Improving Students’ Vocabulary Mastery Through the Use of Wall Charts
(An Action Research at the 5th Grade of SDN Parangjoro 1 Sukoharjo in the Academic Year of 2011/2012)

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Thesis

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English Education

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ABSTRACT

Septian Maharani. “IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH THE USE OF WALL CHART (A Classroom Action Research at Fifth Grade Students of SD Negeri Parangjoro 1 Sukoharjo in the Academic Year of 2011/2012)”. A Thesis: Teacher Training and Education Faculty of Sebelas Maret University, 2012.

The objectives of this research are: (1) to find whether wall chart can improve the English vocabulary mastery of the fifth grade students of SD Negeri Parangjoro 1 Sukoharjo in academic year 2011/2012; (2) to find out students’ motivation when wall chart is used in teaching vocabulary.

The study is an action research which was conducted in two cycles at fifth grade of SD Negeri Parangjoro 1 Sukoharjo, from September until December 2011. The research data are collected by using technique of observation, interview, document, and test (pre-test and post-test). The data were analyzed through descriptive analysis which consist of assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes for the qualitative data and descriptive statistics for the quantitative data.

The research findings show that wall chart is able to improve students’ vocabulary mastery and students’ motivation. In the end of the research, the researcher finds that (a) the students can grasp and remember the meaning of words; (b) the students are able to spell the words correctly; (c) The students’ pronunciation is improved, they made fewer mistake compared with difficulties before action ; (d) the students have fewer mistake in using the words based on the context compared with difficulties faced before action. The students’ vocabulary improvement is reflected in the tests scores. The mean score between pre-test and cycle 1 post test improves from 54.5 to 66.2. It improves again in cycle 2 post test which was 77. It shows that there was an improvement of the students’ vocabulary mastery before and after the research. The improvement of students’ motivation can be seen through class situation: (a) Students pay attention to the teacher’s explanation, they seemed interested on the lesson; (b) the students focus on the lesson, they did not talk each other when the teacher gave explanation; (c) most of the students become active, they are more enthusiastic in the lesson.

Therefore, it can be concluded that teaching vocabulary by using wall chart could improve the students’ vocabulary mastery.
MOTTO

“they are able because they think they are able”
(VIRGIL)

“Do what you can, with what you have, where you are.
What better can you do?”
(Theodore Roosevelt)

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DEDICATION

This thesis is whole-heartly dedicated to those who support me keep struggling to get best future:

≈ my beloved parents
   Ibu Yayuk and Bpk Suwarro

≈ my beloved brothers, Panji and Ibnu

≈ my beloved grandmother

≈ all friends that have helped and have supported me

“Thank you very much”
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Praise is to Allah, The Most Gracious God, that eventually the writer can finish her thesis as a partial fulfillment of the requirements for the Undergraduate Degree of Education in English.

Obviously, there are honorable people who deserve her special gratitude for their help and encouragement to the writer.

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11. Everyone who has helped the writer to conduct the research and to write this thesis.

The writer realizes that this thesis is still far from being perfect. She hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, May 2012

Septian Maharani

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CHAPTER 1
INTRODUCTION

A. Background of the Study

Learning English since childhood get more attention from society. People feel an important to introduce foreign language especially English to their children. There are many reason why English better to introduce in early age. Beside, English as international language which is very important to society life because English used in several aspects such as education, social, culture etc. Teaching English at the early age is easier than teaching to adult. Brumfit (1984: vi) explains that young children have more opportunities than adult. When learning, children can learn all the time without having the worries. They have more knowledge in learning English with the help of people around them; their parents, friends and teachers all help them in learning. Furthermore, they have a strong personal need to learn if they are surrounded by people speaking the second language, and there are strong social to do what their elders expect. It means that children learning in fun way without worries if they had wrong. Compared to the adult, children are more able to accept new things on their surrounding and they are quicker to learn something. It means that learning English in primary level is the right decision. At that term, children who learn naturally can reach attainment or ability higher than they learn when they have adult.

The other reason is given English in primary level as basic and preparation to get more knowledge in next level. Kasihani (2007) stated that by giving a foreign language subject like English in the age of 10 (fourth grade students), it will develop their cognitive skill, because students in that age are still in the shift process from egocentric phase where they are often to see phenomena in this world just from their own point of view to reciprocity phase where they will try to see the phenomena from other point of view. Cameron also supports this argument to teach English as foreign language to the primary level students by more practical argument. According to Cameron (2001:1), children often seem
less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent. This means that children which can be expected as students in elementary school have bigger chance to improve their English better and probably faster than adult or higher-level students.

In Indonesia, English was given in elementary school level. To improve education quality in Indonesia especially English skill, our government has decided that English given since elementary school. It states in the curriculum of elementary school 2004:


English learning in elementary school begin with simple lesson. English learning at primary school level focus on teaching vocabulary. Teaching vocabulary in the early English learning is very important. Students will find difficulties in learning English if they lack vocabulary. In addition to introduce new foreign vocabulary, collecting enough vocabulary will make the children able to communicate in simple way. Walkins in Thornbury (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing conveyed. It means that we are able to communicate with other although had not enough ability in grammar. Similiar with Walkins, Shoebotton states that vocabulary much more than grammar is the key to understand what students hears and reads in school, and to communicate successfully with other people. For this reason it is very important for students to build up a large store of words (Shoebottom, 2011: 1).

Vocabulary is the most important component language because it affects the four language skills that are listening, speaking, reading, and writing. Related to the importance of vocabulary in language learning, Decarrico in Celce and Murcia (2001: 285) states that vocabulary learning is central to language
acquisition, whether the language first, second, or foreign. The reason of why vocabulary is important in learning language is implicitly proposed by McCharthy. According to McCharthy (1990: 3) when we speak of the vocabulary of language we are primarily but not exclusively, the words of that language. Therefore, if vocabulary is related tightly to the learning words of certain language, then it will be central in language learning. For instance, all languages in this world are used by help of words. Words’ mean connect language to the real world. They can be the represent of things in the real life and also used to express feeling of the language user.

Teaching vocabulary for young learners is not easy. Forts (2008: 1) states that teaching vocabulary is quite difficult because there are thousand hundreds words in English. In real lesson, teaching vocabulary, the teacher has to introduce new words and ask the students to practice them, making clear the meanings and the ways in which each can be used. According to Nation (2001: 1) deliberately teaching vocabulary is the one of the least efficient ways of developing learners’ vocabulary knowledge but nonetheless, it is important part of a well balanced vocabulary program. In Indonesia elementary school, the students study the basic English on vocabulary enrichment. They learn names in their surrounding such as of day, month, animal, vegetable, fruit, toys and games, colors, etc. It is simple English in daily context. Students more able understand and suitable to learn new words that he ever seen.

When the writer did pre observation in SDN Parangjoro 1 Sukoharjo at five grade students, the writer identified some vocabulary problems related teaching learning process in that school. They are as follows:

1. Students did not able spell words correctly
   Students were not able to spell in English. They wrote like the pronunciation. For example puzzle we read it /pʌzəl/ and the students wrote it pazel; noodles / nuːdlz/ but they wrote nudel.

