of elementary level are often faced with the problem of vocabulary mastery. The most common factors that become the obstacles are the limited number of words mastered and the difficulty to memorize the meaning of the words. Therefore, it is necessary for the teacher to apply certain method or technique to solve those problems and make students interested to learn English.

This research is aimed to know whether the technique of using Direct Instruction could improve the students' vocabulary mastery and to describe what happens during the implementation of Direct Instruction in English learning at the fourth grade of SD Negeri Pringanom 3, Masaran, Sragen.

This research is a classroom action research. It was conducted at SD negeri Pringanom 3, Masaran, Sragen. The writer conducted a classroom action research from February, 1 2010 until February 27, 2010 at the fourth grade of SD Negeri Pringanom 3, Masaran, Sragen in the academic year of 2009/2010. In this research, the writer used the fourth grade students as the subject of research. In conducting this classroom action research, the writer divided the action into two cycles and carried out in four steps namely; planning the action, implementation/action, observation and reflection.

The data of the research were collected by using some techniques. They were qualitative and quantitative data collection techniques. Interview and observation were the techniques for getting qualitative data. They were in the form of recording and photographs. The data which were in the form of words from the result of interview was called as recording, while photographs were the authentic data in the form of visible pictures. The quantitative data included the written tests taken before and after the cycles were implemented. Then the writer compared the mean scores of each cycle from cycle 1 and cycle 2.

The result of the research shows that Direct Instruction technique can improve the students' vocabulary mastery. There was an improvement on the mean score of the test. In the first cycle it was 60. 68 and improved to 68. 10 in the second cycle. This technique could make the students pay attention to the lesson properly. It also improved students' participation in learning vocabulary. They were not shy anymore and highly motivated to join the instructional process. The English teachers who want to apply direct instruction in English teaching should consider the lesson sequence that must be done orderly consisting of orientation, presentation, guided practice, structured practice and independent practice in order to make the instructional process run well.

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APPROVAL

This thesis has been approved by the consultants to be examined by the board of Examiners of Teacher Training and Education Faculty of Sebelas Maret University.

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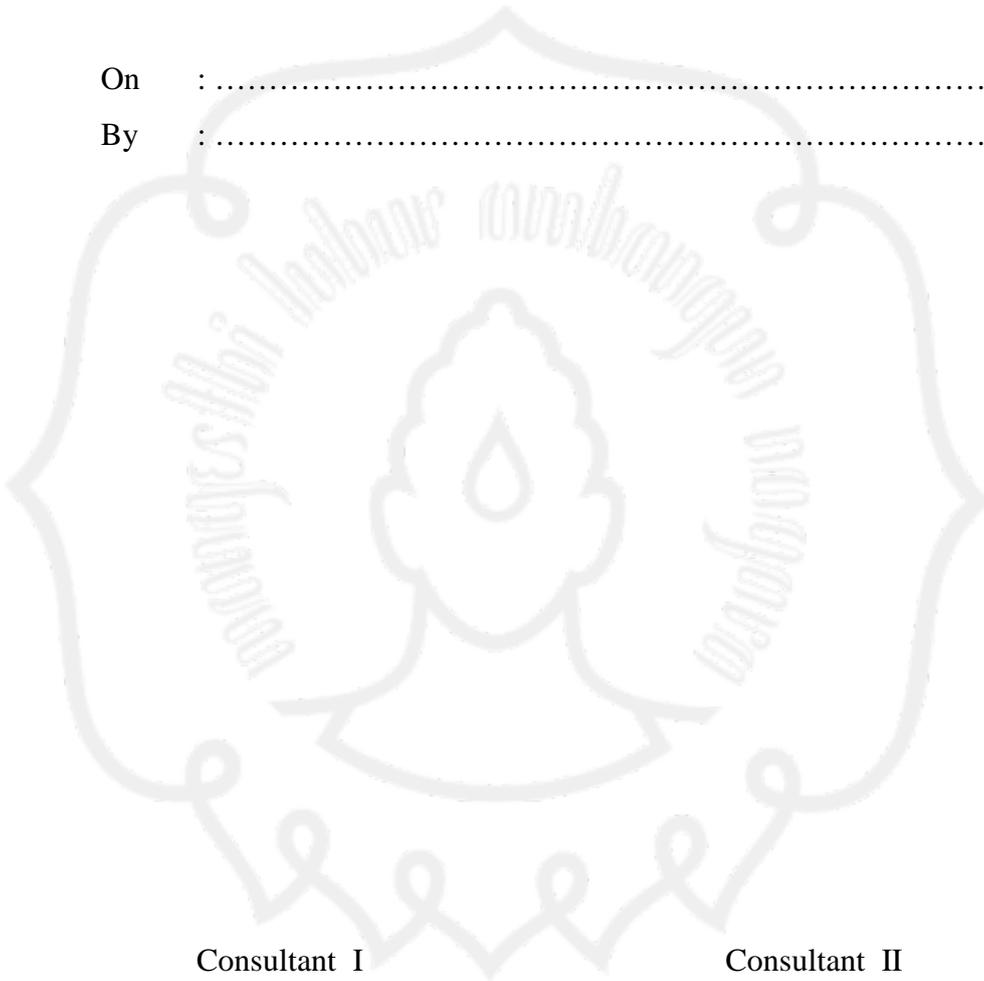
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MOTTO

Ada hari "dimana tak semua harapanmu terpenuhi"

Ada hari " dimana kebahagiaan seolah hanya ditakdirkan untuk orang lain bukan untukmu"

Ada hari "dimana engkau merasa telah melakukan segalanya sebaik-baiknya, mengikuti semua jalan Tuhan, tapi yang engkau terima adalah duka cita"

Tapi jika engkau memilih menerima dengan besar hati dan bersyukur atas semua "Keburukan" yang terjadi, di akhir hari nanti akan kau temukan bahwa sebenarnya Allah hanya menguji……..

DEDICATION

This thesis is whole – heartedly

dedicated to:

ALLAH SWT

The prophet Muhammad SAW

My beloved mom and dad

My brother and sister

All the people

ACKNOWLEDGEMENT

13. His families in SMART ENGLISH, juli "Jugil jumbleng", Dewi "Bune", Rahma "mamah" ,Mbak Rini "Umi", Sidiq "Klemak-klemek man", Mbak Ana, and all the people that cannot be mentioned one by one, for the Joke, stories and unforgettable moments shared together.

14. All of people who have helped him in completing this thesis.

Finally, the writer realized that this thesis is far from being perfect. The writer gladly accepts the comment and suggestion for the betterment of his thesis.

Surakarta,   March 2010

Budi Setiawan
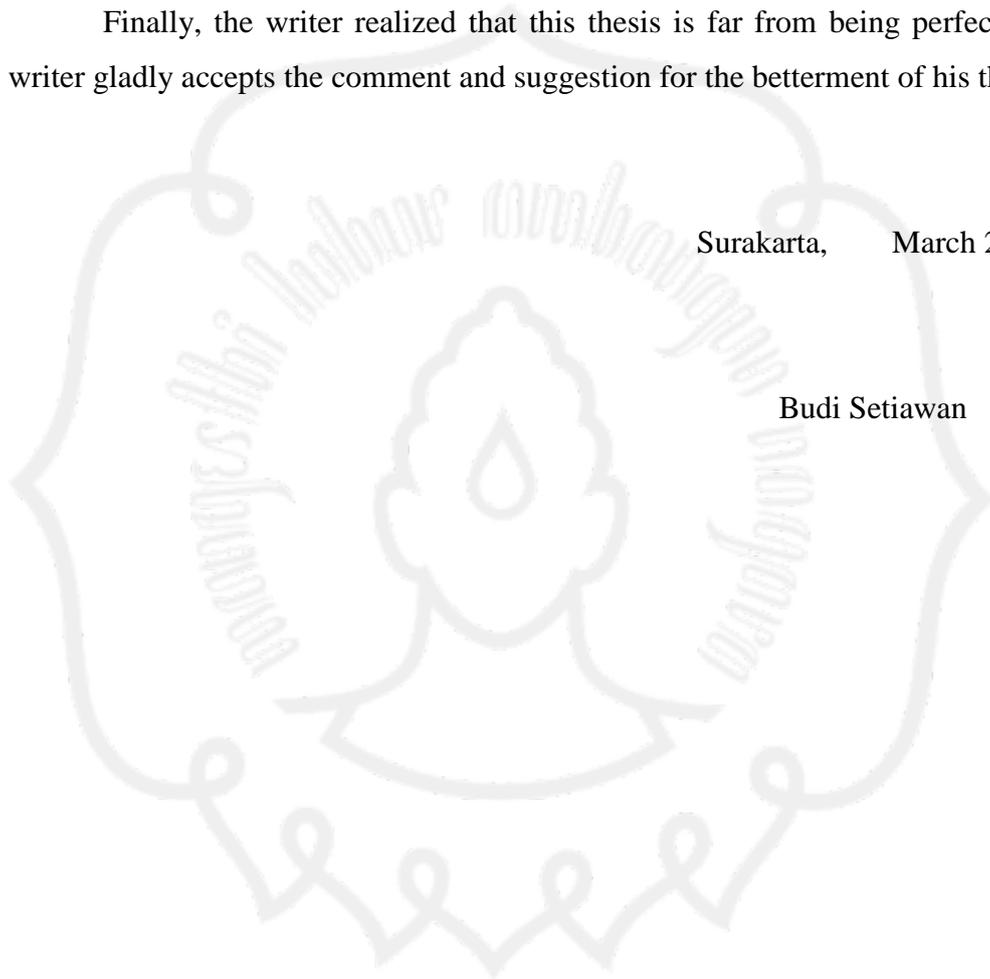
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CHAPTER I

INTRODUCTION

A. Background of the study

English is one of the languages in the world used by many people in a lot of countries. It is also recognized as the main language for communication with other people from different countries and cultures. Due to the importance of English as an international language, many people try to learn and master it as soon as possible so that they will not find any difficulties in communicating with others especially coming from abroad.

