

**OPTIMIZING THE USE OF VISUAL AIDS TO IMPROVE STUDENTS'
VOCABULARY MASTERY
(A CLASSROOM ACTION RESEARCH AT THE 4TH GRADE OF
SD N KENOKOREJO 04 SUKOHARJO IN THE ACADEMIC YEAR OF
2009/2010)**



Written by:

Wulan Fajar Setyorini

X.2206054

THESIS

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**ENGLISH DEPARTMENT
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CHAPTER I

INTRODUCTION

A. Background of the Study

Globalization era has come. The acquisition of foreign language especially English as an international language has become more and more important in facing the globalization. Everyone has to be able to communicate to foreigners because there will be no boundaries among the countries. In relation to the importance of English, Indonesian government has included English as the first foreign language which needs to be studied at schools or colleges. English is taught formally from the Junior High School to the university level. But, at the present English is taught in Elementary School level as a local content. Suyanto (2007: 100) says, "*Sebagai salah satu matapelajaran muatan lokal, bahasa Inggris diprogramkan mulai kelas 4 SD.*"

The English curriculum of 2004 for SD/MI (2005: 1) states that "*Bahasa Inggris bagi siswa Sekolah Dasar bukan berfungsi sebagai suatu bidang kajian, tetapi lebih pada persiapan siswa untuk mencapai kompetensi yang diharapkan di Sekolah Menengah Pertama... .*"

It means that the government intends to introduce English to Elementary School students as the basis for the higher-level education.

One of the elements in teaching language that can not be separated from teaching English at Elementary School is English vocabulary. As the beginners in learning English, they have to know vocabulary and understand the meaning of words first. Allen states that understanding the meaning is the first step in learning a word

(1989: 21). Knowing a lot of words in foreign language is very important. It is difficult to master foreign language without mastering or understanding its vocabulary. Vocabulary is the foundation to build language which plays a fundamental role in communication. By mastering vocabulary people can express their ideas and understand others well.

Vocabulary mastery has always been an essential part of English learning. The mastery of words is important for students, especially in language learning. It is in line with the statement from Coady and Huckin (1998: 5) that vocabulary is central to language and of critical importance to the typical language learner. Similarly, Rivers in Nunan (1998: 117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. Hardjono (1988: 71) adds, "*Dari semua aspek dasar bahasa asing yang harus dikuasai siswa dalam proses belajar, aspek kosa kata yang paling penting, tanpa penguasaanya tidak mungkin orang bisa menggunakan bahasa asing.*"

Vocabulary provides the basis for mastering English skills i.e. writing, reading, listening and speaking. All the four aspects are interrelated. But, before students master all aspects, they must master vocabulary first. Vocabulary must not be neglected by anyone who learns a language. McCarthy (1990: viii) argues that the biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered,

without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

After interviewing the English teacher in SD N Kenokorejo 04, the result can be indicated that the difficulty of the students in learning English is coming from their vocabulary lack. It is known from the statements of the teacher who said that learning English in SD N Kenokorejo 04 was a difficult thing. Her statement was:

“Anak-anak hasil pelajaran bahasa Inggrisnya jelek, meskipun remidi tetap saja nilainya jelek. Kalau di SD yang di pelajari kosa kata. Tapi mereka itu kalau pas pelajaran tidak mau memperhatikan, ada yang gaduh, coret-corek buku nggak memperhatikan. Bu guru malah gambar aneh-aneh. Kalau disuruh menghafalkan kosa kata sebagian anak bisa tapi besoknya dah lupa. Alasannya bahasa Inggris itu susah.”

The problem in the fourth grade of SD N Kenokorejo 04 was the low vocabulary mastery. The students' mastery of English couldn't be achieved well because of their vocabulary lack. It was indicated by their vocabulary test score that was low. The mean score of the vocabulary test was 43. There were some incorrect pronouncing and spelling. They also got difficulty in understanding the meanings.

Based on the results of pre-observation done by the researcher in the fourth grade students of SD N Kenokorejo 04 Sukoharjo, it could be concluded that the low achievement of students' vocabulary mastery in the fourth grade students of SD N Kenokorejo 04 was caused by some factors, like: (1) The students didn't have good motivation in learning English. It was because the teacher was not creative. She only focused on doing the task. The teacher taught monotonously, so the students were bored. (2) The students had low attention to the teacher's explanation. It was because the teacher never used the media and interesting activity. So, the students weren't

interested to listen the teacher's explanation. There were pictures, maps, photographs, realia/real objects and other teaching-learning media in the class but the teacher did not use them in optimal way. Thus, the media were useless; they were just hanging on the wall. (3) The students got difficulties in pronouncing, spelling, and understanding the English words. It was caused by the technique which was used by the teacher in making the students master vocabulary well, the teacher just made a list of words that was appeared in the topic. The list was made with the Indonesian meaning. Then, the teacher asked students to memorize each word. The weakness of this technique was the students must memorize a lot of words and the students possibly imagined the new words without complete understanding. Therefore, the students got difficulties in learning the words. They couldn't pronounce, spell and understand some English words correctly. (4) The students were passive in teaching-learning process. It could be seen when the teacher asked the students to answer the questions, there were just some students who gave a response.

Considering the characteristics of the children for example they are full of imagination and they like an interesting activity, teacher has to invite them to learn in an exciting way. The interesting activities can be supported by the use of media. Gagne (1970) in Sadiman (1996: 6) states that *media adalah berbagai jenis komponen dalam lingkungan siswa yang dapat merangsangnya untuk belajar*. Similarly, Briggs (1970) adds that *media adalah segala alat fisik yang dapat menyajikan pesan serta merangsang siswa untuk belajar*. While, Heinich in Suyanto (2007: 101) states that media is carriers of the message. Thus, media is something which can be used by the teacher to texplained the message for the students.

One of the media that can be used in learning the English words is visual aids. Heinich (1996: 66) states that visuals can simplify information that is difficult to understand. Similarly, Brewstar, Ellis and Girard (1992: 91) argue that visual support helps pupils understand the meaning and helps to make the word more memorable.

Vale and Feunteun argue that illustrations and the use of visual aids are extremely important in the teaching of a second language to young learners (1998: 106). In line with Vale and Feunteun, Allen (1983: 7) adds that visual aids are important because success in learning often depends on the number of senses which are used in the learning process. When students can touch something, in addition to hearing and seeing the word that names it, there is a stronger chance that the word will be learned. Thus, it can be said that the use of visual aids are important to help the students in learning the words. Visual aids can be used to illustrate the words, so the students can easily to learn.

Based on the pre-observation, the students didn't have motivation in teaching-learning process. So, the teacher could use visual aids which developed fluency in language learning, which promoted interaction in the classroom and which increased motivation. According to Morgan (1994: 1), good visual materials will help maintain the pace of the lesson and the students' motivation. Heinich (1996: 66) adds that visuals can also motivate learners by attracting their attention, and generating emotional response. Thus, as the learners learn most through visual stimulus, they will be easier and quicker in learning the words. They also more interested in teaching-learning process.

From the opinions above, it can be said that visual aids are a lot of fun, students enjoy them and they can be a motivator to learn because they are interesting. The visual aids lift the pace and they are very memorable because imaginative experience helps them to develop their own memory powers. The use of visual aids really helps students to learn the words.

The problems in SD N Kenokorejo 04 motivate the researcher to find out the solution to help the students' difficulties in learning English. Therefore, the teacher needs interesting media to help the students to learn the vocabulary and to make the students become more interested in learning English. The action research is carried out in the classroom by using visual aids. The research is conducted at SD N Kenokorejo 04 by involving twenty two students of the fourth grade. Thus, the researcher is interested in carrying out a study on **OPTIMIZING THE USE OF VISUAL AIDS TO IMPROVE STUDENTS' VOCABULARY MASTERY (A CLASSROOM ACTION RESEARCH AT THE 4TH GRADE OF SD N KENOKOREJO 04 SUKOHARJO IN THE ACADEMIC YEAR OF 2009/2010).**

B. Limitation of the Problem

There are many problems concerning with teaching English in the Elementary School, but the researcher limits the study to help the students in mastering vocabulary by optimizing the use of media in the class. The media that are used to support the teaching learning process are visual aids (realia/real objects, pictures, flash cards).