2. Students had difficulties to pronounce English word correctly
   There are many students who pronouncing words incorrectly. For example “have” is pronounced / hæv/ but the students still pronounce it like /have/
3. Students had difficulty to remember meaning of new words
   Having been presented words in a meeting, the students could not mention
   the meaning of those words in the next meeting (usually 1 or 2 days later)
4. Students were not able to use words that they have learned in simple
   communication.
   There are so many incorrect words used in the sentences for exercise. They
   confused in ensuring the word which should be used.

Some problems also occur during the process of teaching and leaning. The
problems are:
1. Students did not pay attention to the lesson
2. When he the teacher gave explanations, students talked to each other, it
   made the class noisy.
3. Students in the class were passive.

Based on the problem in the classroom situation, it can be said that the students
have low motivation in learning English.

Those problems that have been mentioned both students’ vocabulary
mastery and students’ motivation are mainly caused by three things: (1) the
teacher has not utilized teaching media for teaching and learning process.
According to preliminary observation, the teacher only used LKS to explain the
material. She manually writes some list of word as well as the meaning of which
on the blackboard. Afterward, she insisted asking them to read and pronounce.
Such a way looks ordinary and unattractive to grab students’ attention; (2) the
teacher has not used variety or effective teaching technique to teach the students.
The teacher only preaches to explain the material. In addition teacher tends to
dominant teaching learning process. Afterward, the teacher asked the students to
do the LKS and check it together. Learning is only felt as command to hear, think,
follow, and do. This condition makes class very boring and students have low
motivation; (3) the students do not had enough motivation to learn English. They
assumed that English is quite difficult to them.

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Teacher should find the best way in teaching English to get the best result in students’ learning English. Based on the problems identified, the writer would like to try to provide a suitable media that is expected to help teacher in improving vocabulary mastery. Wall chart can be used to improve vocabulary mastery. As we know, teaching is a complex process and visual aids, such as picture, realia, wall chart, drawing etc, are a great help in stimulating the teaching of a foreign language particularly in vocabulary teaching. Bowen (1994: 1) states visual aids are great help stimulating the learner of a foreign language. The students must use their ears as well as their eyes but it is the eye that is primary channel of learning. Good visual materials will help maintains the pace of the lesson and the students’ motivation.

Some pictures actually, are perfect for the purpose of teaching particularly the vocabulary. There are many types of pictures that are proposed by some expert; one of them is wall chart. Wall Chart is large card displaying diagram or picture. Most wall charts consist of combination of visual and verbal material (Bowen, 1994: 13). Wall chart is one of suitable media to teach vocabulary for children. Basically, children love the interesting picture. It makes the teacher easier to give explanation about new vocabulary to young learners.

The reason of why wall chart is used as the way to enrich the students’ vocabulary is that young learners as the object of the English language learning are usually interested in a real-life activity. It is also stated by Phillips (1996: 74).

“Vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action, or a real object. The children should then meet and use the word(s) in relevant contexts, in order to ‘fix’ them in their minds. This helps establish their relationship to other words, so that a vocabulary network is built up.

By wall chart the teacher will get more benefit, because teaching vocabulary to children by using wall chart can;

1. Increase understanding of a topic
2. Add interest to a subject
3. Lengthen the retention time of information
4. Teach a skill effectively
5. Contribute to a desirable attitude
6. Stimulate people to action
7. Offer experiences not easily obtained in other ways. Kemp (1963: 3)

The researcher hopes that studying vocabulary using wall chart will help the student to learning vocabulary. It is easier to help the students remember the meaning of words, spelling, using and pronounce words correctly.

Based on statement above, the child’s characteristic and problem indicators, the researcher has strong belief that teaching vocabulary by using wall chart is effective to improve students’ vocabulary mastery.

B. Problem Statements

Based on the problem limitation, the problems are formulated as follow:

1. Can wall charts improve the English mastery of the fifth grade students of SD Negeri Parangjoro 1 Sukoharjo in academic year 2011/2012?
2. What is the students’ motivation when wall chart is used in teaching vocabulary?

C. The Objectives of The Study

Based on the Problem Statement above, the Objectives of the study can be formulated as follows:

1. To find whether wall charts can improve the English vocabulary mastery of the fifth grade students of SD Negeri Parangjoro 1 Sukoharjo in academic year 2011/2012
2. To find out students’ motivation when wall chart is used in teaching vocabulary?

D. The Benefit of Study

From this study, the research result is expected to be able to give some benefits for several sides; to students, teacher, school, educational institution, and the other researchers:
1. For the students, this research hopefully can help them to master English vocabulary better and effectively in order to provide them with basic mean in achieving communication skills in using English.

2. For the teacher, this research hopefully can help solving their teaching vocabulary problems and also enriching their language teaching methods in teaching vocabulary to the elementary school students.
CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. The Nature of Vocabulary Mastery

Vocabulary is major component of language. By having enough vocabularies, the learners would able to communicate with others in simple way. Without having enough vocabularies, the learners will get some difficulties in using English.

There are some definitions of vocabulary are given by many language experts. Hatch and Brown (1995: 1) state that vocabulary refers to list or a set of words individual speakers of a language might use. It is support by Hornby (2003: 482) gives three definitions of vocabulary, Vocabulary are: 1) all the words that person knows or uses, 2) all the words in a language, 3) list of words with their meanings.

According to Manser (1995:461) states that vocabulary is defined as the total number of words in language, words known by person or used in particular book, subject, or list of words with their meanings. Ur (1998: 60) states vocabulary as the words the teacher teaches in the foreign language. He states five aspects that related with vocabulary, that are pronunciation, grammar, collocation, meaning and word formation.

Hammer (1991: 62) explain teaching vocabulary not only teaching new meaning of words but also teaching how to spell and how to pronounce the words. Eliot and Travers (1996: 384) also state that vocabulary refers to the meaning of words and its pronunciation. A person is said to know a word if they can recognize its meaning when they see it (Harmer, 2005: 2). It means, in learning vocabulary, students have to know, understand the meaning of word and also be able to use it in sentence.
Based on some definitions suggestion by expert above, it can be concluded that vocabulary is list of words as well as the word meanings that people used and understood, in both oral and written language.

Communication will be conducted well if person masters sufficient vocabulary of the language used. Their ability to learn vocabulary continuously grows until they grow up. Their vocabulary development is also influenced by their social environment. The primary period for conceptual development, however, is early childhood. It means that experience likely contributes to vocabulary mastery. The great skillfulness and knowledge of some subject or activity is called as “mastery” (Collins English Dictionary: 2003. 311).

Hornby (2003: 720) states that mastery is complete knowledge or great skill. While, Webster (1990: 409) says that mastery is a great skill or knowledge that makes one master of subject. And Oxford Advanced Learner’s dictionary of current English (1995:721), the word mastery means complete knowledge; great skill. From these definitions, the word mastery is tightly related to the complete knowledge, and great skill of something.

Regarding explanation above, then vocabulary mastery can be defined as knowledge or ability of the set of all words as well as the word meanings that are understood used by speaker, in both oral and written language. Keown (2006: 53) conveys that crucial for vocabulary mastery is word retrieval. Students must be asked to recall word meanings repeatedly and to use the words in their speaking and writing.