In Indonesia itself, the government has made some efforts to obtain human resources who are able to understand and master English well. Nowadays, English is not only taught for junior and senior high school students but also to the elementary school students. It is done in order to get the young learners of elementary level to be familiar with English as soon as possible. English mastery is a goal that wants to be achieved as the target besides two other languages namely Indonesian and vernacular language. In English, there are four components of language skills covering listening; speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated.

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of international world.

Depdikbud (1994: 1) states "*Bahasa Inggris adalah bahasa Internasional yang perlu diajarkan untuk tujuan penyerapan dan pengembangan ilmu pengetahuan, teknologi, dan seni budaya serta pengembangan hubungan antar bangsa*". English in Elementary school is not compulsory subject but it is a local content as stated in GBPP 1994: "bahasa inggris tidak wajib dilaksanakan di Sekolah Dasar, melainkan diselenggarakan sebagai muatan lokal". (Depdikbud, 1994: 1) English is taught from the first grade until the sixth grade as it is stated in GBPP 1994, "Dalam pelaksanaan mata pelajaran Bahasa Inggris sebagai kurikulum muatan lokal digunakan pendekatan komunikatif, yaitu memberikan pengalaman langsung bagi siswa untuk menggunakan bahasa inggris sebagai alat komunikasi." (Depdikbud, 1994: 4)

In order to support the mastery of English skills as mentioned above, it is essential to learn vocabulary. It becomes a central part in English learning. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995: 1). According to Haycraft in Hatch and Brown (1995: 370) vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing. Another expert, Paul Procter (1978:1229), states that vocabulary is (a) all the words known to particular person, (b) the special set of words used in a particular kind of work, business, etc., (c) a list of

words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary. Vocabulary deals with words and meaning. Mastery itself means the comprehensive knowledge. Vocabulary mastery is comprehensive knowledge to recognize, understand, and produce stock of words and their meaning. In line with this, Lado (1964: 117) argues that to clarify the idea of vocabulary, three levels of vocabulary are distinguished, namely: (1) vocabulary to operate the patterns and illustrate pronunciation of the language, (2) vocabulary for communication in areas of wide currency, (3) esthetic and technical vocabularies.

In reality, many people who learn English especially for the beginners level are often faced with the problem of vocabulary mastery. They cannot just comprehend and master it well. It is proved from the pre- research observation done by the observer to the fourth grade students in SD Negeri Pringanom 3 Masaran, where the writer also becomes the English teacher there. Based on the pre- research observation, the writer found that children as the learners face some obstacles in mastering vocabulary. After actively taking a part in the instructional process for several times, some problems come up dealing with vocabulary mastery. The indicators are: (1) they have limited number of vocabularies, (2) it is hard for them to memorize the meaning of words, (3) their scores of English tests are low.

By considering the problems as mentioned above, the writer conducted more observation to the students in the class to get more information. By doing so, the writer found some factors causing those problems. They are: (1) the teacher's

way of teaching the material is conventional. Students are just asked to read, repeat and write all the times. It can also be said that teacher's teaching technique is less varied, (2) the students assume that English is a difficult subject. It makes their motivation be low and (3) they are bored with monotonous class' atmosphere. After observing the instructional process at the fourth grade students of SD Negeri Pringanom 3, it can be identified that several problems occurred during the teaching- learning activity. They are: (1) The technique applied by the teacher is not appropriate enough related to the topic or material, situation and condition, (2) The teacher only focuses on the writing skill. The students are asked to remember letter of words, write the words mentioned by the teacher, (3) The students have no more chance to grasp the meaning or less challenge in finding the meaning of words.

From all the explanation above, it can be concluded that the teacher applies a less varied teaching technique in transferring materials. It affects on the students' motivation in learning English. As a result, they are bored with the monotonous class. Therefore, the writer proposes a technique to solve the problems called direct instruction. It is not easy to teach English vocabulary to the primary school students. The English words have to be introduced clearly to the students, so that they can comprehend them easily without mistakes. Teacher should teach and explain them clearly to the students to make them understand. Bender in Sylvia Rockwell (1995: 54) defines direct instruction as a teacher-led instructional procedure in that students are provided with specific instructions on the task, modeling, teacher-led practice, independent practice, and frequent feedback on

their performance. It establishes clearly defined parameters for lesson completion and mastery as well as providing a success-oriented procedure with sample practice and evaluation. It uses more controlled and repetitive delivery of instruction. It provides teachers with strict guidelines for lesson presentation, their introduction of successive skills, and the use of support materials or lesson variations.

Based on the background above, the writer intends to conduct an action research entitled **Improving the Students' Vocabulary Mastery through Direct Instruction (A Classroom Action Research on the Fourth Grade of SD Negeri Pringanom 3, Masaran, Sragen in the Academic Year of 2009/ 2010).**

B. Problem Statement

From the observation above the researcher formulate the problems of this research as follows:

1. Can direct instruction improve the vocabulary mastery of the fourth grade students of SDN Pringanom 3 Masaran, Sragen in the Academic year of 2009/ 2010?

2. What happens during the implementation of direct instruction technique in teaching vocabulary?

C. Objectives of the Study

The objectives of the study are:

1. To identify whether direct instruction can improve the vocabulary mastery of the fourth grade students of SD N Pringanom 3 Masaran in Academic Year of 2009/ 2010

2. To describe what happens during the implementation of direct instruction in teaching vocabulary to the fourth grade students of SD N Pringanom 3 Masaran in Academic Year of 2009/ 2010

D. Benefit of the Study

It is hoped that this study will give advantages to:

1. The Students

For the students, hopefully, it can provide information about vocabulary. Therefore, they will have more understanding about it. They know the importance of vocabulary and elaborate the meaning. Moreover, they can identify and anticipate their difficulties of vocabulary learning.

2. The Teacher

For the teachers, it gives some information about the technique of teaching vocabulary and students' difficulties in learning. These enable them to understand the core of teaching English vocabulary, know factors that

cause the difficulties in learning vocabulary, and determine appropriate steps to overcome the problems.

3. The school

After conducting this research, it is expected that the school will be interested to conduct this research in his department in order to improve teacher's quality. It can also be used as the reflection in order to gain an effective and innovative teaching- learning process by applying direct instruction as one of the technique to improve student's vocabulary mastery.
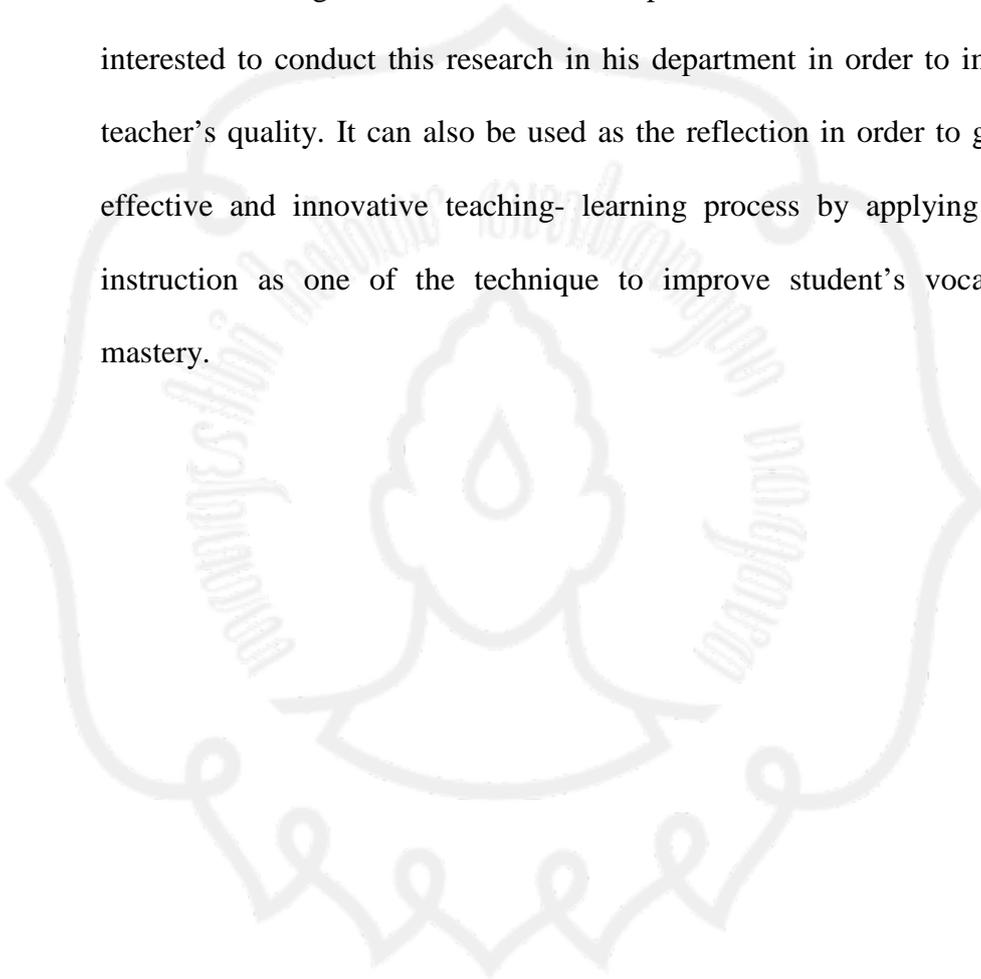
CHAPTER II

THEORETICAL REVIEW

A. Vocabulary Mastery

1. The Definition of Vocabulary Mastery

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French (1983: 4). Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. Hornby (1995: 985) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Burns and Broman (1975: 295) define that vocabulary is the stock of words used by a person, class or professional, all having

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much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary can not guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English. Rivers in Nunan (1998: p. 117), argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication. The importance of mastering vocabulary in learning is also stated by Nunan. Nunan (1998: p. 118) says that, the development of a rich vocabulary is an important element in the acquisition of a second language.

From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses.