C. Problem Statements

There are many problems in teaching-learning process which are mentioned in the background of the study above. The research focuses on certain problems related to the efforts to overcome the difficulties in teaching learning of vocabulary. The researcher identifies the problems as follows:

1. Can optimizing the use of visual aids improve students' vocabulary mastery?
2. Can teaching English using visual aids improve students' motivation in learning English?

D. The Objectives of the Study

In this research, the writer has some objectives:

1. To find out whether optimizing the use of visual aids can improve the students' vocabulary mastery.
2. To know whether visual aids can improve Elementary students' motivation in learning English.

E. The Benefits of the Study

This study may give some contributions in solving the problems related to teaching vocabulary. They are as follows:

1. For the teacher

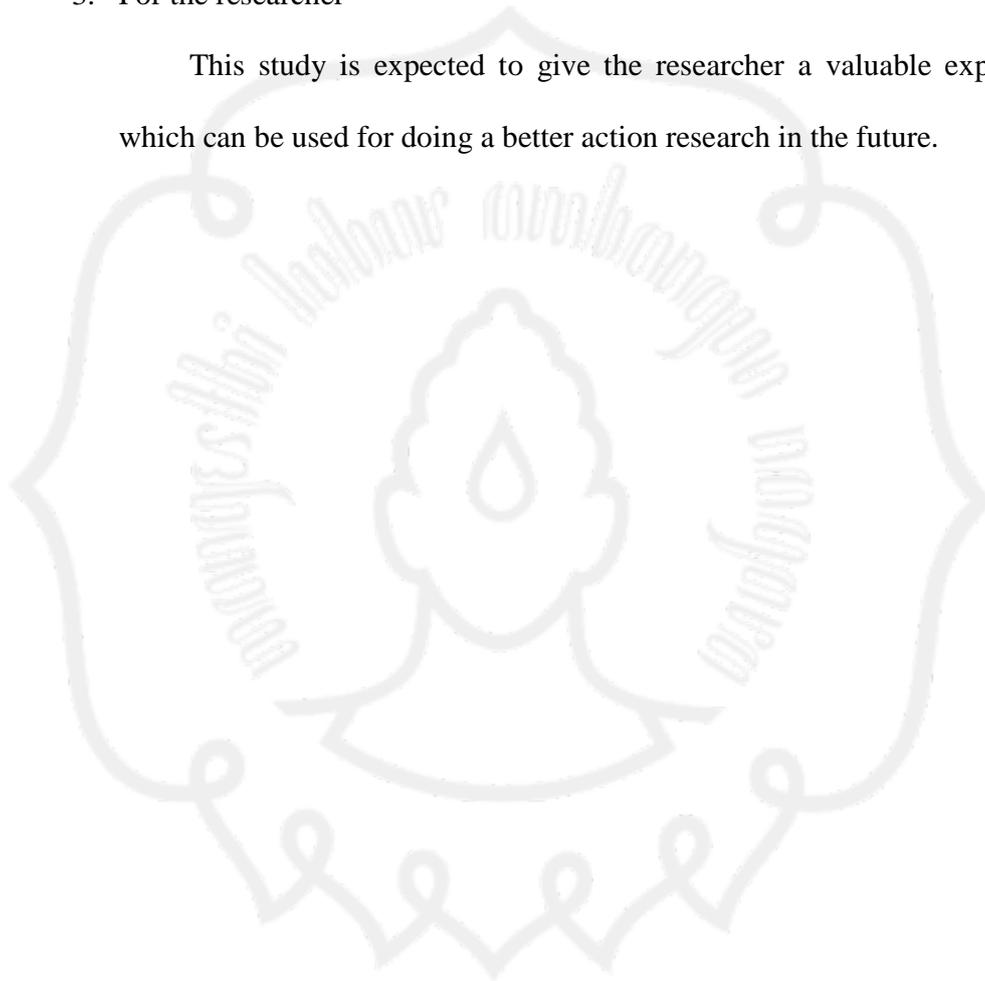
The result of this research may help the teacher in choosing the technique and media in teaching vocabulary especially for Elementary School students. By choosing an appropriate technique and media in teaching vocabulary, it is expected that the students can get better result in mastering English vocabulary.

2. For the Students

Through visual aids, the students can be interested to learn new words and they are more motivated in learning English. So, the students can enjoy the teaching learning process.

3. For the researcher

This study is expected to give the researcher a valuable experience which can be used for doing a better action research in the future.



CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The research was carried out in SD N Kenokorejo 04, Polokarto, Sukoharjo. It is one of the most favorite elementary schools in Polokarto. It can be seen from the number of students the school has. There are one hundred and seventy five students. The research was conducted on the second semester of academic year 2009/2010. The research was conducted through teaching-learning process in the classroom by using aids to teach vocabulary. The research was held from March to May 2010. It can be shown as follows:

No	Activity	Time of Research
1.	Preparation of try out and pre test	March 2010
2.	Pre test	April 2010
3.	Action	April 2010
4.	Post test	April 2010
5.	Analyzing the result	May 2010

Table 1. The Schedule of the Action Research

B. Subject of the Research

The subject of the research is the students in the fourth grade students of SD N Kenokorejo 04. The research involves twenty two students, consisting of ten female students and twelve male students.

The reason in choosing the fourth grade as the subject of the research was because the result of pre-observation in the teaching learning process showed that the students' motivation in learning was still low. It can be seen from their behaviors in learning process. However, there were some students who have high motivation in learning English but it was just the minority. During the teaching and learning process, the students looked bored and did the tasks or English learning activities unenthusiastically. They were passive and these passiveness influenced their result of study. It can be seen from their achievement of the vocabulary test which was not satisfying enough. They got some difficulties in pronouncing, spelling, and understanding the English words.

C. Method of The Research

The research method used in this study is an action research. Therefore, this chapter will discuss the action research.

1. The Nature of Action Research

There are several definitions of Action Research proposed by some experts. One definition is proposed by Nunan. He stated that Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data (1992: 3). In line with Nunan, Mills (1992: 6) mentions four steps processes in action research:

- (1) Identify an area of focus.
- (2) Collect data.
- (3) Analyze and interpret data.
- (4) Develop an action plan.

R.B Burns in Burns (1999: 30) says that Action Research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen. While, Mills defines AR as any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn (2000: 6).

Wallace in Burns (1999: 30) views that action research is done systematically collecting data on your everyday practice and analyzing it in order to come to some decision about what your future practices should be. Bodgan and Biklen in Burns (1999: 30) propose action research as the systematic collection of information that is designed to bring about social change.

From the several descriptions of research above, it can be said that action research is a systematic process that involves the collection of the data and the analyzing of the data in order to come to the decision about the solution to make improvement in the school environment. Therefore, in this study, the writer used action research to solve the problem of fourth grade students in SD N Kenokorejo 04.

In this research, action research is conducted in order to improve the students' vocabulary mastery by using visual aids, develop teacher's creativity in teaching vocabulary, so the students are motivated in teaching-learning process. It also aims that the research effects positive change of the social and educational situation on the fourth grade class of SD N Kenokorejo 04.

2. The Characteristics of Action Research

Burns (1999: 30) makes some characteristics of action research taken from some expert's definitions as follow:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.
3. It is participator as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

Kemmis and McTeggart in Nunan (1992: 17) provide three defining characteristics of action research, namely that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researcher; secondly, that it is collaborative; and thirdly, that it is aimed at changing things. Cohen and Manion in Nunan (1992: 18) mention the characteristics of action research: (1) action research is first and foremost situational; (2) action research is being concerned with the identification and solution of problems in a specific context; (3) collaborative is an important feature of action research.

Based on the explanations above, the characteristics of action research can be concluded as follows:

1. Action research identifies and investigates problems within a specific situation (educational situation).

2. Action research is participatory as it provides for collaborative investigation by terms of colleagues, practitioners (participants), and researchers.
3. Action research is evaluative and reflective because it is aimed to bring about educational change and improvement.

3. The Models of Action Research

The model of classroom action research used in this study is based on the model developed by Kemmis and McTaggart (1988) in Burns (1999: 32) who state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. They are as follow:

a. Planning

Develop a plan of critically informed action to improve what is already happening.

b. Action

Act to implement the plan.

c. Observation

Observe the effects of the critically informed action in the context in which it occurs.

d. Reflection

Reflect these effects as the basis for further planning.