Vocabulary mastery in this research is only related to the students’ problem as described previously vocabulary mastery is student’s ability in spelling, pronouncing, expressing meaning and using words in communication.
2. Problem in Vocabulary Learning

Related to the problems which might be faced by students in vocabulary learning process, Thornbury (2002: 27-28) proposes seven factors of vocabulary which possibly share difficulties to the students. Those factors are:

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

b. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their 'learnability'. Also, variable stress in polysyllabic words - such as in word families like necessary, necessity and necessarily - can add to their difficulty.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its LI equivalent.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners.
f. Range, connotation and idiomaticity
Words that can be used in wide range of context will generally be perceived as easier than their synonym with narrower range.

Similar with Thornbury, Ur (1996: 60), states there are six aspects of vocabulary that need to be taught in teaching vocabulary as follows:

a. Form: Pronunciation and Spelling
The learner has to know how a word is pronounced (its pronunciation) and what it looks like (its spelling).

b. Grammar
A word sometimes comes with grammatical rules. The learner also needs to know the past form of a verb, the plural form of a noun, etc.

c. Collocation
It deals with the appropriateness of particular combination of words.

d. Aspects of Meaning (1): denotation, connotation, appropriateness
Denotation refers to the meaning of a word as what it refers to in the real world. Connotation is the meaning of a word when it comes in association, negative or positive evokes that may or may not be stated in dictionary definition. The context is also important to determine the meaning of a word. It gives appropriateness where the word commonly used.

e. Aspects of Meaning (2): meaning relationship
A word sometimes has a close relationship with others. In language teaching, this kind of relationship is useful. The learner should recognize the words in different relationships. Synonyms, antonyms, hyponyms are some of the main ones.

f. Word formation
Certain vocabulary can be broken down into their components. Students’ understanding in prefixes and suffixes can help them in knowing the meaning of words.
g. The use

The use includes how vocabulary item is used, and possibility for restriction use, that related to particular style or register.

 Those vocabulary learning problems which can be encountered by students, make teacher should pay much attention in the vocabulary learning process in class. Laufer in Schmitt and McCharty (1997: 142-153) adds some ways to implications those problem. And, bellows are the implications of those problems in teaching vocabulary. :

a. Learners need tasks and strategies to help them organise their mental lexicon by building networks of associations - the more the better.

b. Teachers need to accept that the learning of new words involves period of initial fuzziness.

c. Learners need to wean themselves off a reliance on direct translation from their mother tongue.

d. Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations, and their syntactic environments.

e. Teaching should direct attention to the sound of new words, particularly the way they are stressed.

f. Learners should aim to build a threshold vocabulary as quickly as possible.

g. Learners need to be actively involved in the learning of words.

h. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.

i. Learners need to make multiple decisions about words.

j. Memory of new words can be reinforced if they are used to express personally relevant meanings.

k. Not all the vocabulary that the learners need can be taught.

Learners will need plentiful exposure to talk and text as well as training for self-directed learning.
Regarding to the explanation above, factors of vocabulary include the form (consisting of pronunciation and spelling), grammar, collocation, and aspects of meaning (consisting of denotation, connotation, appropriateness, and meaning relationship), and using.

As this research is implemented for teaching to young learners in elementary school, especially in the fifth grade of SD Negeri Parangjoro 1 Sukoharjo that the students of which encounter the problem of spelling, pronunciation, and meaning, then the aspects of vocabulary involved in this research are (1) spelling; (2) pronunciation; (3) meaning; and (4) using. Those aspects are also considered as basic aspects in vocabulary that should be prioritized for teaching to young learner before they learn grammar, collocation, appropriateness, meaning relationship, and word formation.

3. Vocabulary Learning

In order to teach vocabulary successfully, a teacher should know more how the students learn vocabulary. It can help the students in acquire vocabulary mastery, if the teacher more understands the strategies vocabulary learning. According to Thornbury (2002: 18) there are two steps in vocabulary learning.

a. Labeling or Categorising

This is means mapping word on to concepts. For children who had first learning new vocabulary know the concept or detail from the word means is very important. So that concept, for example, of dog has name, dog or doggie. But no all four legged animals are dogs: some may be cats. So the child then has to learn how far to extend the concept of dog.

b. Network building

This is mean, network building serves to link all the label and packages, and lay the groundwork for a process that continues for as long as we are exposed to new words and new meanings for old
words. For example from ‘family’ words it can be connected to father, mother, brother and the other family.


a. Guessing Meaning from Context

In this strategy making the transition to independent learning can be easier and more efficient if teacher help the students learn to recognize clues to guessing word meaning from context. This strategy is a key vocabulary learning skill for dealing with low-frequency vocabulary, particularly in reading authentic texts.

b. Vocabulary notebook

Schimitt and Schimitt (1995) recommend arranging the notebook in a loose-leaf binder or index card file, in which, for instance, students write word pairs and semantic maps which help them visualize the associative network of relationships existing between new and familiar words. Other activity is keeping make a note every time they hear or see new words.

c. Mnemonic Devices

In Mnemonic device there are three stages. First the learner chooses an L1 or L2 word, preferably a concrete entity, based on phonological similarity with the L2 target word. Then, when seeing or hearing the target word, the learner is reminded immediately of the keyword. Finally a visual image is constructed to combine the referents of the keyword and the target word, preferably an odd or bizarre image that will help make it more memorable (Hulstijn 1997).

d. Other Learner Strategies

It can help in discovering word meaning and in consolidating it in memory. Study and practice in peer groups, connect a word to personal experience or previous learning, say a new word aloud when studying, use verbal and written repetition, and engage in extended rehearsal. It is possible for learners to try all strategies and determine strategy use.
Murcia also adds (2001: 286-289) there are two kinds should be focus in vocabulary learning. First Explicit learning, in explicit vocabulary learning student engages in activities that focus attention on vocabulary. In this type of learning, what vocabulary to teach, teaching strategies and activities determined. The second type is implicit learning or incidental learning. This learning type is characterized by the focus of learning. Students focus elsewhere, such as on understanding text or using language for communicative purpose. Although, those two types vocabulary learning have their own characteristics, it would be better to join them in the vocabulary learning process.

4. Vocabulary Teaching

Vocabulary is important component in teaching English in elementary, intermediate, or advance level. Teaching vocabulary in new learners is not easy. A lot of learners had difficulties to understand of the meaning in every word in the same time. As a good teacher, understands how to teach vocabulary in fun way is important. It is makes the learners more interesting in learning English especially new words. Nation (2005: 1) states that teaching vocabulary effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misinterpret. It means in teaching vocabulary the teacher should explain clearly, it helps the students do not misinterpret.

He also adds the principles of teaching vocabulary. There are:
1. Keep the teaching simple and clear. Do not give complicated explanations.
2. Use both oral and written presentation - write it on the blackboard as well as explaining.
3. Give most attention to words that are already partly known.
4. Do not bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.
While, Cameron (2001: 81) states, there are five principles which teachers have to bear in their mind in teaching vocabulary to young learners. First, types of words which are given to young learners will change based on their level. Five year olds learning a foreign language will learn concrete vocabulary that connect with the object they can touch or see, whereas older learners can be given more abstract words and topic. Second, vocabulary development is not just large number of words, but it should also involve expanding and deepening word knowledge. Children need to meet new words in the contexts that help their knowledge of words. Third, words and word knowledge can be seen as being linked in the networks of meaning. Fourth, basic level words are appropriate to younger children in learning vocabulary of new language, and for older children can be given the subordinate and superordinate of the basic level words. The last, children change in how they can learn words. Younger students learn words as collection, in the other hand, the older can make connections between the words to help them in learning words.