Swannel (1994: p 656) defines mastery as comprehensive knowledge or use of a subject or instrument. Meanwhile Porter (2001: p. 953) states that mastery is learning or understanding something completely and having no difficulty in using it. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). This definition is supported by Hornby (1984: 777) who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt.

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). In addition, Schmitt and McCharty (1997: 326) state "Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge". Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing. Further, Madsen (1983:12) states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

2. The Importance of Vocabulary

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5)

states that vocabulary is central to language and critical importance to the typical language learner. McCharty (1990: Viii) states that the importance of vocabulary in language learning is as follows: "no matter how successfully sounds of L_2 are mastered, without words to express a wider range of meanings, communication in an L_2 just cannot happen in any meaningful way. According to Burns and Broman (1975: 295) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

Wilkins (1982: 111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. In addition, Coady and Huckin (1997: 5) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

3. Types of Vocabulary

Some experts have classified types of vocabulary. Shepherd (1980: 1) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes. Harmer (1998: 159) adds that active vocabulary refers to vocabulary that students have been tought or learnt and which the students will recognize when they meet then but which they will probably not be able to produce.

Haycraft quoted by Hatch & Brown (1995) divides two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes. In these respects, Richards

and Rodgers (1987: 308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

b. Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

4. Teaching and learning vocabulary

a. Vocabulary Strategy

It is important to know about learner's strategies. Brown and Payne (in Hatch & Brown, 1995: 373) mention five essential steps in vocabulary learning that represent what learners must do. The five steps are: "(1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and meanings of the words; and (5) using the words. Schmitt and McCharty (1997) divide the taxonomy of vocabulary learning strategies into four groups, namely:

1) Discovery Strategies

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

2) Social Strategies

A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways. They can be asked to help in a variety of ways: giving the L1 translation, giving a synonym, definition, and paraphrase.

3) Memory Strategies

Most memory strategies involve relating the word to be retained with some previously learners' knowledge, using some from of imagery or grouping. The strategies used in this stage are pictures/ imagery, related words, unrelated words, grouping, etc.

4) Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.

5. Problems in teaching and learning vocabulary

There are some problems in learning vocabulary faced by the students. Roger (1995: 43) states that the ease or difficulty of vocabulary items depends on a number of factors. They are:

a. Similarity to L1

The difficulty of vocabulary items often depends on how a similar item is in form and meaning to the students' first language. There are many examples of these: someone described as sensible in English will be understood sensitive by many European and if you say an embarrased to a a Spanish speaker, they may will think that you are expecting a baby.

b. Similarity to English words already known

Once the students have some English words that relate to an English word that they are already familiar which is easier than one, which is not. For example, if students have already met the word *friendly,* they should be able to guess the meaning of *unfriendly*.

c. Connotation

Connotation of the word is another difficult aspect that the learners have to get to grip. For example, either *skinny* or *slim* could be used to describe someone who is *thin*. But these two words have very different in their connotation and by choosing one of them however; the speaker actually conveys a particular attitude. *Skinny* is negative connotation, while *slim* is positive connotation.

d. Spelling and pronunciation

The spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation concerned. For example: *through, though, tough.*

e. Multi- word items

A lexical item may consist of more than one word, as in a compound like *tennis shoes*, or *rally car* or a phrasal verb such as *to put some one up*.

f. Collocation

How a lexical item collocates can also cause difficulty. For example we say that people *injured* or *wounded* but things are *damaged*.

6. Techniques in Teaching Vocabulary

There many kinds of techniques that can be applied in teaching vocabulary. Allen (1983) mentions some techniques of vocabulary teaching that can be prepared and chosen as follows:

a) Demonstration

The technique, which belongs to demonstration, is gesture and action performing. The teacher can use real objects and command. Teacher may demonstrate the material using of real objects available in the classroom such as door, windows, clock, desk, etc. when use a command technique, teacher may ask students to do something such as touching the pen, pointing the picture and so on.

b) Visual aids

Visual means something visible. Teacher may use visual aids in the teaching of vocabulary to enable students to observe and identify the objects vividly. Beside that, visualization may interest the students in their learning vocabulary.

c) Verbal Explanation

Verbal explanation can be carried out through definition and translation. Allen (1983) states that teacher can use explanation in the students' own language, definitions in simple English, and using vocabulary that students have already known to show the meaning. For instance, the word 'umbrella' can be introduced by explaining what it looks like and when the people usually use it.

d) Word List

When using word list technique, teacher should pay attention to vocabulary selection. The words taught should relate and appropriate to the students need and relate to their level.

From all the explanations above, it can be concluded that vocabulary is stock of words used by a person or class. It contains list or set of words for a particular language. The vocabulary taught in an elementary level has some characteristics such as: simple, recognizable, interesting and can be found in the nearest environment or classroom. Referring to the syllabus for the fourth grade students of elementary school which is as the limitation of vocabulary area presented in this thesis, it includes the topic of "Things around us" and the sub

topic is "Objects in the classroom" that can be taught through instruction. The terms of instruction will be various depending on the combination between the certain object and its instruction such as: *open your book, take your pen* etc.

7. Teaching Vocabulary for Elementary School Students

Teaching vocabulary in early stage or in the primary school is very essential. Teacher should give certain attention in teaching vocabulary and decide the area of words that become the basic need for the pupil. Burns and Broman say that the teacher must give attention to develop the vocabularies of each child through carefully planned instruction, and to do so, he or she must be aware of what words are (verbal representation of concept) and how they are formed (1975: p. 295). Huebener states the similar opinion about the area of vocabularies that is taught for the first level. Huebener says that: "selection from 750-800 words for the first year may be grouped under some forty of fifty headings. Starting with the immediate situation these may be school, the lesson, language, the family, relatives, profession, description of objects, animals, nature, men's garments, women garments, color, time, months, the days, the body, health, the house, daily action, etc."(1965:p . 87).

The material used in teaching vocabulary should be suitable with the students' need. Ohlen says that it is imperative that much of the material which the teacher uses should be familiar to the child in his everyday life, the family, nouns, colors, toys, animals, time, month, season, an so on (1961: p. 279). It can be said that the English material should be familiar and suitable with students' need.

English material for primary school contains four components: listening, speaking, reading, and writing for the purpose that the students have the communication skill with certain topics which are appropriate with their environment, as stated in GBPP Muatan Lokal Bahasa Inggris SD (1995: P. 2):

Muatan lokal Bahasa Inggris di Sekolah Dasar bertujuan agar siswa memiliki ketrampilan menyimak, berbicara, membaca, dan menulis sederhana dalam bahasa inggris dengan penekanan pada ketrampilan komunikasi melalui topik yang dipilih kebutuhan lingkungan, antara lain industri, pariwisata, dan prindustrian di provinsi Jawa Tengah.

Further explanation about the area of English materials for primary school presented in the curriculum are about things, family, school, geography around them, and student can communicate with their friends in their environment in simple sentences. Those are also pointed out in GBPP Muatan Lokal Bahsa Inggris SD:

Adapun ruang lingkup pembelajaran muatan lokal Bahasa Inggris di Sekolah dsar meliputi ungkapan- ungkapan dan kalimat- kalimat sederhana mengenai:

1. benda di sekitar anak;

2. lingkungan keluarga;

3. lingkungan sekolah;

4. lingkungan geografis;

5. komunikasi anak dengan lingkungannya.

Based on the explanation above, it can be concluded that the area of vocabularies for the first level (i.e. elementary) includes immidiate situation such as: the school, the family, the home, actual experience with concrete object, daily activity etc.

B. The Characteristics of Young Leaner

According to Scott and Ytreberg (1990: 1 – 4) the characteristics of Young Language learners are as follows:

- They can plan activities

- They can argue for something and tell you why they think what they think

- They can use logical reasoning

- They can use their vivid imaginations

- They can use a wide range of intonation, patterns in their mother tongue

- They can understand direct human interaction

Other characteristics of the young learners are:

- They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security

- They understand situations more quickly than they understand the language used

- They use language skills long before they aware them

- Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times

- They are very logical- what you say first happens first

- They have very short attention and concentration span

There are also general characteristics of children around eight to ten years old. Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be things of the past.

- Their basic concepts are formed. They have decided views of the world.

- They can tell the difference between fact and fiction.

- They ask questions all the time

- They rely on the spoken word as well as the physical world to convey and understand meaning

- They are able to make some questions about their own learning

- They have definite views about what they like and don't like doing

- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision

- They are able to work with others and learn form others.

Eight to ten years olds have a language with all the basic elements in place. They are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language. By the age of ten children can:

- Understand abstracts

- Understand symbols (beginning with words)

- Generalize and systematize

This refers to children's general language development. There are many similarities between learning one's mother tongue and learning a foreign language in spite of differences in age and the time available. So far no body has found a universal pattern of language learning which everyone agrees with. Much seems to depend on which mother tongue the pupils speak and on social and emotional factors in the child's background. What is clear here is that most eight to ten years olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

C. Direct Instruction

1. Overviewing Direct Instruction

A general overview of the direct instruction model uses the analytical scheme introduced in the introduction, which provides the following features:

- The model's instructional goals and effects the model has on learners including required assessment procedures.

- The model's syntax or overall pattern and flow of instructional activity.

- The model's learning environment and management system required to make particular lessons employing it effective.

James M. Wolf (2000: 373) says that direct instruction has its theoretical origins in the behavioral family, particularly in the thinking of training and behavioral psychologists. Training psychologists have focused on training people to perform complex behaviors that involve a high degree of precision and often

coordination with others- for example being a crew member on a submarine. Their main contributions to learning situations are task definition and task analysis. The instructional design principles they propose focus on conceptualizing learner performance into goals and tasks, breaking this into smaller component tasks, developing training activities that ensure mastery of each subcomponent, and, finally arranging the entire learning situation into sequences that ensure adequate transfer from one component to another and achievement of pre- requisite learning before more advanced learning.