The models can be illustrated as follows:

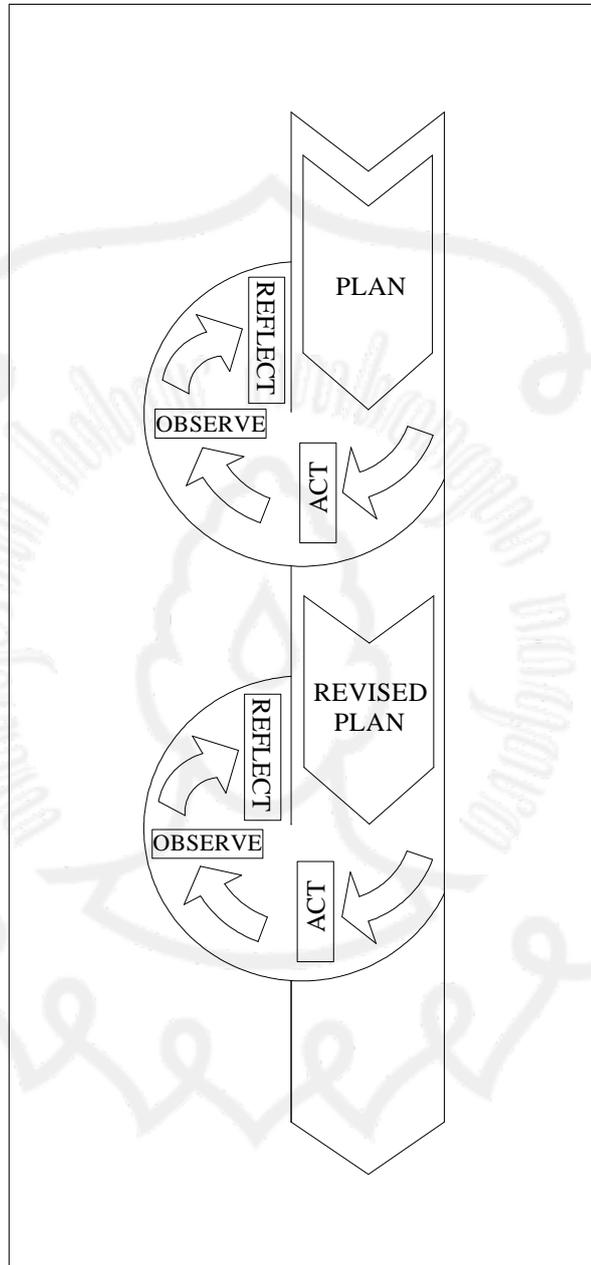


Figure1. The Action Research Spiral

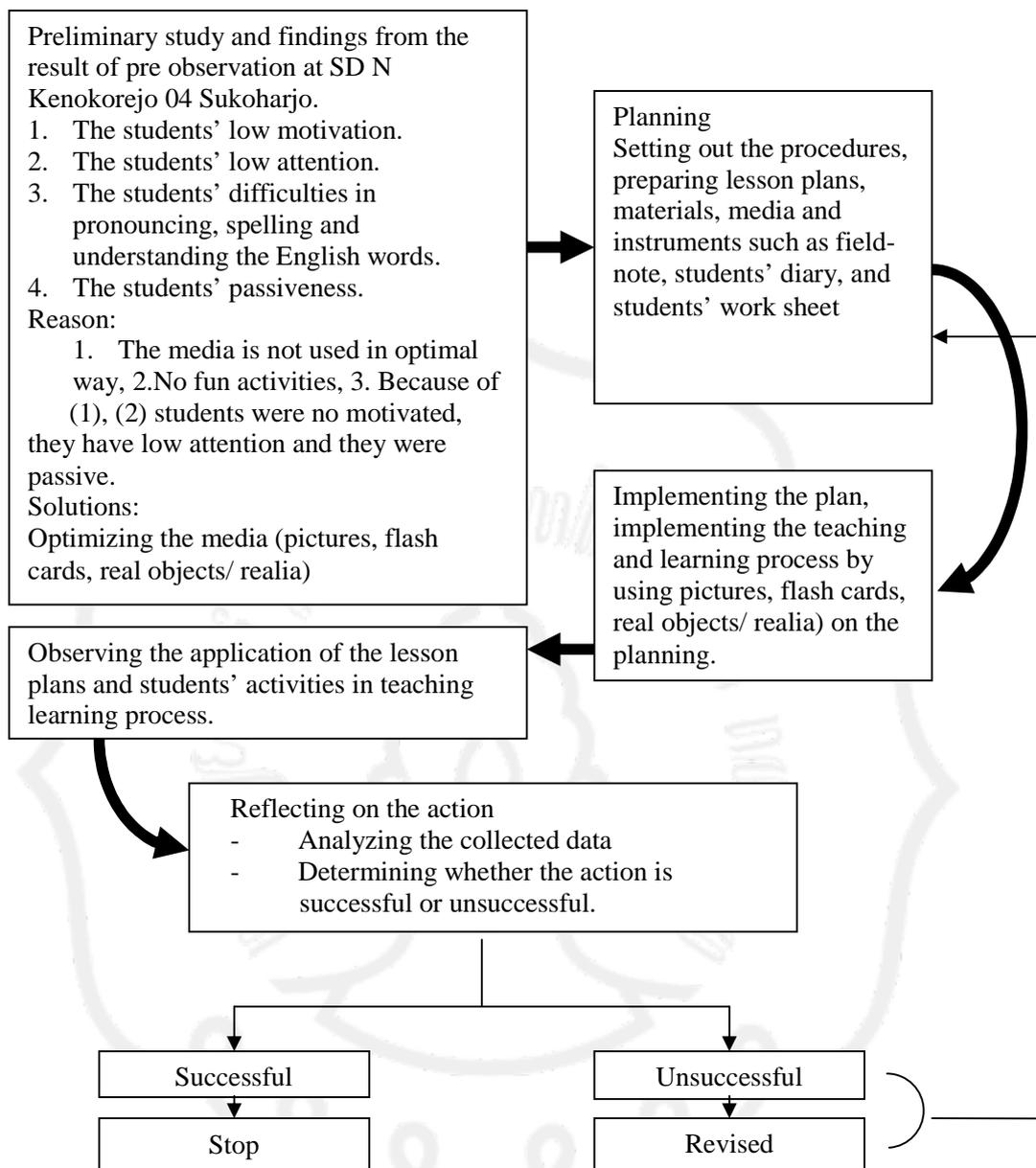


Figure 2. The Diagram of Action Research

4. The Procedures of Action Research

The four steps at the model can be expanded into six steps which included in the procedure of action research. The procedures are: 1) identifying the problem; 2) planning the action; 3) implementing the action; 4) observing the action; 5) reflecting the action; and 6) revising the plan. Each step will be explained as follows:

a. Identifying the problem

The problems were identified before planning the action. The problems referred to the factors making the low of vocabulary mastery. The problems were identified by using three elements:

1) Using test

The pre-test was given in order to know the students competence in comprehending vocabulary mastery.

2) Interview with the teacher

The interview was held in order to know the problems faced by the teacher during teaching learning process.

3) Observation

The observation was held in order to know the students vocabulary mastery, the students' behavior during teaching-learning process and to know the class management.

b. Planning the Action

General plan will be made before implementing the action. The researcher will prepare everything related to the action as follows:

- 1) Firstly, the researcher gave the students pre-test and evaluates the result.
- 2) Then she prepared the materials and sheets for classroom observation (to know the situation of teaching-learning process when the technique is applied)
- 3) She made lesson plan and designed the steps in doing the action.
- 4) She prepared teaching aids (pictures, flash cards, realia/ real objects).