After the basic principles of teaching vocabulary, the more practical terms in teaching vocabulary will be mentioned. Hatch and Brown in Cameroon (2001: 84) describe five essential steps in learning vocabulary. First are having some sources for encountering words. Second is getting clear image, whether visual or auditory or both, for the forms of the new words. Third is learning the meaning of the words. Fourth is making a strong memory connection between forms and meanings of the words. Fifth is using words. In implementing these steps of course we should refer to the previous principles in teaching vocabulary to young learners mentioned by Cameron.

5. Technique in Vocabulary Learning

We have known that vocabulary teaching is as important as the teaching of structure. To get best result in learning vocabulary, the teacher should give attention and apply the best technique that is going to be used
to teach vocabulary. Have, there are several technique by experts Ur (1996: 63) says that there are some ways of presenting the meaning of new items, they are: concise definition, detailed description, examples (hyponyms), illustration (picture, object), demonstration (acting, mime), context (story or sentence in which the item occurs), synonyms, opposites (antonyms), translation, associated ideas (collocations). Harmer (1991: 161-162) describe that there are many ways of presenting new vocabulary, those are:

a. Using realia

One way of presenting new words is to bring the things they represent into the classroom. It means that the teacher brings the objects or points to it, says the word and then gets students to repeat it, for example ball, kite, marble, fruit, etc.

b. Using pictures

Picture can be used to explain the meaning of vocabulary items. The object can be board drawing, wall picture and chart, flashcards, magazine pictures and any other non-technical visual representation. Teacher can draw things on the board or bring in pictures. They can illustrate concept such as walking, playing, etc.

c. Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. For example: running and smoking are easy to present in this way.

d. Contrast

Teachers saw how words exist because of their sense relation and this can be used to teach meaning. Teachers can present the meaning of ‘empty’ by contrasting it with ‘full’ or ‘cold’ by contrasting it with ‘hot’ etc. Teachers may present with pictures or mime, and by drawing
attention to the contrast in meaning the teacher ensure their students’ understanding

e. Enumeration

Another sense relation was that of general and specific words. Teachers can use this to present meaning. Teachers can say ‘clothes’ and explain this by enumerating or list various items.

f. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If the teacher are explaining the meaning of ‘mate’ (=friend) teachers have to point out that it is a colloquial word used in informal contexts and it is more often used for males than for females.

g. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place even where translation is possible; it may a bit too easy for students by discouraging them from interacting with the words, where translation can quickly solve a presentation problem it may be a good idea, but teacher should bear in mind that a consistent policy towards the use of the mother tongue is helpful for both teacher and students.

In addition, Haycraft (1997: 47) describes that there are many ways of presenting new vocabulary, those are:

a. In Context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known.
b. Create A Context
The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning.

c. Description or definition
Teacher can also describe and define objects, although drawing is often more effective.

d. Outside the Classroom
Take the class out and introduce words for things seen in a shop window or on the street. Close control and plenty of revision is needed here but it is a vivid way of teaching and new vocabulary is taught in living context.

e. Objects
There are hundreds of simple objects already in the classroom, others which can probably be seen through the window, and others which can be brought in when needed. Cross (1991: 6) calls it as “realia”, that means as real things.

f. Drawing
Even a teacher without too much skill can represent simple objects on the board.

g. Mime
This is particularly useful for actions: eating, drinking, jumping, etc. It can also involve the objects connected with these verbs: drinking coffee, eating a sandwich, etc.

h. Opposites
A word can often be defined if students know its opposite, example “A brave man is not afraid”. Cross (1991: 7) calls it as “antonym”

i. Synonyms
Kaycraft explains with example that a German student may understand “commence” if teachers’ definition is brought in the word “begin”. commit to user
j. Translation
The quests for the meaning of a word through situation make it more memorable when the student does eventually discover what it is. If teacher does translate vocabulary, it is suggested that teacher should exemplify the word in context, or the students will forget it easily.

k. Picture /flash cards
Pictures can be easily found for special vocabulary such as kitchen, clothes, car, interiors and so on. The picture or cutting can be pasted on to a piece of cardboard to make a flash card.

l. Wall charts
These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible.

m. Word Games
There are a large variety of these and they are useful for practicing and reviewing vocabulary after it has been introduced.

B. Wall Chart

1. Definition of Wall Chart
Haycraft (1978: 106) states that wall chart is a large picture used for introducing new vocabulary placed next to the blackboard or on the board itself. Besides, it also for practicing structure, drilling, elaborates dialogue (in social situation) and discussing. While Bowen (1994: 13) states that wall chart is large card displaying diagram or picture. Most wall charts consist of combination of visual and verbal material. The aim is to give information on a topic.

Another definition is stated by Doff, he states a charts (sometimes called wall chart) is a large sheet of paper or card with writing, picture or diagrams which the teacher can either hold up for the class to see or display on the wall or blackboard used for more extended presentation or practice (1988: 87). From those descriptions above, wall chart is large sheet of paper containing writing, pictures, or diagram which is gave
information and useful for present new vocabulary that display in the wall or blackboard.

2. Wall Chart in Presenting Vocabulary

In presenting vocabulary, Topfer (2010) point out a design to explain an enrich students’ vocabulary using wall chart with step as follow:

a. Sound and the meaning

In this step, the activity focused on the sound. The teacher says the new words two or three more times, pronouncing clearly. She also explains the meaning at the same time. It would help the learners know what word that they hear. Words that they heard not only strange sound but also has a meaning.

b. Visual.

In this step, the learners can see what is visualized by a wall chart, in the form of picture and words. The learners can see what the picture mean. For example images of kites, kite words written beside the picture. The learner can concluded that meaning of layang-layang is a kite. It is also help students to spell the words correctly. The activity focused on the way words look.

c. Connecting

In this step, the words that the learners learnt connected with other words. The teacher teaches the learner how to use the words in context. The teacher gives them drilling in sentences to help the students how to use the word in simple communication. At the first, the students were not able to make their own sentences. After the teacher drill two or three time, the students more understand how to use words in simple communication.
It is similar with Cross (1999: 11) he states that there are some steps to follow in presentation. They are:

a. Sound and the meaning

In this steps, when the teacher teach the word “kite” it is easier for the students if the teacher pronounce the word to them and show them at the same time the object of the picture, that the students, get the meaning immediately.

b. Repetition

In this step, the teacher gets the class to repeat the words that they have learn a few times. It is help the students to practice how to pronouncing words correctly and remembering meaning of words. Thornbury (2005: 24) reveal that the time-honoured way of ‘memorizing’ new material is through repeated rehearsal of the material while it is still in working memory. However, simply repeating an item (the basic of rote learning) seems to have little long-term effect unless some attempt is made to organize the material at the same time.

c. Written Form

The teacher writes the word or sticks the words under picture to show the meaning of the picture. It helps the students to know how to write words of that meaning correctly.