2. Instructional Goals and Learners Outcomes

Learning theories normally distinguish between two types of knowledge: declarative knowledge and procedural knowledge (Marx & Winne, 1994; Ryle, 1949; Gagne, 1977; Gagne, 1985). Declarative (verbalizable) knowledge is knowledge about something or that something is the case. Procedural knowledge, on the other hand, is knowledge about how to do something. An example of declarative knowledge is knowledge about the three branches of government: that the legislative branch has two chambers (the house and senate) and that representatives to the house are elected to 6 years terms. Procedural knowledge about this same topic is knowledge about, if one is a citizen, how to got the polling place and vote on Election Day and how to write a letter to a senator, how to guide a bill through the senate until it becomes a law.

According to Arends (1997: 66) the direct instruction model was specially designed to promote student learning of procedural knowledge and declarative

knowledge that is well structured and can be taught in a step- by- step fashion.

Table 1.1 illustrates instructional objectives aimed at promoting the acquired of

basic declarative knowledge and straightforward procedural knowledge and

compares this type of objective with those that promote social learning and

higher- level thinking.

Differences can be observed in the various types of objectives listed in

table 1.1. For instance, the first objective expects the student to be able to identify

the rules of ice hockey. This is important declarative knowledge for students who

wish to be involved in the game. However, being able to identify the rules does

not mean that the student can perform any skills associated with hockey (like

passing on the move), the content of the procedural knowledge found in column 2.

Further, neither knowing the rules nor having specific hockey skills will

necessarily lead to being a good teammate or to bringing critical judgment to the

way the sport is conducted, the aim of the objectives found in column 3 and 4.

Direct instruction is a suitable approach to instruction when the teacher wants

students to learn particular skills or straightforward declarative knowledge such as

those found in columns 1 and 2. It is a teacher- centered model that has five steps:

set induction, demonstration, guided practice, feedback and extended practice.

There are five essential phases or steps in most direct instruction lesson. The

teacher begins the lesson by providing a rationale for the lesson, establishing set,

getting students ready to learn. This preparation and motivational phase is then

followed by presentation of the subject's matter being taught or demonstration of

a particular skill. The lesson concludes with opportunities for student's practice

and teacher feedback on their progress. During the practice- feedback phase of this model, teacher should always try to provide opportunities for students to transfer the knowledge or skill being taught to real life situations. The five phases of the direct instruction models are summarized in table 1.2.

Table 1.1 Sample Direct Instruction Objectives Compared To Social Learning or Higher- level Thinking Objectives

Acquisition of Basic Knowledge	Skill Acquisition	Social understanding	Higher level
Students will be able to list the basic rules of hockey	Students will be able to pass while moving	Students will display cooperation while playing a hockey game	Students will express an opinion in regard to the presence of violence in hockey

Table 1.2 Syntax of the Direct Instruction Model

Phases	Teacher Behavior
Phase 1 Provide objective and Establish the set	Teacher goes over objectives for the lesson, gives background information and explains why the lesson is important. Get students ready to learn.

Phase 2	Teacher demonstrates the skill correctly or
Demonstrate knowledge or	presents step by step information
Skill	
Phase 3	Teacher structures initial practice
Provide guided practice	
Phase 4	Teacher checks to see if students are performing
Check understanding and	correctly and provides feedback.
Provide feedback	
Phase 5	Teacher sets conditions for extended practice
Provide extended practice	with attention to transfer to more complex and
and transfer	real life situation.

3. Learning Environment and Management System

According to Arends (1997: 67) a direct Instruction lesson requires a most careful structuring and orchestration by the teacher. To be effective, the model necessitates that every detail of the skill or content be carefully defined and that the demonstration and practice session be carefully planned and executed. Even though there are opportunities for teachers and students to jointly identify goals, the model is primarily teacher directed. The teacher's management system must ensure student engagement, mainly through watching, listening, and structured recitations. Lessons must proceed at a brisk pace and not get sluggish. This does not mean that the learning environment and the management system have to be

authoritarian, cold, or free of humor. It means that the environment is task oriented and provides high expectations for student's accomplishment.

The most prominent features are an academic focus, a high degree of teacher direction and control, high expectations for pupil progress, a system for managing time, and an atmosphere of relatively neutral effect (Wolf, 2000: 338). Academic focus means one places highest priority on the assignment and completion of academic tasks. During instruction academic activity is emphasized; the use non- academic materials-for example toys, games, and puzzles is deemphasized or even discouraged as in non academically oriented student- teacher interaction, such as questions about self or discussions of personal concern.

Teacher direction and control occur when the teacher selects and directs learning tasks, maintains a central role during instruction, and minimizes the amount of nonacademic pupil talk. Teachers who have high expectations for their students and concern for academic progress demand academic excellence and behavior conducive to academic progress.

A major goal of direct instruction is the maximation of student learning time. Many teachers' behaviors found to be associated with student achievement are in fact associated with student time on task and student rate of success, which in turn are associated with student achievement. Thus, the behaviors incorporated into direct instruction are designed to create a structured, academically oriented-learning environment in which students are actively engaged (on task) during instruction and are experiencing a high rate of success in the tasks they are given.

Rosenshine, Soar and Ragosta in James M. Wolf (2000: 338) state that there is substantial evidence that negative affect inhibit student achievement. Teachers should create an academic focus and avoid such negative practice as criticism of student behavior. Research is less clear on the role of positive affect on student outcomes: some students may benefit more from large amounts of praise than others; some types of praise are more effective than others.

In summary, the direct instruction environment is one in which there is a predominant focus on learning and in which students are engaged in academic tasks a large percentage of time and achieve at a high rate of success.

4. Procedure of Applying Direct Instruction

According to Arends (1997: 82) direct instruction relies heavily on the preposition that much of what is learned comes from observing others. The behavior of others, both good and bad, thus becomes a guide for the learner's own behavior. Learning by imitation saves students much needles trial and error. The teaching procedure of direct instruction is as follows:

1. Clarity of goals and main points

    a. State the goals or objectives of the presentation

    b. Focus on one thought (point, direction) at a time

    c. Avoid digressions

    d. Avoid ambiguous phrases or pronouns.

2. Step- by- step presentations

    a. Present the material in small steps

b. Organize and present the material so that one point is mastered before the

next point is given

c. Give explicit, step- by- step directions (when possible)

d. Present an out line when the material is complex

3. Specific and concrete procedures

a. Model the skill or process

b. Give detailed and redundant explanations for difficult points

c. Provide students with concrete and varied examples

4. Checking for students' understanding

a. Be sure that students understand one point before proceeding to the next

point

b. Asks students questions to monitor their comprehension of what has been

presented

c. Have students summarize the main points in their own words

d. Reteach the parts of the presentation that the students have difficulty

comprehending, either by further teacher explanation or by students tutoring

other students.

5. Media Used in Dirrect Instruction

In applying Direct Instruction in English teaching, there are some

media that can be used as aids to support the success of the teaching- learning

process. Arends (1997) divides those media into two groups, namely:

a. Visual Representation

Providing a visual represenation of the concept or skill along with
the verbal Explanation assists studentsin following the explanation. Later,
at other points in The learning process, the visual representation serves as
a cue or prompt. If the Students make incorrect response indicated lack of
understanding, the teacher Provide hints or clues, such as referring back to
the visual representation. It is Important to probe for clarification and
improved answers.

b. Newsprint charts

Some teachers prefer newsprint chart because they can be made up
the night before. They can be posted on the wall, leaving the blackboard
for other use, and they can be stored for future use. They have some
functions such as: to increase understanding of a topic, add interest to a
subject, leghten the retention time of information, stimulate people to
action, and contribute to a desirable attitude.

Based on the theories of direct instruction as explained above, it can be
concluded that direct instruction in this research has a goal to promote students'
learning of procedural knowledge and declarative knowledge. The knowledge
about something or that something is the case is called as declarative knowledge.
While knowledge about how to do something is a procedural knowledge. It is a
suitable technique when the teacher wants students to learn particular skill. In
conducting a lesson with direct instruction, there will be several procedure
consisting of: clarity of goals and main points, step- by- step presentations,

specific and concrete procedures, and checking for students understanding. As the teacher does teaching learning process with direct instruction to teach vocabulary for the fourth grade students of elementary school level, there are some activities done by the teacher. It involves a topic of "Things around us" as the limitation of vocabulary area with the sub topic of "objects in the classroom". The implementation of what the teacher does during the teaching learning process by applying direct instruction in a real class includes several steps. Firstly, the teacher explains about orientation and presentation. Here, the teacher provides the objective of the lesson, describes the content of the lesson, discusses the procedures of the lesson, and explains the new concept by providing demonstration and examples. Structured practice and guided practice come next. The teacher leads the students through practice examples such as; *"Touch the table!", Hold your pen! etc*. The teacher also gives students opportunity to practice on their own as previously they did in a group work. The last is independent practice. The students practice on their own assistance and with delayed feedback from the teacher in how to do the instruction.

D. Rationale

Vocabulary becomes the significant part in learning second language. It is used as the fundamental point in mastering language skill covering listening, speaking, reading and writing. It is also important to be mastered since vocabulary as a good store of words is crucial for making communication between two speakers understandable each other.

Vocabulary mastery cannot be separated from the second language acquisition. It is used as a means to express what the learner intends to in the target language. It can also be said that vocabulary mastery plays an important role in language learning. In reading, it helps the learners how to understand a text and its content. In listening, they can make learners understandable each other as they speak. In writing, by having enough vocabulary mastery, they can elaborate their imagination, ideas based on the certain topic as large as possible. While in speaking, it helps the learners to explain their ideas or what they have in their mind orally.

Dealing with the students' vocabulary mastery, students of SD Negeri Pringanom 3 Masaran at the fourth grade level have low vocabulary mastery. There are some problems coming up as a sign that they still face some difficulties in vocabulary mastery. Those problems are: the technique applied by the teacher in not appropriate enough related to the topic or material, situation and condition, the teacher's focus which is only on writing skill and the less or even no more chance for the students in grasping the meaning of words. In determining the problems faced by the students in vocabulary mastery as mentioned above, it can be seen from the indicators which come up during the observation covering: the limitation number of vocabulary mastered by the students, their difficulty in memorizing the meaning of words and the English tests score are low. Based on the problems and indicators as explained above, there are some sources of problem for the students in vocabulary mastery. They are: the conventional way of

the teacher in teaching the material, students' assumption that English is a difficult subject and the monotonous class' atmosphere.