- 5) She prepared exercises and post-test (to know whether students' vocabulary mastery improves or not).
- 6) Then the reseacher implemented the lesson plans which had made.
- 7) The researcher gave post test 1 and evaluated the result to decide the next cycle action.
- 8) When the teacher had finished applying all the lesson plans, the researcher gave post test 2 (final test) and evaluated the result.
- 9) Then, she compared the result of the pre-test, the post-test 1 and the post-test 2 (final test) and identified the scores comparison.

c. Action

The researcher implementing the plan, implementing the teaching and learning process by using visual aids based on the planning.

d. Observation

The researcher observing the application of the lesson plans, students' activities in teaching and learning process.

e. Reflection

The researcher analyzed the collected data, determining whether the action is successful or unsuccessful. The result of this step will be the basic of the next activity or cycle and also will answer the hypothesis that has been proposed by the researcher before the action carried out.

f. Revising the Plan

Based on the weaknesses which were found in reflecting process, the researchers revised the plan for the next cycle.

This research was conducted in two cycles. Each cycle used visual aids in vocabulary activity. Pre-test was held at the beginning of cycle to measure students' vocabulary mastery before implementing the action. In the end of every cycle, there was post-test. Students' improvement was seen in the results which were compared from the pre-test and post-test.

D. The Technique of Collecting Data

To get the data in the qualitative study, the researcher support with the triangulation principle. Wolcott in Mills (2000: 49) states that the strength of qualitative research lies in triangulation, collecting information in many ways rather than solely on one. Therefore, the researcher does not rely single data source. She combines the qualitative data and the quantitative ones. The quantitative data are used to support the qualitative data.

The researcher collects the data by using many ways, as mentioned in the table below:

Technique	Participants	Stage	Data
<ul style="list-style-type: none"> ▪ Interview 	<ul style="list-style-type: none"> ▪ Researcher ▪ English teacher 	<ul style="list-style-type: none"> ▪ Identifying the problem ▪ Evaluating and reflecting 	<ul style="list-style-type: none"> ▪ Transcript of interview about teaching learning process, students' vocabulary mastery, students' achievement in English, and students' motivation.
<ul style="list-style-type: none"> ▪ Observation 	<ul style="list-style-type: none"> ▪ Researcher ▪ Students 	<ul style="list-style-type: none"> ▪ Identifying the problem 	<ul style="list-style-type: none"> ▪ Field notes (model of teaching and students

	▪ English teacher	▪ During the action	activities)
▪ Documents	▪ Researcher ▪ Students	▪ During the action	▪ Photographs ▪ Students' answer sheet ▪ Students' diaries
▪ Test	▪ Researcher ▪ Students	▪ Planning ▪ Evaluating and reflecting	▪ Students' score of pre test and post test

Table2. The Collecting Data

Those techniques can be explained briefly by following means:

1. The Qualitative Data

1) Interview

According to Burns (1999: 117), interview and discussion is face to face personal interactions which generate data about the research issue and allow specific to be discussed from other people' perspectives. In this research, this technique is held in the beginning and ending of the research to know the teacher's view of the teaching learning process, students' vocabulary mastery, students' achievement in English and students' motivation before and after the action.

2) Observation

Burns (1999: 80) says that observation is taking regular conscious notice of classroom action and occurrences which are particularly relevant to the issues or topics being investigated. In this research, observation was done by

the teacher. Observations are ways of finding out more about the student's responses. Students' behavior and activities were observed during English class. The observation was focused on the development of students' vocabulary mastery by using visual aids. A way of reporting observation can be done by keeping field notes.

3) Documents

In this research, the researcher uses some documents, they are:

- Photographs

Photographs are record of activities happening in the class. It could give real description about teaching learning process.

- Students' diaries

The students' diaries are used to investigate the student's undetected responses by both teacher and the observer. The activities refer to the student's responses to visual aids displayed in the classroom, whether they see the visual, read their word, touch the things, or not.

- Students' answer sheet

There are two students' answer sheets: pre test and post test answer sheets.

2. The Quantitative Data

Test

The researcher gives tests to know how far the result of the technique that is used to improve students' vocabulary mastery is. There are pre-test and post-test which are used to collect the data of the improvement.

E. The Technique of Data Analysis

1. The Qualitative Data

The classroom action research analyzes the qualitative data from the result of interview, observation, documents (students' diaries and photograph). Field note, students' diaries and photograph describe how the process of teaching vocabulary by using visual aids runs in the classroom. The first component is data reduction. It covers selecting, focusing, simplification, and data abstraction from the field note, pupil diaries, and photographs. The second component is data displays, where the data are displayed in the form of narration or description. The last component is conclusion and verification. The researcher takes conclusion of her investigation based on the data displays.

While McKernan (1996) in Burns (1999: 157-160) states the stages in analyzing the data. They are as follows:

1. Assembling the data

The first step is to assemble the data collected over the period of the research; field notes and so on. At this stage, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

2. Coding the data

Coding is the process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types. Data analysis becomes much messier and

coding becomes less clear cut when we are dealing with diary entries, classroom recordings or open-ended survey questions.

3. Comparing the data

Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. At this stage we may also be able to map frequencies of occurrences, behaviors or responses. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

4. Building interpretations

This is the point where we move beyond describing, categorizing, coding and comparing to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged.

5. Reporting the outcomes

The final stage involves presenting an account of research for others.

2. The Quantitative Data

The researcher analyses the quantitative data from the test (the pre-test and the post-test). The result of the test can answer the problem whether the use of visual aids can improve student's achievement or not. It can be identification from the differentiation of the mean in pre-test and post-test.

The mean of the pre-test and the post-test can be calculated with the formula as follows:

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

In which

\bar{x} = Means of pre-test score

\bar{y} = Means of post-test score

N = number of student

Finally, by analyzing the qualitative and quantitative data, the researcher can make conclusion whether visual aids can improve the student's vocabulary mastery or not. If almost all of the students give positive responses to the teaching learning process and their post-test score is higher than pre-test score, the technique is successful. On the contrary, if the students give negative responses to the teaching learning process and their post-test score is lower than pre-test score, the technique is not successful.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter deals with how the use of visual aids that has been discussed in the previous chapter is implemented. It is undertaken to find the goal of the research namely identifying the improvement of the students' vocabulary mastery. The results of research implementation are broken down into two sections: research finding and discussion.

A. Research Finding

The action research was implemented to improve students' vocabulary mastery by using visual aids. The implementation of this action research was divided into two cycles. Cycle one consisted of three meetings and the cycle two included two meetings. Each meeting was conducted in 70 minutes. The researcher used *FRUITS* and also *VEGETABLES* as the topics. It was held in three meetings. It was conducted on 8th April 2010, 9th April 2010 and 10th April 2010. The second cycle, she still used the same the topics. She conducted the second cycle on 16th April 2010 and 17th April 2010. Every cycle in this research consisted of series of steps, namely identifying the problems, planning the action, implementing the action, observing or monitoring the action, and reflecting the result of the action.

1. Cycle 1

a. Identifying the Problems

In this step, the researcher did some observations to know the pre-condition before the implementation of the action research. In the beginning of the research, the researcher conducted pre-observation toward the teaching-learning process and

interviewed with the English teacher, she found some problems arose in that class. The problems were about students' difficulties in learning vocabularies and low motivation in learning. From the result of the observation, it was found that the students were passive. It could be seen when the teacher asked the students to answer the questions, there were just some students who gave a response, and it was because they didn't have motivation. The teacher's technique in teaching vocabulary was monotonous, she just made a list of the vocabulary on the whiteboard and asked the students to memorize the words so the students bored. Thus, the problems occurred because the students did not get enough opportunities to memorize and understand new vocabularies through enjoyable and communicative activities in the teaching-learning process. To complete the information, the researcher also interviewed with the English teacher. The teacher said that the students' achievement was low, it was because they didn't have motivation in learning English.

“.....Lha mereka nggak sungguh-sungguh, kalau disuruh menghafal malah males-malesan, ada yang asik ngobrol dengan teman, ada juga yang diam saja kalo disuruh menjawab. Disuruh memperhatikan juga nggak mau. Pasif banget Mbak, ngga ada antusias atau motivasi belajar. Makanya anak-anak nilainya jelek, bahkan banyak yang di bawah KKM.”

The researcher also gave the vocabulary test to know the students' vocabulary mastery. The mean score was still low, it was 4.3.