3. A Good Wall Chart

Good media is media that has a good characteristic to use as teaching aids. It is to facilitate students and teachers in teaching and learning activities. For teachers, choosing appropriate media in teaching will make it easier to explain to the students. Meanwhile characteristic good media also will help students to easily understand the topic being described. Wall chart is one of good media which has the characteristic media to help students and teachers in teaching and learning activities.

(commit to user)
According to Bowen (1994: 13), there are some factors to selecting a wall chart. They are:

a) Appeal
The picture should capture the interest and imagination of students.

b) Relevance
The picture should be appropriate for the purpose of the lesson – it must contribute directly to the aim of the lesson. Don’t use a picture just because it is attractive or that your students find it fascinating.

c) Recognition
The significant features of the picture should be within your students’ knowledge and cultural understanding.

d) Size
If you are showing a picture to the whole class, it must be large enough to be seen clearly by all. For pair and group work, the picture can of course be smaller.

e) Clarity
Avoid crowded pictures – they can confuse and distract your students. The relevant details must be clearly seen. Choose pictures with strong outlines and contrast in tone and color to avoid ambiguity.

4. Advantages and Disadvantages of Wall Chart

Teaching aids definitely have the advantages and disadvantages of each; such in the case of wall chart. As teaching aid wall chart also has advantages and disadvantages.

Bowen (1994: 15) states that wall chart suitable for pair or group work in intermediate and advance classes and unsuitable for whole class teaching because it is usually complex, with printing too small to be seen by the student from their seats.

According McCarthy (1989: 4) there are some advantages of wall chart.

a. Easy and inexpensive to make update.

b. Helping the speaker proceed through the material
Wingenbach (2010) on his article also adds some advantages of wall chart:

a. Quick way for the audience to visualize what you are saying -- numbers, trends, up or down
b. Forceful -- emphasizes main point
c. Convincing -- proves a point, see and hear
d. Compact way to convey information
e. More interesting than just talk or print (Remember to use as many of the five senses as possible)

Besides the advantages that wall chart have, it also has several disadvantages instead. There are some disadvantages of wall chart used in teaching and learning process, they are:

a. unsuitable for use in large group
b. anxiety-provoking for facilitator with poor handwriting or poor spelling
c. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

C. Teaching English to Young Learners

1. Young Learners

According to Phillip (2001:5) young learner is children from the first year formal schooling (five or six years old) to eleven or twelve years age. Similar with Philip, Chang (1993: 25), young learners means children ranged from age 6 to the end of primary schooling seemed appropriate. (Harley et al. 1995) in Cameron (2001: 15). She adds that children are generally less able to give selective and prolonged attention to feature of learning tasks than adults, and more easily diverted and distracted by other pupils.
Piaget in Cameron (2001: 2) states that the child as active learner, children is seen as continually interacting with the world around her/him, solving problems that are presented by the environment. The child is as an active learner and thinker, constructing his or her own knowledge from working with objects or ideas.

From definitions above, we can conclude that young learners are students studying in school aging six until fifteen.

2. The Characteristics of Young Learners

As a good first teacher know who are his students is very important. For example about the student’s age and sex; what topic they tend to be interested to or what student’s activities like. From that information, what the students need to learn and how they learn will be clearly identity.

The same case also works in teaching to young learners. Before teach them, we should know who young learner are and what general characteristic of young learners it self. Some experts have proposed young learners’ characteristic related to the teaching language learning process. Knowing more characteristics of the children will help the teacher to choose the suitable media or technique of teaching. There are some characteristics of young learner in learning a language.

Scott and Ytreberg (2000: 1-4) add that the children’s development can be divided into two group. The first group is five to seven years old and the second group is eight to ten years old.

a. Five to Seven Years Old :

1) They can talk about what they are doing
2) They can tell you about what they have done or heard
3) They can plan activities.
4) They can argue for something and tell you why they think what they think
5) They can use logical reasoning.
6) They can use their vivid imaginations  
7) They can understand direct human interaction  
8) They know the world governed by rules, and obey it  
9) They understand situation more quickly than they understand the language used  
10) They use skills before they are aware of them  
11) The physical world is dominant all times  
12) They are very logical  
13) They have very short attention and consecration span  
14) Young children sometimes have difficulty in knowing what is fact and what is fiction  
15) Young children are often happy playing and working alone but in the company of others.  
16) When children do not understand something they either pretend to understand, or they understand in their own terms and do what you want them to do  
17) They will seldom admit that they do not know something either.  
18) Children cannot decide for themselves what to learn  
19) Young learners love to play, and learn best when they are enjoying themselves.  
20) Young children are enthusiastic and positive about learning.

b. Eight to Ten Years Old:
1) Their basic concepts are formed. They have very decided views of the world  
2) They can tell the difference between fact and fiction  
3) They ask questions all the time  
4) They rely on the spoken word as well as the physical world to convey and understand meaning  
5) They are able to make some decisions about their own learning  
6) They have definite views about what they like and don’t like doing
7) They have a developed sense of fairness about what happen in the classroom and begin to question the teacher’s decisions
8) They are able to work with others and learn from others.
9) They have a language with all basic elements in place. They are competent users of their mother tongue and in this connection.
10) They are aware of the main rules of syntax in their own language.

By the age of ten children can understand abstracts, symbols (beginning with words), and generalize and systemize.

The other hand, Brumfit (1997: v) mention lists some of the characteristics of young learner:

a. Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school.
b. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school.
c. They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling.
d. Their learning can be closely linked with their development of ideas and concept, because it is so close to their initial experience of formal schooling.
e. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

Those are some young learner’s characteristic by Brumfit and the next theory is from Halliwell. Halliwell (1992: 3), states that there are some characteristics of children which can be accepted as the representation of young learners. There are: (a) children are already very good at interpreting meaning without necessarily understanding the individual words; (b) children already have great skill in using limited
language creatively; (c) children frequently learn indirectly rather than directly; (d) children take great pleasure in finding and creating fun in what they do; (e) children have a ready imagination; (f) children above all take great delight in talking.

3. **Teaching English to Young Learners**

   Teaching English to young learners is different from teaching English for adult. In teaching English to children there are two aspects that should be considered, they are: why we teach English to children and how we teach English to children.

   Brumfit (1997: vi) mentions the reasons of teaching English for primary level, they are:
   a. The need to expose from an early age to and understanding of foreign culture so that they grow up tolerant and sympathetic to others
   b. The need to link communication to the understanding of new concept.
   c. The need for maximum learning time for important language-the earlier you start the more time you get.
   d. The advantage of starting with early second language instruction so that later the language can be used as a medium teaching.

   After knowing the reason of teaching English to children, the second aspect that should know is how to teach English to children. Scott and Ytreberg (1990: 5-6) state that should be done to teach English to children as follows:
   a. Words are not enough
      Do not rely on the spoken word only. Activities for the children should include movement, involve sense and form of visualization.
   b. Play with the language
      Through fun activities by making up rhymes, sing song and tell story. Children can talk nonsense and experiment with word without they now the rule. Let them to express their anything words.
   c. Variety in the classroom
Concentration and attention spans are short, variety is a must – variety of activity, variety of pace, variety of organization, variety of voice.

d. Routines

Children benefit from knowing the rules and being familiar with the situation.