In order to obtain successfulness in vocabulary teaching, a certain technique is much needed to make it run well. As known, there are many techniques that can be applied in teaching vocabulary. Direct Instruction is one of the techniques that can be used in teaching vocabulary. It is specifically designed to promote students' learning of procedural knowledge and declarative knowledge which consists of five phases covering: orientation, presentation, structured practice, guided practice, and independent practice. It provides language practice in stimulating students in relevant way. By focusing on meaning through movement rather than on language form studied in abstract way, direct instruction reduces students' stress and creates a positive mood of the learners. They will be more active and directly involved in the classroom activity.

E. Hypothesis

Based on the rationale above, the hypothesis can be formulated as follows: Teaching English by using Direct Instruction will improve students' vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

The research was done in SD Negeri Pringanom 3 Masaran, Sragen. The school is located in Jl. Sari – Masaran, Sragen. The research was conducted from 1st February to 28th February. The research was held on Wednesday from 11.45 a.m. to 12.00 a.m. and on Friday from 09.15 a.m. to 10.00 a.m.

Related to the school's physical appearance, it has good building and supporting facilities. There are six classrooms, a teacher office, a headmaster office, a computer laboratory, a library, two bathrooms, a kitchen, two canteens and a parking lot. Almost all of the rooms are equipped with fans and ceramic tiles except for the first until third grade class. Overall, they are in good condition and well maintained. The surrounding atmosphere of this school can actually support the teaching- learning process. It is far from the public area and main high way.

B. The Subject of the Research

The subject of this research was the fourth grade students of SDN Pringanom 3, Masaran, Sragen. The fourth grade class consists of 29 students, 13 boys and 16 girls. There is always a rotation of their position, in which students always move once a week. Related to the student's background, most of them are coming from the low economy level. Their parents are mostly farmers and factory

workers. They also have low educational background; they only graduated from elementary schools. They spend almost all of the time for working. It affects students' motivation in learning since there is less or even no control from their parents.

C. Research Methodology

In conducting the study, the writer used Action Research. There are some definitions of action research proposed by some experts. Mills (2000) defines action research as systematic inquiry done by the teacher or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how their students learn (P.5).

Anne Burns (1999: 30) suggests a number of general features, which characterize the action research. They are:

a. Action research is contextual, small- scale and localized – it defines and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides imputes for change.

Based on the definitions above, it can be concluded that action research is the systematic study of efforts to overcome education problems for betterment done by the teacher or in collaboration of teachers and researchers.

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). There are four steps in this model of action research 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, and
4. Revising the plan for the following step.

This model can be illustrated in diagram below:

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                          ┌──────────┐
                          │   Plan   │──────────┐
                          └──────────┘          │
                  ┌────────┌──────────────┐     │
                  │        │  Reflection  │─────┐│
                  │        └──────────────┘     ││
                  │   ┌──────────────┐          ││
                  │   │  Action &    │◄─────────┘│
                  └──►│  Observation │           │
                      └──────────────┘           │
                                                 ▼
Step 1……………………………………        ┌──────────────┐
                                      │ Revised Plan │
                                      └──────────────┘
                                                 │
            ┌──────┌──────────────┐              │
            │      │  Reflection  │──────┐       │
            │      └──────────────┘      │       │
            │  ┌──────────────┐          │       │
            │  │  Action &    │◄─────────┘◄──────┘
            └─►│  Observation │
               └──────────────┘

Step 2……………………………………        ┌──────────────┐
                                      │ Revised Plan │
                                      └──────────────┘
                                                 │
            ┌──────┌──────────────┐              │
            │      │  Reflection  │              │
            │      └──────────────┘              │
            │  ┌──────────────┐                  │
            │  │  Action &    │◄─────────────────┘
            └─►│  Observation │
               └──────────────┘
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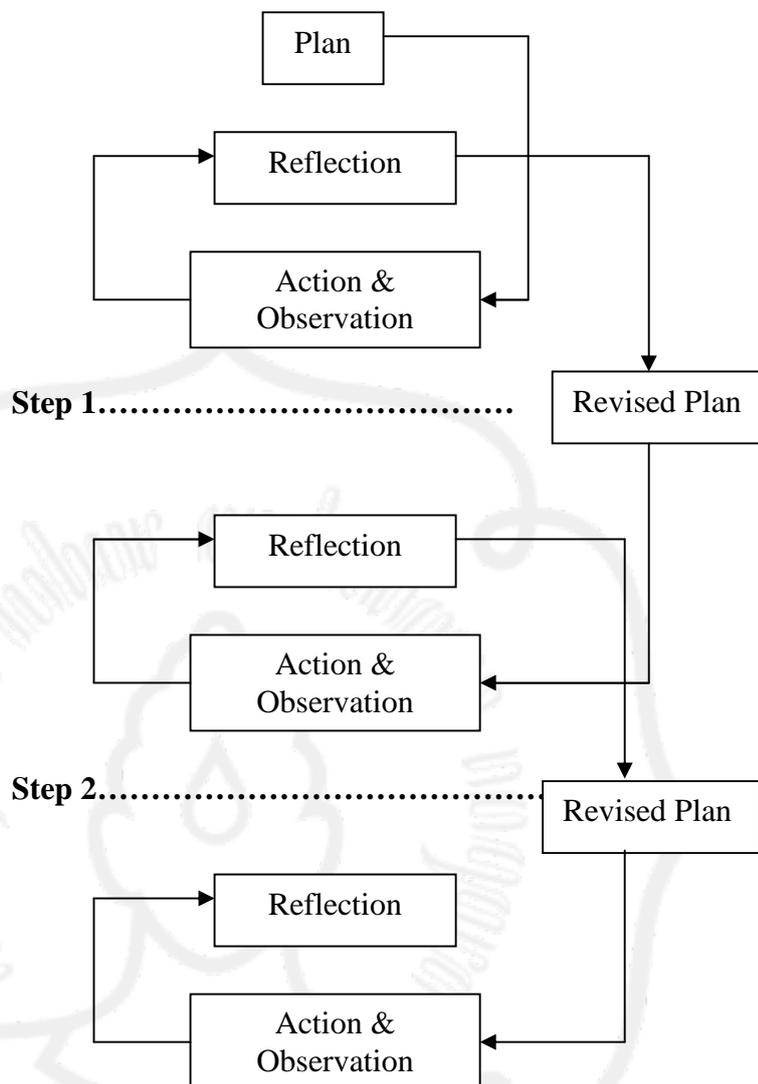
E. The Procedure of Research

In this classroom action research, the action research was conducted collaboratively. The teacher of fourth grade class was the facilitator and the observer, and the writer was the researcher who implemented the action. In this classroom action research, each procedure take six steps that form one cycle. They are as follows:

1. Identifying the problem

   The teacher identified the problems before planning the action. The problems refered to students' difficulty in mastering vocabulary. The fourth grade class teacher and the writer identified the problems by using two techniques. They are:

   a. Test

      The writer made multiple choice tests of vocabulary as pre-test and post-test to   know the students' ability.

   b. Observation and interviews

      The writer observed the students' behavior, motivation and attitude during the lesson and interviewed the fourth grade class teacher to know the model of class management and students' interaction.

2. Planning the action

   There were some preparations that would be prepared by the writer related to the action as follows:

   a. Preparing the materials

   b. Preparing sheets for classroom observation. It was prepared to know the situation of teaching- learning process when the technique was applied.

   c. Preparing teaching- aids for example picture, text- book etc.

   d. Preparing a test

3. Implementing the action

   The writer implemented the teaching learning activity of vocabulary using Direct Instruction based on the lesson plan made by him.

4. Observing/ monitoring the action

Observation is one of the instruments used in collecting the data. The fourth grade class teacher observed all the activities in teaching learning process while the writer taught the students.

5. Reflecting the result of the observation

The fourth grade class teacher and the writer made an evaluation. The test is in the form of:

a. Multiple choice test

In this test, the students would be asked to answer the questions in the form of objective option.

6. Revising the plan

Based on the weaknesses of the activities that have been carried out using direct instruction in teaching vocabulary, the teacher and the writer revised the plan for the next cycle. It would take 2 cycles to overcome all students' problem in vocabulary mastery.

F. Technique in Collecting the Data

In this classroom action research, the writer used qualitative and quantitative methods in collecting the data.

Qualitative methods included observation and interview. The data were in the form of words taken form the result of observation. It was done with his collaborator to know the situation of the teaching learning process and students'

behavior. The writer also used interview to get some data both from the teacher and students themselves. It was done in knowing the model of class management and students' interaction.

Quantitative methods included written test that covered pre-test and post-test. The data was in the form of numbers taken from the tests that was conducted before and after the cycles done.

G. Technique of Analyzing the Data

To analyze the teaching and learning process, the writer investigated the field notes by re- read the observation notes in form of words and reviewing the photographs. The writer also conducted tests in the beginning and in the end of each cycle. After conducting the test, the writer compared the student's vocabulary achievement in the pre- test and post- test to know whether there is improvement of students' vocabulary or not. The mean score of pre- test and post-test can be calculated with the formula:

$$\bar{x} = \frac{\Sigma x}{N} \qquad\qquad \bar{y} = \frac{\Sigma y}{N}$$

Which:

$\bar{x}$ = means of pre-test score

$\bar{y}$ = means of post-test score

N = number of sample

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the result of the classroom action research in improving students' vocabulary mastery through direct instruction to the fourth grade of SDN Pringanom 3, Masaran. It describes and discusses the data collected from the research.

The research was conducted in collaboration with the class teacher of the fourth grade who also becomes the English teacher in SDN Pringanom 3. The researcher was as the teacher who implemented the action, and the class teacher of the fourth grade was the facilitator and observer. The research was conducted in two sessions. The first was pre-search and the second was the implementation of Action research.