Based on the pre-observation, interview with the teacher and vocabulary test the researcher identified that the students' vocabulary mastery should be improved by implementing teaching aids which could overcome the problems. Therefore, the researcher used visual aids.

b. Planning the Action

After finding the facts that the students' achievement decreased because of their motivation in learning English was still low, the researcher planned to improve students' motivation by created an appropriate technique using visual aids as a media to solve the problems. She believed that teaching English vocabulary by using visual aids could improve the students' motivation in learning and change their interest in learning English. And finally it affected the students' achievement. Then the researcher designed the lesson plan and students' worksheet which was suitable with the syllabus. She also prepared the materials supporting the action like pictures, flash cards, realia/real objects and students' work sheets. For the classroom observation, she prepared sheets of field notes, a digital camera and paper to the students to write their diary.

c. Implementing the Action

Before implementing the action, the researcher had conducted a pre-test to know students' mean score. The pre test was held at 08.00-08.45 on Wednesday, 7th April 2010. This was aimed to measure students' knowledge of the topic before the action. After finishing the action, the researcher conducted a post-test to measure students' improvement after having the action. The mean score of the pre-test was 4.8. After conducting the pre-test, the researcher moved on to the first cycle.

In implementing the action, the researcher used the lesson plan that had been prepared before. The action consisted of three sections: opening, main activity, and closing. Each of the section was described as follows:

1) The first meeting (Thursday, 8th April 2010 at 07.00-08.10)

a) Opening

The teacher firstly greeted the students and checked the students' attendance. She introduced the topic and explained the benefit of the material they would learn. She also introduced the technique and made the groups.

b) Main activity

The teacher asked the students to mention three kinds of fruits. *"Mention three kinds of fruit that you know!"* One of the students asked *"Maksudnya apa Miss?"* Then Ayu said, *"Maksudnya disuruh menyebutkan tiga buah-buahan."* The teacher asked Ayu to mention some examples. Ayu answered, *"Pisang, nangka, nanas."* Then the teacher asked the students to answer in English, *"Good...Jawaban Ayu benar, tapi sekarang coba siapa yang bisa menjawab nama buah-buahan yang telah disebutkan tadi menggunakan bahasa Inggris?"* They were silent, and then after giving a chance to think for while, the teacher pointed the other student, *"Nopan ayo coba jawab!."* Nopan tried to answer, *"Mmmmm.....Anggur bahasa Inggrisnya grape, tapi kalau nangka dan nanas saya lupa Miss. He....he..."* He answered with the incorrect pronunciation. The teacher smiled then she said *"Iya, nomor satu bahasa Inggrisnya benar, tapi cara mengucapkannya masih kurang tepat anggur bahasa Inggrisnya grape, terus yang berikutnya yang belum dijawab, nangka bahasa Inggrisnya jack fruit, kalau nanas bahasa Inggrisnya pineapple. The students said, "Ooo....iya ya. Tadi lupa Miss."*

The teacher showed the picture about the kinds of fruit. She pointed one by one and explained the names of fruit. The students paid attention to the teacher's explanation. Then the teacher drilled the words. The teacher also asked some students as volunteer to mention the names of fruit based on the picture that they had learn, but there were just some students who were brave to practice. There was still some incorrect pronouncing when the students mentioning the names of the pictures, so the teacher gave the corrections.

The next activity, the teacher showed the flash cards and he asked the students to mention and to spell the names of the fruit. There were still some incorrect pronouncing and spelling. So, the teacher gave the correction.

The teacher asked the students to make groups of five. The teacher gave several pictures and a worksheet for each group. The teacher asked the students to discuss in group. She asked each group to arrange the words into correct spelling and to match the names with the pictures. The teacher controlled the discussion. She found that some students were passive. They didn't join to do the discussion with their group, they just kept silent.

After discussing the teacher corrected the students' task. The leaders of each group wrote their answers and stuck the pictures on the whiteboard. And then they pronounced the words with their members of group.

c) Closing

Before closing the lesson, the teacher summarized the lesson by asking the students to mention the kinds of fruit that they have learn. The teacher gave the homework. The teacher asked the students to write the names of fruit

that they have at home. The teacher asked the students whether they had questions or not, but no students asked question. When the time given was over, the teacher asked the students whether they were happy or not in the lesson. The students answered “Yes”. Then the teacher said goodbye and closed the lesson.

2) The second meeting (Friday, 9th April 2010 at 07.00-08.10)

a) Opening

Before the teacher started the lesson, she greeted and checked the student’s attendance. She also reviewed the previous lesson by checking the students’ homework. “*Have you done your homework?*” The students smiled and one student asked, “*Miss, bahasa Indonesianya apa?*” The teacher translated, “*Apakah kalian sudah mengerjakan PR kalian?*” The students responded, “*Ooo...Ok Miss..sudah ready..he..he...*” Then the teacher asked some students to perform in the class and to mention their words.

b) Main activity

The teacher explained that they would study about vegetables, “*Hari ini kita akan mempelajari nama-nama sayuran.*” The teacher asked the students to mention the kinds of vegetable, “*Mention three kinds of vegetables that you know!*” Sukini answered, “*Tomato Miss, artinya tomat.*” “*Good...contoh yang lain apa?*” the teacher asked to other students. One student in the corner said, “*Carrot Miss, tapi artinya lupa Miss.*” “*Okay, ada yang ingat apa artinya carrot?*” Andi tried to answer, “*Mentimun!*” Another students said, “*Bukan...emmm..lupa Miss, tapi yang pasti bukan mentimun.*”

The teacher helped them, “*Carrot itu artinya wortel.*” The students smiled and said, “*Wah iya, tadi lupa sih.*”

The teacher tried to attract the students by giving some pictures of vegetable, the students had to stick the pictures on their names on the whiteboard. After all the pictures had been stuck on the whiteboard by the students, the teacher discussed the pictures on the whiteboard together. The teacher corrected the students’ answers and gave the model of pronunciation. The teacher drilled the students to tell the names of vegetable whose pictures were on the whiteboard.

The next activity, the teacher asked the students to do the discussion. The teacher asked the students to sit with their group. The teacher wrote the jumbled letter on the whiteboard, and then she distributed the pictures of vegetable and worksheet for each group. The teacher asked them to discuss the correct spelling and to match the pictures with the name. There were four groups, each group has ten questions. When they discussed, the teacher walked around the class to check and to monitor the students’ activity. There were some students who talkative but they couldn’t answer the question correctly. They also made a noise and disturbed other friends when doing the discussion. They didn’t focus on their task, so they couldn’t finish their task when the time was up.

After almost fifteen minutes, the teacher asked the leader of each group to write the result and to stick the pictures on the whiteboard. Then, they corrected the results.

c) Closing

After correcting the students' task, the teacher reviewed the material. She pointed some pictures and asked all of the students to mention the names of the pictures. After reviewed in classical (all of the students in the class), then the teacher asked some students to point and to mention names of the picture individually.

The teacher gave the homework. She asked the students to write the names of vegetable that they have at home. She asked about the students feeling after did the second meeting, "*Did you enjoy our lesson today? Apakah kalian senang dengan pelajaran kita hari ini?*" The students answered enthusiastically, "*Ya Miss...Kita ketemu kapan lagi Miss?*" The teacher smiled and said, "*Yesterday.*" "*Hore...hore...!*", they cheered. The clock showed at 08.10, so the teacher said good bye.

3) The third meeting (Saturday, 10th April 2010 at 07.00-08.10)

a) Opening

The teacher greeted the students and checked the students' attendance. The teacher and the students checked the students' homework. She asked the students to mention their words. Then she introduced the technique that would be used.

b) Main activity

In this meeting, the teacher reviewed all of the material that the students have learnt in the first and second meetings, namely the kinds of fruit and vegetable.

The teacher showed the realia and then asked the students to mention the names of fruit and vegetable based on the realia, “*Sekarang coba kalian sebutkan nama-nama dari realia yang Miss Wulan bawa hari ini!*” Most of the students were active in mentioning the names of realia.