Another theory by Cameroon (2001: 19-20) states that there are some key learning principles in teaching English to young learners. First, children actively try to construct meaning. It means that they try to make sense what they have got from adult. They will make sense based on their own limited and partial knowledge. Therefore, teacher should consider activity in the classroom from children’s point of view in order to make sure that they understand the new language being given. Second, children need space for language development. In determining what to teach to children, teacher should consider what children have had and what children have not. Third, children’s foreign language learning depends on what they experience. Experience which children have got in the classroom is facilitated by activity in the classroom. This activity creates learning environment for children, and as we know children learn through environment faster.

D. Motivation

There are some definitions of motivation suggests by some expert. Brophy (1998:3) says that motivation refers to student’s subjective experiences, especially their willingness to engage in lesson and learning activities and their reason for doing so. Another definition is put forward by Weiner in Elliot et all (2000: 332) defines that motivation is an internal state that arouses us to action, pushes us in particular direction, and keep us engaged in certain activities.

From definition above it can be concluded that motivation is student’s subjective experience that arouses students to action, pushes them particular direction, especially their willingness to engage in lesson
and learning activities and their reason for doing this. In other words, motivation is an individual intention of acquiring the knowledge or skill that are the activities are intended to develop.

Students’ motivation affect on the teaching learning process. It is one of key to successful language learning. Learning and motivation are equally essential for performance. Learning enables us to enquire new knowledge and skills, and provide us to enquire new knowledge and skill, and motivation provides the impetus for showing what we have learned. Elliot et al (2000: 332) sums up that motivation is an important psychological construct that affect learning and performance in four ways: (1) Motivation increases an individual’s energy and activity level. It influences the extent, to which an individual is likely to engage in a certain activity intensively or half-heartedly, (2) Motivation directs an individual toward certain goals. Motivation affects choice people made and the result they find rewarding, (3) Motivation promotes initiation of certain activities and persistence in those activities. It increase the possibility that people will begin something on their own, persist on the face of difficulty, and resume a task after a temporary interruption, and (4) motivation affects the learning strategies and cognitive processes an individual employs. It increases the possibility that people will pay attention to something, study and practice it and try to learn it in a meaningful fashion. It also increases the possibility that they will seek help when they meet difficulty.

Learning process will more successful if the student also has good motivation as the learner. Ur (1996: 275) say that, motivated learning is someone who is willing or even eager to invest effort in learning activities and to progress. Moreover this learner motivation makes teaching and learning immeasurably easier and more pleasant as well as productive. Naiman in Ur (1996: 275) also adds that the most successful learner are not necessarily those language comes very easily. They are those who display certain typical characteristic, most of them clearly associated with motivation. There are: 1) Positive Task Orientation. The students who are
motivated in learning are willing to tackle tasks and challenges and have confidence in his or her success, 2) Ego-involvement the students find it important to succeed in learning in maintaining and promote his or her own positive self image, 3) Need for achievement. The students has need to achieve, to overcome difficulties and succeed in what he or she sets out to do, 4) high aspiration. The students is very aware of the goals of learning or of specific learning activity and directs his or her efforts toward achieving them, 5) Perseverance. The students consistently invest a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress, 6) Tolerance of ambiguity. The students is not disturbed of frustrated by situation involving a temporary lack of understanding or confusion; he or she can live with theses patiently, in confidence that the understanding will come letter.

Elliot et al (2000: 333) also add another aspect of motivation often discussed when educational practices are concern is relative importance of Intrinsic and extrinsic motivation. Intrinsic motivation is desire of students themselves to learn without the need for external motivation. This motivation comes from the learners’ needs, wants and desire for their own purpose. This motivation also exists when the learner learns because of an inner desire to accomplish a task successfully, whether it has some external value or not. Extrinsic motivation is reward and inducement external to student. Students’ reason to doing an activity is to gain something outside the activity itself, such as getting the best score, prizes or obtaining financial reward. This motivation exists when the learners are motivated by an outcome that is external. Extrinsically motivated students carried out task in anticipation of reward from outside beyond themselves.

Ryan and Deci (2000: 56 and 60) also states that there are two kinds of motivation that are: intrinsic and extrinsic motivation. Intrinsic motivation is defined as doing of an activity for its inherent satisfaction rather than for some separable consequence. Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some
separable outcome. Based on the theory above, it can be concluded that there are two kinds of motivation those are: Intrinsic and extrinsic motivation. Intrinsic motivation is defined as the motivation which comes from students’ desire to learn. The indicators of intrinsic motivation are (1) the students have inner desire to accomplish a task successfully, whether it has some external value or not, (2) the students are aware of how much they are paying attention to the lesson, (3) The students perform their task bravely and confidently.

Extrinsic motivation is a construct that pertains whenever an activity is done in order to gain something outside the activity itself, such as best score, prizes or obtaining financial rewards. The indicators of extrinsic motivation are (1) students do the best in their task to get reward from the teacher, (2) students focus is goal of the task not the process of learning it self, so they finish their task quickly, (3) the students interest on the lesson because the material that the teacher use. The texts that are used are colorful and illustrated with pictures.

E. Rationale

Teaching English for elementary students focus on mastering vocabulary, curriculum of elementary education contain more vocabulary section. Students often introduced with simple things around them; school, family, daily activity, game and toys, color and everything around the children. They are not only introduced simple things around them but also, introduced with some expression and simple sentence.

It is better for the students of elementary to learn vocabulary as lesson at first priority. Students will be able to communicate by using vocabulary in a simple way. It will be difficult teaching English if the students do not know about vocabulary of English before. It is one of the reasons of the importance of implementing effective vocabulary teaching technique.
Teaching technique is selected based on the consideration of the students’ problems. It had been already found some problems in the fifth grade of SDN Parangjoro 1 Sukoharjo, related to students vocabulary, as follow: (1) the student had difficulties in spelling the words; (2) the students had difficulty in pronouncing the words; (3) the students had difficulty in remembering meaning of new words; (4) the students were not able to use words that they have learned in simple communication. The cause of problem found can be identified as follow: (1) the teacher has not utilized teaching media for teaching and learning process, yet; (2) the teacher has not used effective teaching technique for the students (3) the students did not have enough motivation to learn English.

Wall chart is an effective solution to cover the problem above. It is effective and suit with the condition of school. Improving students’ vocabulary by using wall chart is confided as one of many solutions to solve the students’ problems: wall chart enable to help in teaching meaning of vocabulary. Wall chart presents the meaning. The students could mention the meaning from the picture and explanation that they saw. They can easily understand and memorize the meaning of words while they saw the picture. When picture says marble and the students look at marble in the wall chart, they can understand what a word marble means in their mother tongue language. Wall chart enable to support teaching pronunciation. Wall chart combine with drilling activity could help the student to learn how to pronounce words correctly. The students repeat after the teacher while the teacher points the wall chart. It is an effective to the students to learn pronunciation and spelling. Wall chart consist of picture and words. Wall chart enable to help the researcher to teach spelling to the students. Wall chart can be combined with sound and visualization. It can help them to match between what they hear and what they see. Wall chart also enable to support the researcher to teach use of words to the students. Wall chart consist of picture and words, the students were not able to make their own free sentences so first of all the researcher
give drilling for them. In this way the students get used to use words that they have learned. The researcher drills them with the help by wall chart which had connected between words and the other words.