A. Pre-Research

Pre-research was conducted before conducting the action research. It was done in order to identify the problems during the teaching learning process dealing with students vocabulary mastery before using a new technique, to know the technique applied by the teacher in teaching and to find out the students' respond to the lesson including their problems in learning English.

In gathering the data of pre-research wanted by the researcher, there were several ways done by him such as: interviewing the teacher, interviewing the

students, observing the teaching – learning process and giving pre-test to the students.

Based on the interview and observation, in the pre-research, There are some important information the researcher got. The English teacher of SDN Pringanom 3 Masaran who taught from the fourth up to the sixth grade class was actually the class teacher, meaning that he has not got any related educational background with English major. He has been there for about two years. Dealing wit his major which is PGSD program, it affected the way of his teaching English. He has less experience in applying method or technique in English teaching especially to introduce new vocabulary to the students. Consequently, the teacher used usual or less varied technique such as translation. He did the same way from one meeting to the next meeting covering: explaining in Indonesian about some vocabulary in target language, translating them in English, asking students to repeat the words after him, and doing the tasks from the book.

From the interview, observation and pre-test it can be concluded that 1) students got low vocabulary mastery, 2) Students got difficulties in memorizing the meaning of words 3) Students were bored with monotonous class atmosphere.

The students' problem as mentioned above, which were got from several ways such as interview, observation and pre-test, came from the rising indicators and some factors causing those problems during the teaching-learning process. The indicators were: (1) They have limitation number of vocabulary mastered, (2) It was hard for them to memorize the meaning of words, (3) Their scores of English tests were low. Those were mostly coming from the students' point of

view. While some factors came from the teacher himself such as : (1) The technique applied by the teacher was not appropriate related to the topic or material, situation and condition, (2) The teacher only focused on the writing skill. The students were only asked to remember letter of words and wrote the vocabularies mentioned by the teacher.

In order to overcome several problems above, the researcher decided to bring about a new technique called Direct instruction in presenting and practicing new vocabulary through classroom action research in order to improve students vocabulary and to motivate them to be active and involved in the teaching learning process.

B. Research Finding

The research implementation of using Direct Instruction in improving students' vocabulary was divided in two cycles. Every cycle was held in several meetings. Both for the first and second cycle, the researcher took the same topic which was about *"at school"*. The difference was on the material. For the first cycle, it discussed *"about things at school"* while on the second cycle, it talked about *"personnel at school"*. It was held in February 3rd until 10th, 2010. Meanwhile, the second cycle was held in February 17th until 23rd 2010.

Every cycle in this research consisted of series of steps, namely: identifying the problem, planning the action, implementing the action, observing or monitoring the action reflecting the result of the observation and revising the plan.

The description of the research finding can be explained as follows:

1. Cycle I

    a. Identifying the problem

   The problems faced by the students were not far from the vocabulary mastery. It was proved from their English scores which were still low. Actually, they have learnt English since the third grade. It was very hard for them to remember and grasp the meaning easily. It was getting worse since they have an assumption that English was difficult subject. Unconsciously, it made their motivation in learning English especially be low. Moreover, they also felt bored with the teaching learning process done by the teacher since they had the same activities from one meeting to another one. The monotonous class atmosphere led the students to become less active to participate in classroom teaching-learning activities. They were reluctant to be involved in the on- going class. Moreover, the teacher has less- patient in teaching the students. It gave a bad impression to the students. Finally, they preferred coming, sitting, listening and writing rather than doing something wrong and getting punishment. On the other hand, the teacher did not try to improve the situation by applying or using other methods or techniques in order to gain students curiosity, participation and activeness relating to present and practice new vocabulary. The teacher liked to have less noisy students, so that there would be less disturbance in teaching-learning activity.

b. Planning the action

Before the implementation of the action research, the writer conducted pre-research. In the pre-research, the writer conducted interview with the teacher, interview with some students, observing the teaching learning activity done by the teacher and giving a pre-test. From the observation, the writer found that the teacher only focused on writing activity. Most of the time allotment was spent for taking some notes from the blackboard. It made the students passive. In this teacher-centered model, students had less chance to take a part in the teaching learning process. Another problem was the students' difficulties in remembering, grasping and pronouncing the words. The monotonous class atmosphere and students' behavior that were getting bored in the middle of teaching-learning process were other problems seen by the writer. Based on pre-research, the writer identified that the students' vocabulary mastery should be improved by implementing a teaching learning process that could overcome the problems. Therefore, the writer designed the teaching learning process through direct instruction.

Before implementing the action, the writer planned pre-test and post-test to know the students vocabulary improvement before and after action. The post test was given in the end of cycle, so that the writer knew the differences between the results of those tests. Relating to the topic discussed, the writer took one topic, namely "*at school*". The form of test

examined to the students was multiple choice tests with 20 questions. The pre-test was conducted on February 1st, 2010. From the pre-test result, the mean of the students' score was 45. 43. Then, the writer made lesson plan for cycle 1. He planned three meetings for cycle 1 based on the topic. The meetings were conducted twice a week with a regular schedule "Wednesday and Saturday". Meanwhile, the pre-test and post-test were conducted in the different days. The writer made one lesson plan for one meeting. As a result, there were three lesson plans in cycle 1. Each meeting involved different activities which there were still relation and continuantion between one meeting to the others. The second meeting was continuantion of the first meeting and the third meeting was the continuantion of the second meeting.

In the first meeting, the teacher gave orientation and presentation to the students based on the topic. Here, the teacher provided the objective of the lesson and the level of performance of the students. He explained about what they were going to learn and what kind of activities that they would done. The teacher also described the content of the lesson and its relationship to the prior knowledge if there was any. Next, the teacher discussed the procedures of the lesson that was; the different parts of the lesson and students responsibilities during those activities. Soon after the teacher finished giving the orientation, he continued the lesson by making the presentation. The teacher explained the new concept or skill and provided demonstration and example. He also made sure that students

have understood the information before they applied it in the practice
phase by checking them.

In the second meeting, the teacher led students through practice
examples. The students practiced as a group, offering to write answers.
This way was called as structured practice. The teacher demonstrated the
actions based on the topic, asked students to grasp the meaning of
demonstrated or practiced actions. In group practice, the teacher pointed a
certain group to perform the action in front of the class and asked other
groups to find out the name of actions. Then the teacher followed up the
lesson by conducting a guide practice. It gave students opportunity to
practice on their own while the teacher was still around them to observe.
He had several roles in this phase such as: monitored students and
provided corrective feedback.

For the third meeting, the teacher planned to conduct independent
practice. It was used to reinforce the new learning to ensure relation as
well as to develop fluency. Here, they practiced by themselves.

c. Implementation or Action

In implementing the action, the teacher used direct instruction
technique as stated in the lesson plan. It means that the instructional
process in the classroom used direct Instruction.

1) The first meeting was conducted on Wednesday, 3rd February 2010
    (11.15-12.00)

The teacher greeted the students, asked their condition and checking their attendance. The teacher got into the lesson by asking the students about *things at school*. There would be several vocabularies that they were going to learn. When the teacher asked about the meaning of *things at school*, almost all of the students kept silent. Then, the teacher told to the students what *things at school* were and continued with explaining the instructional goal of the lesson. They were going to learn about some objects at school. Next, the teacher asked the students to mention some objects at school in Indonesian first. Some students stated the objects such as: *buku, pen, pensil etc*. The teacher asked the students to mention those things as stated previously in English. Only few of them could give some answers such as: *book, pen, pencil, etc.*

The teacher decided to write about *things at school* in the black board, asked to copy them, read the vocabulary and ask the students to repeat after him. In the end of the lesson, the teacher explained that in learning about *things at school,* there would be demonstration and example. The teacher demonstrated the actions related to the topic and asked the students to pay attention.

2) The second meeting was conducted on Friday, 5th February 2010 (09.15 – 10.00)

The teacher greeted and checked the students' attendance. The teacher reviewed the previous lesson by asking some questions. The

teacher asked the students to mention some objects or things at school. The teacher asked the students to take their pencil case and open it. The teacher stated a certain object and asked the students to take it. The teacher gave direct instruction and asked each group to do the actions wanted. The teacher asked certain group to practice or perform in front of the class. One of the group members gave the oral instruction and other tried to grasp the meaning of the action done and guess the name of the object demonstrated by his/her.

3) The third meeting was conducted on Wednesday, 10th February 2010 (11.15-12.00)

The teacher started the lesson by greeting and checking the students' attendance. The teacher remained again the previous lesson by giving some questions to the students. He asked what they had done on the previous meeting. The teachers took some object from his bag, lift them up one by one and asked the students to identify it. The teacher asked the students to prepare several stuffs on their table. The teacher stated the instruction and they took the object as asked by him. The teacher asked to practice individually in how to say the command orally while doing the action as well. The teacher asked the students to have the action in front of the class one by one.

d. Observation

The result of the observation can be explained as follows:

1. The first meeting

The teacher entered the fourth grade classroom soon after the bell rang. The situation was so noisy and crowded. A few minutes later, they kept calm the teacher explained to the students about the topic which was *"At School"*. When the teacher asked the meaning of the topic, they just kept silent. There was no response at all. The teacher told the meaning of school. They were afraid of answering the question which actually they could do it. The situation was not supporting enough, since it was the last lesson. Moreover, the students looked very tired and its weather was very hot. The students listened to the teacher enthusiastically when he told them about the goal of the lesson. The teacher asked them to mention some objects at school. Since there was no volunteer who wanted to try, the teacher pointed certain student. She stated the object in Indonesian. It was followed by other students who raised their hands. Their answers were *"buku, pen, pensil"*. The teacher asked the students to mention the objects in English, buy only few of them could state it. When the teacher asked about *"kapur"* in English, no one of them could answer it. Next, the teacher explained that in learning about some objects at school, there would be a new way or concept by doing an action or demonstration based on the topic discussed. The teacher gave a model about the action once and the students paid attention on him. Considering the fewer vocabularies mastered by the students, the teacher decided to

write down all of the vocabulary on the blackboard. The teacher asked them to copy on their books. Next, the teacher read the objects at school and asked the students to repeat after him. The students seem shy and reluctant to do so. The teacher asked to repeat again after him loudly. In the middle of reading those objects, some students laughed since they felt that the way of words pronounced were funny. In giving the example of demonstration, the teachers lift the book. He said, *"book"*. He asked the students to do as well after giving the example together. Then, the teacher included a new word which was *"open"*. He said *"open"*. Next, in the teacher asked the students to repeat the word. He did it while opening the book. The teacher stood up, took the book, opened it while saying *"open the book!"*. He did the action and oral practice in the same time.