The teacher asked some students to perform in front of the class. They showed the things (realia), mentioned and wrote the names of realia. The next activity, the teacher asked the students to sit with their own groups. Each group took some realia. The other groups asked them questions to find out what the thing was. The group who performed in front of the class was only allowed to answer yes or no. The other groups who guess correctly kept the realia and the winner was the group with the most realia at the end of the game. The students looked still noisy, the teacher warned them to keep silent.

c) Closing

Before closing the lesson, the teacher summarized the materials by asking the kinds of fruit and vegetable that they have studied. The teacher asked the students to learn the materials at home. She also asked to the students about their difficulties in learning vocabulary, “*Anak-Anak, sekarang coba siapa yang ingin berpendapat ataupun bertanya tentang materi yang telah kita pelajari selama tiga kali pertemuan ini?*” Ayu said, “*Ngga ada kesulitan Miss, saya malah lebih paham.*” Then Imam added his opinion, “*Saya juga senang Miss, lain kali pelajarannya kayak gini lagi ya Miss! Kalau kegiatannya menarik seperti ini saya jadi gembira.*” The teacher said, “*Okay, thank you... Kalian senang pelajaran hari ini?*” All of the students

answered “*Ya Miss.*” The teacher gave the information about the post test and closed the meeting, “*Okay, time is up, see you on Monday. Don’t forget to learn the materials at home because we will have a test on Monday, waktu telah habis sampai jumpa hari Senin, jangan lupa pelajari materi-materi tersebut di rumah karena hari Senin ada ulangan.*” The teacher closed the meeting, “*See you on Monday!*” All of the students said, “*See you.*”

d. Observing or Monitoring the Action

Observation was done to know whether visual aids could be implemented in teaching English to improve students’ vocabulary mastery. Observing was done during the implementation of the action. When the students were doing the activity, the researcher observed the students’ behaviors.

In the first meeting, the students looked very enthusiastic to pay attention about the teacher’s explanation because they liked the colorful pictures which were bought by the teacher. However, the students’ participation was still low. Not all of the students were active during teaching and learning process. The teacher found that only some students dominated answering the teacher’s question. Some students also didn’t take a part in discussing, they just kept silent.

In the second meeting, the students answered the teacher’s questions more active than the first meeting. However, there were some students who made noise and disturbed other friends when doing the discussion. They didn’t focus on their task, so their group couldn’t finish their task when the time was up.

In the third meeting, the class situation could be controlled. The numbers of passive and talkative students were less. The students were able to answer the

questions correctly. Almost all of the students were able to mention the names of the thing based on the realia but some students still made some mistakes in spelling the words.

e. Reflecting and Evaluating the Result

Based on the results of observation, score of the test and student's diary, the researcher found several positive results and some weaknesses in the first cycle. They were as follows:

1) Positive Results

- a) There was an improvement of students' motivation in learning. There were changes from students' behavior in teaching and learning process. It can be seen from students' aptitudes during the lesson. They paid more attention to the teacher's explanation.
- b) There was an improvement of students' achievement as the result of the improvement of students' motivation in learning. It was shown from the result of post-test. The mean score for post-test was (6.4). It was higher than the mean of the pre-test (4.8).

2) Weaknesses

- a) Although the students were more enthusiastic but there were some students who were still passive in the group discussion. Four students still kept silent when discussing the task, they didn't take a part in discussing.
- b) Four students tended to make noise when discussing the tasks given. They didn't join in discussion but they disturbed other students, so it made the class crowded.

- c) In general the researcher found the students' improvement in vocabulary, but the students' ability in spelling was still poor compared with pronouncing and understanding the meaning.

From the result of the first cycle above, it could be seen that there were still some weaknesses. So, the researcher thought that it was necessary to make the next planning and to conduct the next cycle. It was in order to solve the problems that appeared in cycle one and to overcome those weaknesses.

f. Revising the Plan

To solve the problems that appeared in the first cycle, the researcher revised the next action plan. In the next cycle, the researcher revised the plan and prepared two meetings. In this cycle, the researcher as the teacher used the same topics, namely *fruits* and also *vegetables*. In cycle two, the researcher would be more focused on how to maximize students' involvement in joining the lesson since some students didn't participate in discussing; they tended to make noise and kept silent.

The researcher used different strategy: (1) by giving the tasks not for each group but for each student although they still worked within the groups. They could ask to other friends in their group but they have to finish the task individually. It was aimed at improving students' independence in learning and delivering their own idea in bravery and confidently. So, they more focused on their task and they weren't passive in discussion any more. (2) The teacher not only asked the leader of the group to create the display and to answer the questions. But she also asked each member of the group to involve the activity one by one. So, they would be more enthusiastic in finishing their task and they didn't make noise any more. (3) The teacher made more

activities in spelling because based on the test scores results, students had more difficulties in spelling.

Cycle 2

a. Identifying the Problems

The result of the first cycle showed that there were still several weaknesses found in implementing the visual aids in teaching-learning process. Some students were still passive when discussing the task. Some students in the back also tended to make noise when discussing the tasks given. It makes the class crowded. Besides, from the result of students score, it was identified that students' spelling was still poor although their vocabulary mastery in general increased.

b. Planning the Action

The preparation of the second cycle was principally not different from the preparation of the first one. The researcher still used the same topics from the first cycle, namely fruits and vegetables. Then she prepared the media that would be implemented in the class. There were big pictures, colorful flash cards and realia/real objects. She also designed the lesson plan. The teacher created interesting activities to maximize the students' involvement in joining the lesson. So, the students would be more active in the discussion and the talkative students would more focus on their task.

For the classroom observation, she prepared sheet of field notes, digital camera, students' diary and work sheet. She also organized test for post-test.

c. Implementing the Action

1) The first meeting (Friday, 16th April 2010 at 07.00-08.10)

a) Opening

The teacher opened the lesson by greeting and checking the students' attendance. She also explained the benefit of learning the materials.

b) Main Activity

The first meeting in the second cycle, the teacher checked the students' background knowledge by asking them to mention the names of fruit and vegetable that they knew before, "*Mention the names of fruits that you know!*" Most of the students raised their hand then tried to mention. Atun said, "*Watermelon dan star fruit.*" Aji mentioned another example, "*Banana Miss.*" other students added "*strawberry, avocado, papaya.*" "*Good, you can mention the names of several fruits, you are smart.*" Santi said, "*Miss, pakai bahasa Indonesia saja Miss, saya ngga tau maksudnya.*" The teacher smiled and then translated her statement, "*Bagus, kalian sudah dapat menyebutkan nama-nama buah, kalian pandai.*" The teacher then asked about the name of vegetables, "*Sekarang coba kalian sebutkan nama-nama sayuran yang kalian ketahui!*" Devi answered "*Carrot Miss*", Qusnul and another friends added, "*Corn, tomato*" The teacher said, "*Betul contoh sayuran yang lain ada yang bisa?*" Heri said, "*Sebagian lagi lupa Miss,he..he.. .*" "*Okay, kalau begitu Miss Wulan perlihatkan gambar dan kalian harus menebak nama buah dan sayuran yang dimaksud.*" All of the students shouted "*Hore...hore...yes..yes...*" Then, the teacher showed the pictures about fruit

and vegetable. The teacher asked the students to mention the names related to the picture and gave the correction of their mistakes. The teacher sang a song about fruits then the students followed her. She also asked them to be the volunteer to perform singing in the class. Another students paid attention to the performer. They were enthusiastic.

The next activity, the teacher gave the task. There were twenty jumbled letters. The teacher asked the students to discuss the task. The teacher didn't give a task for each group but it was for each student, although they did within a group. The students did the task given by the teacher more enthusiastically and more seriously. After finishing, the teacher asked the students to answer the questions one by one.

Teacher gave the guessing games. She mentioned the characteristics of the fruit and vegetable. She also gave the clues to help the students, "*Ayo sekarang tebak, gambar apa yang Miss Wulan maksud. Benda ini adalah sejenis buah, biasanya disukai oleh monyet. Dalam bahasa Inggris hurufnya ada lima, diawali dengan huruf B.*" The students answered, "*Saya tahu Miss saya tahu....Banana. B-A-N-A-N-A.*" The teacher said, "*Excellent, bagus, kalau sudah betul coba tempel potongan gambarnya di papan tulis, lalu tulis juga jawabannya....Sekarang kalian lanjutkan permainannya. Siswa yang tadi menjawab dengan benar maju ke depan memberikan ciri dan clue/petunjuknya terus teman-teman yang lain yang menebak jawabannya.*" Then they did the game, one of the students mentioned the characteristics and gave clue about the number of letters, the first letter or the last letter of the

pictures' names then asked his/her friend to guess and to write word. Then, she/he also stuck the flash cards. The teacher monitored and controlled the game. After doing the game, the teacher asked some students to pronounce the word related to the display that they have made before.

c) Closing

After giving and correcting the task, then the teacher closed the meeting. The teacher summarized the lesson by asking the students to mention the name of some fruits and vegetables, "*Sekarang kita bermain beberapa tebakan sebelum pelajaran selesai, Miss Wulan menyebutkan dalam bahasa Indonesia, kemudian kalian menyebutkan bahasa Inggrisnya, okay?*" The students answered, "*Okay Miss...Kita siap!*" Most of the students were enthusiastic in answering questions. They raised their hand and asked to answer the questions. Then, the teacher gave the homework for the students to complete the puzzle. The teacher also asked the students' feeling after joining the teaching and learning process. Time was up, she said goodbye to the students.