In other hand, using wall chart attracts students’ attention and interest in the lesson. It makes the students more active in the classroom. Wall chart also could be used in work discussion, it can help to the students focused on the lesson. One of the rule of wall chart, picture can motivate the students and make them want to pay attention and want to take a part.

The other reasons the researcher using wall chart in the research, because wall chart is simple and it is an interesting media that suitable for the school which has simple facilities. Therefore, the use of wall chart in teaching vocabulary to children is appropriate and beneficial, to improve the students’ vocabulary and handled classroom situation.
CHAPTER III
RESEARCH METHODELOGY

A. Research Setting

The classroom action research is conducted in SD Negeri Parangjoro 1 Sukoharjo. The school is located on Jl. Raya Telukan Cuplik Km 2, Sukoharjo. This place included in fringe city area. It is also a strategic place and easy to be reach since it is near highway. The researcher is conducted through teaching and learning process in the classroom. The research was conducted on September – Desember 2011.

B. Research Subject

The subject of the research is the fifth grade students’ of SD Negeri Parangjoro 1 Sukoharjo in academic year 2011/2012. This class consists of thirty students. They are 11 boys and 19 girls.

Basically, they are students who have characteristics of cheerful and friendly students. The reason the writer chooses the fifth class is because of the fact that the students’ vocabulary mastery was still low. It is proved from interview with the teacher. The teacher said that the students of this class are noisier than students of the other class. Almost of student can not answer the teacher questions’ because they prefer to chat with their friend. However, there were some students who had high motivation in learning English but they were just the minority. Therefore, researcher chooses this class to solve the problems using wall chart.

C. Research Method

The method used in this research is action research method. There are some definitions given by some expert. Wilf Carr and Kemmis (1986:) says that action research is simply a form of self- reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the
situations in which these practices are carried out. In line with Carr and Kemmis, R. B. Burns in Burns (1999: 30), action research is the application of fact finding to practical problem solving in social situation with view to improve the quality of action within involving the collaboration and cooperation of researchers, practitioners and laymen.

Furthermore, Schmuck (1997: 28) propose that action research is study a real school situation with a view to improve the quality of actions and results within it. It aims also to improve one’s own professional judgment and to give insight into how better to achieve desirable educational goals. Action research offers a means for changing from current practice toward better practice.

According to Nunan (1992: 229), “Action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding”. It is conducted in naturally occurring settings, primarily using methods common to qualitative research (Nunan 1992; Mc Kernan 1996) such as observing and recording events and behaviors.

Based on definitions above, it can be concluded that action research is a research that conducted by the researcher for identifying problems, solving problem and improving the quality of action and result in teaching learning process.

D. The model of Action Research

The model action research used in this study is the model developed by Kemmis and McTaggart in Burns (1999: 32). There are four steps of teaching: planning, acting, observing, and reflecting. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

a. Planning

Develop a plan of critically informed action to improve what is already happening. It means in planning stage, researcher has to
identify the problems that the faced, find the cause, and then try to find the solution. After that, he or she makes a teaching learning design based on the solution to be used in his classroom. In this stage, research should arrange his classroom procedure very clearly. Specific goal, meaningful activity, and realistic should be on the research considerations.

b. Action

Act to implement the plan. In this stage, the researcher does the plans and the classroom procedure that he has made before. It can be seen the correlation between the goal, activity and the outcomes.

c. Observation

Observe the effects of the critically informed action in the context in which it occurs. In this stage, researcher observes and sees what happen with the class after he does the plans arranged before. What happen with the class after he did his solutions? How does the class behave? The research takes some notes and data he needs.

d. Reflection

Reflecting process on these effects as the basis for further planning, subsequent critically informed action so on, though a succession of stages. In this stage, the researcher reflects what he has been done so far. Does the class become better or even worse? Does the solution work? What should he do next? He does so because the research does not do once, but it continues from time to time until he gets valid data, that is when his solution really solves the problem. The research of the researcher’s reflection becomes the sources for the next planning stage.

He illustrates his approach to action research in the model shown below:
Action Research Spiral (Kemmis and McTaggart in Burns 1999: 33)

E. Procedure of Action Research

Based on the model of the 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. Those six steps form one cycle.

a. Identifying the problems

Before starting the action research, the researcher needs to identify the problem of the object. The problem is identified after the researcher interviewing the English teacher and two students of the fifth grade and pre observation in the class situation. In this class the problem that faced are (1) the students are not able to spell words correctly; (2) the students had difficulties to pronounce words correctly; (3) the students had difficulty to remember the words and
b. Planning the action

After finding the causes that he faced, in this section the researcher tries to find the solution. After that, the researcher makes teaching learning design based on the causes and the solution to use in the classroom. It includes the following activities:

a) Preparing material, making lesson plan, and designing the steps in doing the action.
b) Preparing list of students’ names and scoring.
c) Preparing teaching aids (wall chart).
d) Preparing sheets of classroom observation (to know the situation of teaching learning process when the method, technique, or mode is applied).
e) Preparing a test.

c. Implementing the action

In implementing the action, the researcher does the planning that has been made. The researcher carries out the lesson plans the researcher has made. The researcher applies wall chart in teaching and learning process in order to enhance students’ vocabulary mastery. This includes the following activities:

a) Giving pretest
b) Teaching in the classroom
c) Giving occasion to the students to ask any difficulties or problems
d) Asking the students some questions
e) Guiding students to do the task
f) Giving post test

d. Observing the action

The observation part is done during the teaching and learning process. In this section, the teacher as a researcher observes all activities in teaching and learning process. The result of observation
was recorded on the observation sheet as useful data. The teacher was
help by the observer to observe students’ activities and give inputs and
suggestions.

e. Reflecting the action

The researcher made an evaluation towards the teaching activity
that had been carried out. The evaluation was written down as field
note. It is the basic consideration to conduct the next teaching.

f. Revising the action

Based on the weaknesses from the activity, the teacher will
revise the plan for the next cycle.

F. Technique of the Collecting Data

In this classroom action research, the researcher used some technique
of qualitative and quantitative data to collecting data.

1. Qualitative Data

   Qualitative data are collected by:

a) Observation

   Observation is a mainstay of action research. The researcher
did an observation dealing with the real situation of teaching and
learning process. It enables researcher to document and reflect
systematically upon classroom interactions and events, as they
actually occur rather than as we think occur (Burns, 1999: 80)

b) Interview

   Burns (1999: 117) defines that interviews and discussion are face to
face personal interaction, which generate data about the research
issue and allow specific to be discussed from other people
perspective.

   The researcher made some interviews to the students and the
teacher in pre-research. The purpose is to know what the problems
both the teacher and the students faced especially in vocabulary
mastery.

   commit to user
Interview comes in many different forms. As stated by Wallace (1998: 146) there are three broad categories of interview as follow:

1) Structured Interview
   Structured interview is an interview that has a very tight structured and which the question will probably be read from carefully prepared interview schedule.

2) Unstructured Interview
   Unstructured interview can be quite free-wheeling, without losing sight of the research purpose. This open-ended approach can be revealed which might otherwise be with held in more formal setting.