2. The second meeting

The teacher reviewed the previous lesson by asking the students the meaning of objects at school. It was the second lesson after the break time. The students still looked fresh and full of spirit. The class situation was quite calm. When the teacher entered the class, some of the students still talked each other in a low voice. Related to the questions about some objects at school asked by the teacher, only few of them who were clever answered it. The others just kept silent and shy. To break the ice, the teacher asked the students to open their pencil case. He asked to take them out. The teacher asked the students

to take, hold it up as stated by the teacher. He said, *"Take the ruler"*. When he said so, some of the students took the wrong object. It made the other students laughed since they felt it was funny. Next, the teacher asked the students to work in group. The teacher divided the students into six groups. The teacher gave an action related to the topic learnt and each group guessed it. The teacher acted cleaning the blackboard. Then, all groups answered, *"clean the blackboard!"*. They looked very active, happy and enthusiastic. Next, the teacher asked each group to demonstrate the actions in front of the class. One of the members acted to give the actions while other member tried to guess the actions.

3. The third meeting

The teacher made a small preview about the topic discussed on the last meeting. He asked to the students about the material they had learnt previously including its activity. He said, *"Hayoo...kemarin ingat gak pelajarannya apa trus ngapain aja?"*. The students answered *"itu lho pak...tentang benda-benda ada book, eraser, vase dan lain-lain, trus ada juga nebak gerakan, pak."*. Then, the teacher took some objects from his bag. He asked the students to mention the object as he held. There were still few students who gave inappropriate response. The teacher asked the students to prepare the objects as the teacher asked to bring on the table. The teacher gave a direct instruction and asked the students to do the action. He said,

"Touch the book!", " Take your flag!" etc. At this stage, there was a student who did the wrong action. It seemed that he confused. It caused other students to laugh. Next, the teacher asked the students to practice the action by combining both demonstration and oral practice in the same time.

e. Reflection

After analyzing the observation result in cycle, the writer reflected several positive results and some weaknesses in the first cycle. They were described as follow:

1) Positive result

a) Using Direct Instruction in explaining the topic of *"At school"* attracted students' curiosity. They paid attention carefully to the teachers' explanation in how to act and guess the action.

b) They enjoyed the lesson. It could be seen from their happiness, smile and press less when the class started.

Their English score increased significantly compared with the pre-test. In the post-test, there was an improvement. It means that there was an improvement of students' vocabulary mastery as well. The mean score of pre-test was 45. 34 and the mean score of the post-test was 60. 68. There was an improvement of the students' vocabulary mastery after cycle 1.

c) There was a changing on students' behavior to the lesson. They were so active and enthusiastic to be involved in the lesson.

2) Weaknesses

a) Some of the students were still busy with themselves. They did not listen to teachers' explanation. They preferred to look at their friends' action rather than try to practice.

b) Some of the students were still shy, when the teacher asked to practice the action both in group and individually. Some of them were afraid to make a mistake as the teacher instructed to do the action. It made them be passive one.

c) In taking the object asked by the teacher or grasping the meaning of the word, the students still made mistakes. They took the different object from the instruction stated. Dealing with the pronunciation, they still made error as well.

Based on the fact, the writer thought that it was necessary to conduct the second cycle.

3) Cycle II

a) Revised Plan

Considering the problems that appeared in cycle 1, the writer revised the plan in order to minimize or even complete the weaknesses so that it would not come up again.

The plan for the next cycle- would focus more on the way to get students' attention and concentration including classroom management to reduce students' noise, their comprehension with the instruction, improving students' participation on the lesson which was from passive to be active and improving students' vocabulary mastery. Based on those problems, the writer who was also as the teacher proposed to conduct the second cycle. The implementation of direct instruction in this cycle would be held in three meetings. The topic discussed was the same with the first topic but the material was different.

b) Implementation

The implementation of direct instruction technique was described in a whole of three meetings. The first and the next meeting still had relation and continuation from one to another.

1) The first meeting was conducted on Wednesday, 17th February 2010 (11.15-12.00)

Soon after the bell rang, the students sat on their chair and looked very excited to welcome me. To cheer up the situation, the teacher asked the students to sing a song *"Mr.Gogo"* together. They sang the song loudly and happily. After having finished, the teacher asked the students about some people at school. He said *" Anak-anak siapakah ibu Anissa itu?"* The students answered *"Guru Agama Pak"*. The

teacher asked the students to mention about other people at school. When the teacher asked the students about what were the *personnel at school*, they answered just the meaning of school. Then, the teacher explained that they were going to learn about personnel at school. The teacher stated that there would be an action to practice the instruction. He gave the model and the students were asked to imitate the action. The teacher pointed certain student, gave the instruction and asked his/her to give the response. In the end of the lesson, the teacher asked the students to write down some personnel at school in their book. The teacher drilled the vocabularies and asked the students to repeat after him.

2) The second meeting was conducted on Friday, 19th February 2010 (09.15-10.00)

In starting the lesson, the teacher asked the students about the topic discussed previously. The teacher asked about some personnels at school. He stated the position and the students were asked to state the name of the position. They answered in loud voice. Then, the teacher divided the students into several groups. The members of the group were different from the previous one to have a variation. Each of group was given some pictures of the school's personnel in their school. The teacher stated the position of the school personnel and

asked the students to lift the right pictures as the instruction. Here, the teacher also combined with game by taking each group to perform the action in front of the class. One of the students played a role as the instructor who gave the command, while other members tried to guess the answer. In the end of the lesson, the teacher asked them about what they had learnt and gave the homework.

3) The third meeting was conducted on Tuesday, 23rd February 2010 (07.15-08.00)

The teacher began the lesson by asking their homework. While waiting the students prepared their books, the teacher reviewed the previous lesson by asking some questions about personnel at school. He pointed certain students to give the answer. Most of them could give the correct answer. Then, the teacher sticked two pictures of school personnel on the blackboard. The teacher asked certain student to give the instruction, while doing the action. The other students were asked by the teacher to pay attention on him/her. It was done individually until all of the students performed their action in front of the class. They were so active in performing the action although some of them still looked shy.

c) Observation

The result of the observation can be explained as follows:

1) First Meeting

After entered the classroom, the teacher asked the students to sing a song together entitled *"Mr. Gogo"*. He thought that by having happy beginning on the lesson, it would pump up students' motivation. They sang the song loudly and happily. Then, the teachers asked a question to the students. He said *" Anak-anak siapakah ibu Anissa itu?"*. The students answered *"Guru Agama Pak"*. The teacher asked again to the students *"Trus…. Siapakah ibu Asti itu?"*. The students responded *"Penjaga Perpustakaan Pak"*. Then, the teacher told to the students' that they were going to learn new material. Hearing that, they were going to have a new material to be learnt, the students looked very enthusiastic in listening teacher's explanation. They could put their main attention on the lesson although a little bit was still heard from back. The teacher said that the material was about personnel at school. Then, the teacher asked what personnel at school to the students were. Since they could only answer the meaning of school, the teacher explained about it. He also stated that there would be an action or performance as they did previously. The teacher asked the students to write some of personnel at school on the blackboard. They were still in Indonesian. He translated them into English and asked the students to copy in their book.

Then, the teacher read the words and asked the stated the students to repeat after him. He drilled for several times until they could state in correctly. Next, the teacher called certain students to go forward in front of the class to practice the instruction. He pointed the boy and said *"Student"*. The teacher did it again and followed by other the students.

2) Second Meeting

After greeted the students and checked the attendance, the teacher directly reviewed the last lesson to know how far their comprehension was. The teacher said *"Ok.....Every body! Who is your headmaster?"* The students answered *"Mr. Sukardi"* He asked again *"who is your librarian?"* They responded *"Mrs. Asti"*. They answered happily and loudly. They still remembered about some personnel at school. The teacher asked them to pronounce the words together. Then, the teacher divided the students into several groups. He gave five pictures of the personnel at their school for each group. He asked the students to take the pictures as he instructed and lift up. They were so active in order to be the fastest one to take and lift it up. The class atmosphere seemed to be alive.

The teacher explained that they would play a game. They looked very surprised and enthusiastic to hear that. The teacher asked each group to name their group. In the game, the

teacher would give a direct instruction and the students should take the right picture while doing the action. The fastest group which did it correctly and fatly would get a point. They should say *"BINGO"* to determine who the fastest one was. The one who could collect most points would be the winner. The game was so fan and challenging. Then, the teacher continued the lesson by asking each group to practice in front of the class. One of the students would give the instruction and other tried to guess with what his partner meant by taking and lifting up the right picture.

3) Third Meeting

As usual the teacher began the lesson by reviewing the previous lesson. The teacher asked the students about the personnel at school to them. The students were so active in mentioning the vocabulary meant. Then, the teacher gave an instruction by doing an action. The students responded by saying *"Point the students"*. They seemed very excited and could not wait to guess the answer for the next action done by the teacher. Next, the teacher took out there picture consisting of headmaster, school guard and librarian while two other personnel were teacher and students themselves. The students were asked to perform in front of the class with the action including its oral practice. This activity was done individually.

d) Reflection

The writer decided to stop the cycle since the result of the cycle 2 showed good improvement of student's vocabulary and student's behavior. After analyzing the cycle, the writer found that the students still remembered the vocabulary taught. They could give the correct response or answer every time the teacher asked them to predict the action as well the pronunciation. It meant that they could grasp and remember the meaning of vocabulary.