2) The second meeting (Saturday, 17th April 2010 at 07.00-08.10)

a) Opening

The teacher opened the lesson by greeting and checking the students' attendance. The teacher also corrected the students' homework.

b) Main Activity

The teacher showed one by one of pictures and asked the students to mention and to write the names of the fruit and vegetable on the whiteboard.

“Miss Wulan menempelkan gambar di papan tulis, coba sekarang kalian tulis nama dari gambar disini, kalau sudah selesai nanti kalian baca satu per satu. Siapa yang ingin mencoba?” There were most of the students raised their hand and asked to perform in the class. Then, the teacher asked some students to pronounce the words related to the display.

The next activity, the teacher gave the missing letters game. The teacher didn't give a task for each group but it was for each student, although they did within a group. The students did the task given by the teacher enthusiastically and they also helped each other, they could do the task cooperatively. After finishing, they corrected the task.

For individual activity, the teacher wrote some letters as the clue, and then asked the students to complete the letters became correct words. The teacher mentioned the characteristics of the things and then asked the students to guess, to spell and to point the things using realia. The student who could answer correctly would get the things.

c) Closing

In the closing activity, the teacher mentioned some of fruits and vegetables in bahasa Indonesia, and then the students mentioned the words in English. The teacher closed the meeting by asking whether the students had some difficulties, *“Bagaimana anak-anak, ada yang belum jelas tentang pelajaran hari ini?”* All of students said, *“Tidak Miss, sudah jelas.”* Then the teacher asked the students to learn about the topics at home. One of the students asked to the teacher, *“Miss, mau ulangan ya? Secepatnya saja Miss,*

kita sudah siap!” Her friends said, “Iya Miss, setelah ulangan pelajaran Inggris lagi ya, kita sekarang lebih semangat belajar bahasa Inggris!” It indicated that the students’ motivation was improved than before.

d. Observing or Monitoring the Action

In the first meeting of the second cycle, the students were more enthusiastic than the meetings before. The students enjoyed every activity and became more enthusiastic than before. They paid more attention to the lesson, answered teachers’ questions, and took part in learning activities (both in group and individual activities). The class became more attractive and fun. There were not only some students who dominated to answer the teacher’s question, but all of the students gave their opinion or answer confidently and bravely. All of the students were more active, when the teacher asked the student became volunteer in the class to perform, there were most of the students who raised their hand and asked to practice in front of the class. They paid attention when other students practice in the class. They also helped other students to make correction of the performer’s mistake. Their interest also could be seen when they gave applause to the performer.

In the second meeting, the class situation could be controlled. Four talkative students didn’t make noise any more. All of the students focused in doing their task. The students also could cooperate with their members of the group to discuss the task. The class situation was enjoyable.

e. Reflecting and Evaluating the Result

Based on the result of the observation, score of the test and students’ diary, the researcher found that there were some positive results reflected in cycle two.

Some positive results were as follows: (1) the students' motivation in teaching and learning process was improved. They paid attention to the teacher's explanation. (2) All of the students were more active. There were not only some students who dominant to answer the teacher's questions, because all of the students gave their opinion or answer confidently and bravely. The students who were passive (kept silent) in discussing the task, they were more active and they did the task cooperatively with their group. (3) The teacher could manage the class better than the first cycle. Four talkative students in cycle one could be controlled. (4) The students could do the task easier. They could pronounce and spell the English words correctly than before. They also could memorize and understand the meaning of the words easier than before. (5) The students' achievement was improved. The mean score of the post-test was 7.8, it was higher than the result of the pre-test 4.8.

After analyzing the results of cycle one and cycle two, the researcher resumes the results into the table below:

Source of the Data	The beginning of cycle 1	The end of cycle 1	The end of cycle 2
Observation and student's diary	<p>1. <u>The students' vocabulary mastery.</u></p> <ul style="list-style-type: none"> - The students still pronounced the words incorrectly. - The students still spelled the words correctly. 	<p>1. <u>The students' vocabulary mastery.</u></p> <ul style="list-style-type: none"> - The students' pronunciations were better than before the action. - The students' spellings were better than before the action but there were still some 	<p>1. <u>The students' vocabulary mastery.</u></p> <ul style="list-style-type: none"> - The students' pronunciations and spelling were better than before the action. - The students could also mention the meanings correctly and mentioned the

	<ul style="list-style-type: none"> - The students couldn't understand the meanings. <p><u>2.The class situation</u></p> <ul style="list-style-type: none"> - The students felt bored, they didn't have motivation in learning English. So, they didn't pay attention to the teacher's explanation. - The students were passive in answering the questions from the teacher/low participation. There were just six students who were dominant in answering the questions. - Some students made a noise and disturbed other students. 	<p>mistakes.</p> <ul style="list-style-type: none"> - The students could understand the meanings easier. <p><u>2.The class situation</u></p> <ul style="list-style-type: none"> - Most of the students were motivated in teaching-learning process and they paid more attention to the teacher. - There were some students who were still passive in discussing, but the number of them was less. - There were some students who still made a noise when doing the task in group, but the number of them was less than before the action. 	<p>answer faster than before the action.</p> <p><u>2.The class situation</u></p> <ul style="list-style-type: none"> - All of the students' motivation was improved in teaching-learning process. They paid attention to the teacher's explanation and their friends' performance. - Most of the students were active in answering the teacher's questions and discussing. - The students who made a noise could be controlled.
Test	- The mean score of pre-test = 4.8	- The mean score of the post-test in cycle 1 = 6.4	- The mean score of the post-test in cycle 2 = 7.8
Observation, students' diary and test	<u>The problems that would be solved:</u> - The students' low	<u>The problems that still occurred:</u> - There were still	<u>The result:</u> There was one student who made

	<p>ability in pronouncing, spelling and understanding the words, so the low ability made their achievement low.</p> <ul style="list-style-type: none"> - The students' low motivation and attention. - The students' low participation/the students' passiveness. - The students who were made noise. 	<p>some incorrect spellings.</p> <ul style="list-style-type: none"> - There were some students who were passive when discussing in a group. - There were four students who still made a noise when doing the task in a group discussion. 	<p>noise but rarely. Generally, the problem could be solved by the teacher. The teaching-learning process ran well.</p>
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Table 3. The Results of the Action Research

Based on the result of observation, students' diary and test, the findings of the research were: (1) The students' motivation in teaching and learning process was improved, they paid more attention the teacher's explanation. (2) The students' motivation in learning English influenced their participation in the class. The classroom situation became more active. (3) The students could learn vocabulary easier than before actions. (4) The students' achievement was improved. Finally, the researcher decided to stop the cycle.

B. Discussion

After the actions the researcher found four positive findings. All of them will be discussed as follows:

(1) The students' motivation in teaching-learning process was improved. Through the use of visual aids in each activity, there was an improvement of the students' motivations in learning. There were changes from students' behaviors toward the teaching-learning process. It could be seen from the students' interest to

the teaching and learning process which higher. They paid more attention to the teacher's explanation. Their motivation was improved because all of the students enjoyed the interesting activity which created from the used of visual aids. The visual aids were also attractive, so the students didn't feel bored but more motivated in learning. The improvement of students' motivation could also be found in the students' diary. One of the students wrote:

Hari ini saya belajar bahasa inggris dengan Miss Wulan. Saya belajar lagi tentang buah-buahan dan sayuran. Saya sangat senang karena Miss Wulan mengajar dengan membawa gambar, kartu dan realia atau benda nyata. Apalagi hari ini Miss Wulan membawa gambar yang sangat menarik. Gambarnya besar dan berwarna. Miss Wulan juga membawa buah dan sayuran asli, kemudian diberikan kepada siswa yang bisa menjawab pertanyaan sehingga kami lebih bersemangat. Saya sangat tertarik dengan pelajaran hari ini karena dengan gambar, kartu dan benda asli/nyata saya jadi lebih paham. Jadi lain kali saya juga akan meminta guru saya untuk membawa media seperti yang dibawa Miss Wulan agar kami lebih semangat belajar.....

There was another example of student's diary:

“ Saya sekarang jadi lebih semangat kalau ada pelajaran bahasa Inggris. Dulu saya ngga suka gara-gara pelajarannya bikin bosan, tapi sekarang lebih menyenangkan karena saya bisa menghafal dan mengerti dengan jelas pelajaran-pelajaran yang diberikan. Ada gambar dan bendanya langsung, jadi saya lebih tertarik untuk mendengarkan penjelasan guru.”

Thus, it can be said that the use of visual aids can improve the students' motivation in learning English and student's attention in listening the teacher's explanation. It is same with Morgan's argument. According to Morgan (1994: 1),

good visual materials will help maintain the pace of the lesson and the students' motivation. Heinich (1996: 66) states that visuals can also motivate learners by attracting their attention and generating emotional respond. Sadiman (1996: 7) adds, *“alat bantu visual yaitu gambar, model, obyek dan alat-alat lain dapat memberikan pengalaman konkrit, motivasi belajar serta mempertinggi daya serap dan retensi belajar siswa.”*

(2) The students' motivation in learning English influenced their participation in the class. The classroom situation became active and interactive because they enjoyed and motivated in teaching-learning process. They did the task more enthusiastically. The passive students were getting more active. They actively involved in discussion during teaching-learning process. They didn't feel shy to raise their hand and to answer the question voluntarily. Most of the students answered the teacher's questions and performed to practice in front of the class bravely and confidently. It was supported by a photograph which showed that the students' participation was improved.

The students were more active in learning because they have motivation. According to Weiner in Elliot et al (2000: 332), motivation is an internal state that arouses us to action, pushes us in particular direction, and keeps us engaged in certain activities. Elliot et al (2000: 332) argues that motivation affects the learning strategies and cognitive processes an individual employs. It increases the likelihood that people will pay attention to something, study and practice it and try to learn it in a meaningful fashion. Groccia (1992: 62) adds that motivation in general sense is that which influences the arousal, selection, direction and maintenance of all human

behavior. Students require some form of stimulus to activate, provide direction for, and encourage persistence in their study and learning efforts. Thus, it can be said that motivation can influence the students to learn and practice, so they are more active in joining the teaching and learning process.

(3) The students could learn vocabulary easier than before actions. They could understand and memorize the English words easily. It was because the use of visual aids could convey the meanings of first language to the second language, so the students were easier in learning and memorizing the words. It is same with the opinions from some experts. Brewster, Ellis and Girard (1992: 89) argue that visual support is very important to help convey meaning and to help pupils memorize new word. So, it can be said that the message which are followed by the visual aids is more memorable than given a list of words to learn. Explanations illustrated with appropriate images are more interesting and engaging. It also produces long-term retention of information.

The argument is also supported by the students' diary which said:

".....Setelah belajar dengan menggunakan visual aids, saya lebih cepat memahami kata-kata yang Miss Wulan maksud. Dulu saya belajar dengan cara menghafalkan daftar kata dalam bahasa Inggris-Indonesia, padahal ada beberapa benda yang belum pernah saya ketahui sebelumnya, saya bingung dan tidak bisa mengingatnya. Tapi kalau bendanya diperlihatkan saya jadi lebih gampang memahami maksudnya dan mengingat dengan mudah."

(4) The increasing motivation influenced the students' achievement. Ur (1998: 274) states that motivation is very strongly related to achievement in language learning. Based on the computation of the test scores, the researcher concluded that

the students' vocabulary mastery was improved. It is indicated by the results of the test in cycle one and cycle two. The result is presented as follows:

	Cycle 1		Cycle 2
	Pre test	Post test	Post test
Total score	96	124	156
Mean score	4.8	6.4	7.8

Table 4. The Mean Score of the Tests

The table shows that the mean score of each post test is higher than the mean score of the pre test. It means that the students' vocabulary mastery increases. Furthermore, the second post test is better than the score of the first one. It indicates that the revision of the second actions has been successful.

From the explanation above, it can be concluded that by optimizing the use of visual aids, the students' vocabulary can be improved. It can be indicated from the increasing of students' achievement. Moreover, the students' motivation in learning English can be improved too. The students paid more attention to the teacher's explanation and were more active in teaching and learning process.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After conducting the research of teaching vocabulary at the Elementary School by optimizing the use of visual aids and analyzing the data, the researcher found some research findings to answer the research questions in chapter 1. All of the findings were gotten from the data that were collected by the researcher. After analyzing the data to answer the research questions which were written in Chapter 1, the researcher found the results. All of them would be mentioned as follows:

- 1) The students' motivation in teaching and learning process was improved.

Through the use of visual aids in each activity, there was an improvement of the students' motivations in learning. It could be seen from the students' interest in teaching-learning process which was higher. They also paid more to the teacher's explanation.

- 2) The students' motivation in learning English influenced their participation in the class. The classroom situation became active and interactive because they enjoyed and they were motivated in teaching and learning process.
- 3) The students could learn vocabulary easier than before actions. They could memorize and understand the English words easily.
- 4) The students' vocabulary mastery was improved. It was indicated by the results of the test. The students' achievement was satisfied enough.

It can be said that the existence of visual aids display makes the students familiar with certain words. They can see, read, and touch the object. Thus, after the lesson is over, they still can memorize the words easily. The increasing attention, motivation, and existence of the display improve the students' achievement in mastering vocabulary. It can be shown by the increasing scores of the students in the pre-test and in the post-test.

B. Implication

The visual aids can be used to learn vocabulary more easily. They can be pictures, realia/real objects, flash cards, and etc. Giving any variation in teaching English, like conducting several visual aids will be necessary to refresh students' mind. Showing the visual aids to make direct experience and real image with the words will make it easier for the students to learn new vocabulary. Creating enjoyable activities in the teaching learning process are important to make the students motivated to learn. Thus, the activities have to be interesting for the students, and the interesting activity can be supported by the use of visual aids.

There are the steps in teaching vocabulary using visual aids; (a) step one is sound and meaning; the teacher says the words two or three times and pronounces them clearly. Indicate the meaning at the same time verbally, for example using pictures and realia. The teacher mentions the name and points the things. The attractive picture or realia are used to motivate and to make the students pay more attention to the teachers' explanation. (b) Step two is repetition; the students repeat the new word a few times. The teacher checks the pronunciation carefully. If a visual is used, keep it in front of them to ensure that they associate sound and meaning. (c)

Step three is written form; the teacher shows the new word using flash cards and has the class read it aloud without distorting the pronunciation. First, choose two or three individuals to say it, and then get chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation

Thus, it can be said that by using visual aids, the students will be more interested to learn. They can also help the students to master the three aspect of vocabulary, namely pronunciation, spelling and meaning. By mastering the three aspects, the students will be easier to learn the vocabulary.

C. Suggestion

Based on the conclusion and implication above, the researcher would like to give some suggestions dealing with the teaching of vocabulary. Hopefully, the suggestions will be useful for whomsoever willing to improve the vocabulary mastery including teacher, students, and other researcher. The suggestions are as follows:

1. To the English teacher
 - a. The teacher needs to identify the students' behavior first before presenting the lesson. This is aimed to choose an appropriate technique.
 - b. It is necessary for the teacher to use interesting media, such as the visual aids, so the students will be interested in joining the lesson.
 - c. The teacher should be able to develop a good atmosphere in the class, so that the students learn at comfortable situation. For example make a various techniques and combine by the using of visual aids. For that reason the students do not feel bored.

2. To the students

Some students might consider English as a difficult subject if there is no motivation to learn. The students should encourage themselves to learn more, to ask more, and to know more.

3. To other researchers

This research discusses the implementation of visual aids in teaching vocabulary to Elementary Students. This study is just one effort to improve students' motivation and achievement in learning English. It is hoped that the result of the study could be used as the additional reference in other research.