In cycle 2, the writer could have a better classroom management. He could reduce students noisiness and be more manageable. The students were not busy with themselves. They could put their concentration more on the lesson. Although there was still a little bit noise from back, generally they listened to the teachers' explanation enthusiastically. Some of the students who were previously shy showed up their action confidently and actively. They said that it was fun.

Compared with the cycle 1, there were several progressions in cycle 2. The students actively took a part on the lesson. It seemed that they did not feel bored anymore with the teaching learning activity. They could express freely in line with the topic in doing the action. The classroom atmosphere was also much better.

To support the data, in the end of cycle 2, the writer conducted the post-test. The mean score of the post-test was 68. 10.

There was an improvement of the student's vocabulary mastery after cycle 2.

C. Discussion

This section presents discussion of the research findings during the research. The research findings were from the observation, test and interview.

1. Observation

The observation was done by the teacher and the observer during the research. The result of the observation was the as field notes. From the field notes, the writer found some weaknesses and strengths during the implementation of direct instruction.

Based on the teaching-learning process conducted in the first and second cycle, several weaknesses could be identified during the implementation of direct instruction technique. In the first cycle, most of the students were reluctant to join the lesson. They preferred to become good listeners. They had little intention to take part in the teaching learning process. It was getting worse since they were so shy and afraid of making a mistake. In fact, it was much better in the cycle 2. They became active. Unfortunately, their activeness turned them to be noisy one. Some of them were busy with themselves when the teacher explained the lesson.

Instead of weaknesses, there were also some strengths that could be found in the first and second cycle. In the first cycle, they paid attention carefully on the teacher's explanation in how to act and guess the action. It

attracted their curiosity. They also enjoyed the lesson. They looked so happy and had motivation to be involved in the classroom activities. While in the second cycle, they had a much better progression in how to guess, grasp and answer the meaning of certain words related to the topic by the teacher. They seemed to be so active, enthusiastic and full of participation every time the teacher asked them to guess and answer the question. They were also not shy anymore to demonstrate the action. By combining games and group work, it trained them in how to work together, help one another and be cooperative.

In implementing direct instruction to teach vocabulary, there were be several significant points that happened during the teaching learning process. The students looked very confused in comprehending the core of the technique. When the teacher did the orientation and presentation, the students just kept silent. However, when the teacher told them about the action and how to do it, they showed an attention and curiosity. The students' responses were getting better in participating to the lesson when the teacher did structured practice and guided practice. They were so active in taking part in the teaching learning process by working in a group. They were brave to demonstrate the action or give the instruction. While in the independent practice, the students were able to answer the teacher's question about certain vocabulary. They were also so confident in performing the instruction with an action and oral explanation.

2. Interview

The writer conducted an interview to the fourth grade class teacher and students. The teacher here also became the observer while the writer implemented the direct instruction technique. The observer said that in the first cycle some of the students were still busy with themselves. He also stated that they were still shy when the teacher asked them to do the instruction while doing the action.

In the second cycle, the observer said that there were several significant improvements. The students looked very active in the teaching learning process. There was a change of behavior from passive to be active. They felt happy with the class atmosphere.

3. Test

The result of students' vocabulary mastery achievement test showed that the implementation of direct instruction can improve the student's vocabulary mastery. It can be concluded by analyzing the student's score before the research and students mean score of each cycle. In the pre-test, the mean score was 45. 34. In cycle 1, the mean score of post-test was 60. 68, while in cycle 2, the mean score of post test was   68. 10.

From the explanation above, it can be seen that the students' mean score improved in the second cycle. The writer can conclude that the implementation of direct instruction in teaching vocabulary can improve the students' vocabulary mastery on the fourth grade of SDN Pringanom 3 Masaran Sragen.

D. Hypothesis Testing

Based the explanation above, it can be concluded that action hypothesis is accepted. Teaching students through direct instruction can improve students' vocabulary mastery. During the teaching learning process, students showed their interest to participate on the lesson conducted. They looked to actively involve in the classroom activities by doing an instruction with an action. They enjoyed the lesson very much. There was also an improvement on the students score. It improved from 60. 68 in the first cycle to 68. 10 in the second cycle.
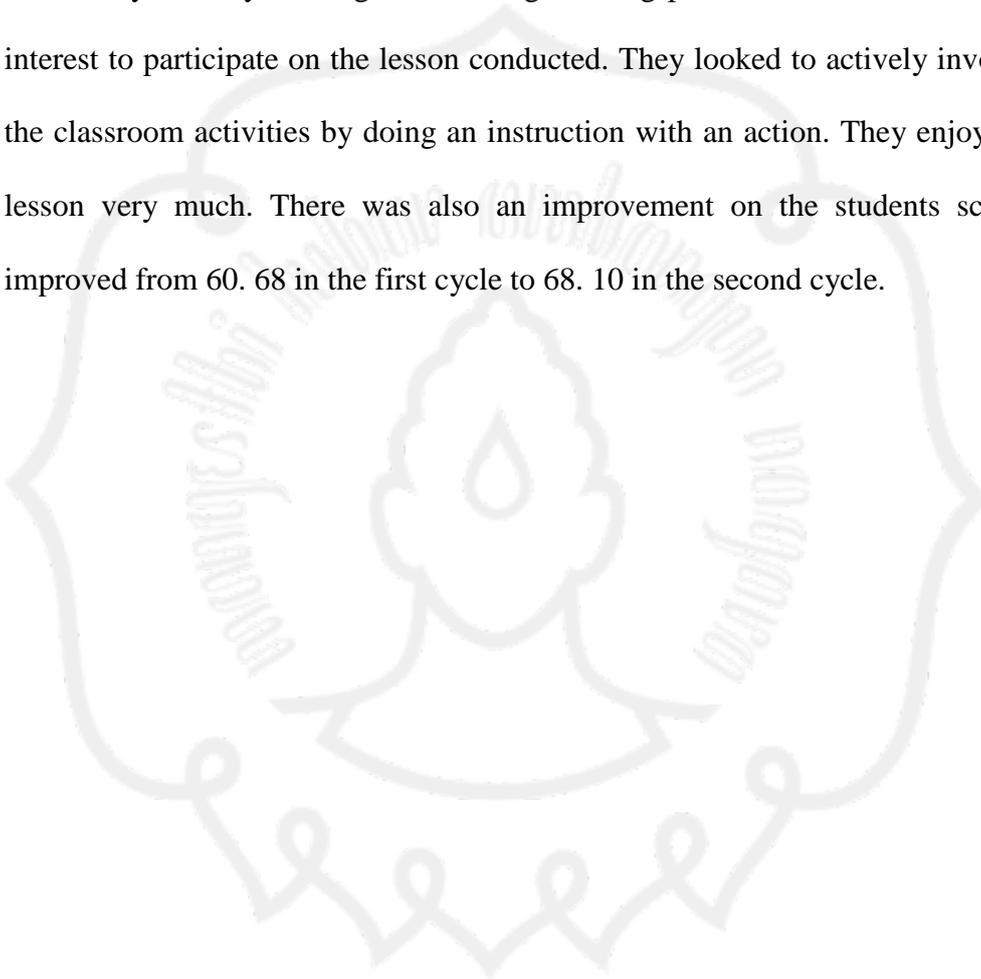
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Having conducted the research of teaching English vocabulary at the elementary school level, it can be shown that the implementation of direct instruction can improve the students' vocabulary mastery. There were several improvements reached by the students, not only on their academic score, but also on their behavior to the lesson.

Dealing with the score that the students got, there was a significant improvement. The use of direct instruction improves the fourth grade of elementary level students' achievement in learning English especially in vocabulary mastery. It can be seen from the comparison between the mean score of pre- test and post- test in cycle 1 and cycle 2. For pre- test, the mean score of was 45. 34. The mean score increased on post- test 1 and to become 60. 68. In cycle 2, the mean score of post- test 2 was 68. 10. It was higher than the mean score of post- test 1.

Related to the students' attitude or behavior to the lesson, there were some positive progressions that supported them in mastering the vocabulary taught. The Direct Instruction technique could create more comfortable atmosphere inside the class. During the teaching- learning process, the students were more active, enthusiastic and also interested to take a part in the lesson. They were not shy

anymore and they were highly motivated to join the instructional process. It also increased their confidence. It can be seen from their bravery in demonstrating some actions or giving some instructions as well in front of the class to reflect certain vocabulary meaning. As the final result, they could remember the meaning of words easily.

B. Implication

In the instructional process, it is necessary for the teacher to apply certain technique in order to obtain students' successfulness in vocabulary mastery. By choosing a technique which can increase students' activeness and involving it into the teaching learning process, it can lead them in mastering vocabulary easily.

Based on the conclusion on the study, there is a significant improvement in the students' vocabulary mastery after they are taught using Direct Instruction. It is one of the effective techniques in teaching English in elementary school since it can improve the students' vocabulary mastery.

C. Suggestion

In the end of this chapter, the writer would like to give suggestions related to this research which will hopefully be useful for other English teachers in elementary school and other researchers. The suggestions are as follows:

1. To other English teachers in Elementary school

The teachers in elementary school should be able to find the most suitable technique or method to be applied in the teaching learning process. It becomes the

important point as the key of success for the students in learning. The teacher should make a supporting classroom atmosphere as interesting as possible. It means that they can enjoy and relax in learning English without feeling reluctant to be involved into the lesson conducted. In applying direct instruction technique itself in English teaching, English teacher should consider some aspects such as: the material, the clearness of the instructions, students' understanding with the commands, and the time allotment. The teacher should also think about the lesson sequence consisiting of orientation, presentation, guided practice, structure practice, and independent practice in order to make the instructional process run well.

2. To other researchers

In teaching English for children, this research can be used as the source in gaining more information in how to teach them with direct instruction. It can also be used as the technique to improve students' vocabulary by applying it in a different topic. In this research, it can be found the way of presenting certain topics by using the direct instruction to improve students' vocabulary mastery. It involves some steps which are done orderly with fun activity for each meeting to attrack students' participation to the lesson.

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