3) Semi-structured Interview
   Semi-structured interview is kind of compromise between the two extremes. There will almost certainly be prepared interview schedule, but most of question will be probably open question. It combines certain degree of control with a certain amount of freedom to develop the interview.

In this research, the researcher used semi-structured interview. The researcher makes schedule first before doing interview.

c) Document
   Documents are readily accessible source of data in action research as many already exist in the institutional system. There is a wide range document that could be pertinent to research focus, including student portfolios of written work, student records and profile, lesson plan, classroom material, and previous test or examination papers. It can be used to analyze to what extent the change that have been implemented are working (Burns, 1999: 140)

2. Quantitative Data
   Quantitative data were collected by researcher using test to measure the quantitative progress of students’ vocabulary mastery. The
test instrument is used to collect the data of students’ vocabulary mastery. It has been done in terms of pre-test and post test. This data, further, was used to estimate the significant learning improvement caused by action research.

G. Technique of Analyzing Data

Related to the technique of analysis data in action research, Burns (1999: 156-160) propose five steps in analysis of qualitative data. Those steps are:

a. Assembling the data
   The first step is to assemble the data collected over the period of research.

b. Coding the data
   Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, theme and types.

c. Comparing the data
   At this stage you may also be able to map frequencies of occurrences, behaviors or response. Table may be created using simple descriptive techniques to note frequency counts or percentages. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

d. Building interpretations
   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.

e. Reporting the outcomes
   The final stage involves presenting an account of research for others.
The researcher also gives pre-test and post test to measure the students’ vocabulary achievement. To know there is an improvement of student’s vocabulary mastery or not. She compares the average score of pre test with the average of post test. The mean of pre-test and post-test can be calculated with the formula:

\[
\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}
\]

In which:

- \(\bar{X}\) = means of pre-test scores
- \(X\) = score of pre-test
- \(\bar{Y}\) = means of post-test scores
- \(Y\) = score of post-test
- \(N\) = the number of sample

Finally, by analyzing the data, the researcher can make the conclusion whether wall chart can improve the students’ vocabulary or not.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter deals with how the research was implemented in the fifth grade of SDN Parangjoro 1 Sukoharjo. This chapter describes some findings and discussions about the implementation of using wall chart in improving students’ vocabulary mastery includes two cycles, every cycle is held in three meetings. In the first cycle, the teacher used ‘Daily Activity’ as a topic. In the second cycle, the teacher used ‘Toys and Games’ as a topic.

The results will be described in detail and discussed in four sub-headings: Introduction, Research Implementation, Research Findings, and Discussion.

A. Introduction

Pre-observation was conducted before the action research implementation in order to know the condition of the English in fifth grade. It was conducted within once meeting. The researcher did the preliminary observation to identify problem which happened during the teaching learning process. The researcher also interviewed the teacher and some students, conducted the pre-test too. By doing those activities, the researcher found several problems arise in the classroom climate. Firstly, the student seemed not too interested in the lesson. Students did not pay attention in teacher’s explanation, they prefer to do other things.

Beberapa siswa lebih memilih sibuk sendiri. Mereka sibuk menggambar, menulis surat dengan temannya untuk bercakap-cakap atau ada juga yang sibuk mewarnai gambar yang ada di buku pelajaran mereka.
(Field Note, 21/07/2011)

The teacher only used textbook and worksheet (LKS) to deliver materials to the students and did not use any other teaching media. Secondly, when the teacher asked students to work exercise, the student did not do it immediately. The students prefer to talk each other than finish their work. It takes about 20 minutes or more for them to finish one exercise.
Saat siswa disuruh untuk mengerjakan tugas yang diberikan oleh Bu AT. Siswa malah ngobrol dengan teman sebangkunya. Beberapa siswa bertanya pada temannya halaman berapa yang harus dikerjakan dan apa yang harus dikerjakan. Dan terlihat siswa memilih mengobrol tentang hal diluar pelajaran “Eh, wes nabung rong?” “Eh, aku urong bayar ig.gak ngowo duit kie”. (Field Note, 21/07/2011)

Because they did not focus and talked each other, they could not finish it when the time was up. When the teacher asked them to submit their work, there were many reaction and responses.

Reaksi siswa saat disuruh untuk mengumpulkan tugas hampir sama dengan reaksi siswa saat disuruh maju ke depan untuk mejawab pertanyaan. Ada siswa yang diam, ada siswa yang berteriak “belum selesai bu” “sebentar lagi bu” dan ada juga yang sibuk mencari contekan untuk menyelesaikan tugas tersebut. (Field Note, 21/07/2011)

Thirdly, students were passive. Not all of students were active and doing their task seriously. When the teacher asked the student who want to answer the question, there was no one raised their hand.

Setelah guru menjelaskan tentang materinya, guru bertanya apakah yang kurang jelas. Namun tidak ada siswa yang bertanya. Beberapa siswa menunduk wajahnya berpura-pura mengerti. (Field Note, 21/07/201)

Siswa tidak segera maju ke depan untuk menulis jawabannya saat guru menyeru siswa yang telah selesai mengerjakan untuk menjawab di papan tulis “Anak-anak yang sudah selesai jawabannya di tulis di papan tulis. Siapa yang mau maju no 1” Tidak ada siswa yang maju untuk menjawab. Kebanyakan siswa berpura-pura masih sibuk menulis jawabanya agar tidak ditunjuk oleh guru. (Field Note, 21/07/2011)
As a result, teacher AT pointed one of them to give their answer. The student did not need to answer in front of the class, they only read the answer loudly. But the student did not.

Interview with the English teacher and the students were also done in order to know the students problems in vocabulary mastery. From the interview with the students, the researcher found that they had difficulties in remembering the meaning of words. Students Mega said, “banyak yang nggak hafal soalnya saya sering lupa artinya” the other students agreed with Mega statement “bahasa inggris itu susah, banyak yang harus dihafalin” (Interview note, 21/07/2011). Another problem faced by the students was they could not spell word correctly. They were confused because written and pronunciations of the words are different. Students Ikhsan said, “saya sering keliru nulisnya mba, nulis sama yang diucapkan beda mbak, jadi bingung”. The other student said “kalo disuruh nulis hurufnya banyak yang double, jadi masih bingung”. Another interview, students also stated that they had difficulties to read the words, it means they had difficulty in pronunciation aspect. “Saya sering bingung kalo disuruh baca, lha tulisannya beda banyak yang double. Trus cara bacanya nggak kayak bahasa indonesia”.

The researcher also conducted pre-test in order to know the detail problem of students’ vocabulary mastery. The pre-test was fulfilled four aspects of vocabulary; spelling, meaning, pronunciation and using. Each aspect had the same value score, but different forms of test. There were two forms, written test and oral test; in written test students did two kinds of forms that were multiple choices and filling cross word. Multiple choices contained two aspects: meaning and using, filling cross word contained aspect of spelling. Oral test contained the aspect of pronunciation; the students came forward in pair and practice the written dialog.

From the result, it was found that the students’ mean score was 54.5 and it was lower than the minimum standard which was 65. Students’ low score was caused by the four aspects of vocabulary contributed low value. From the four aspects of vocabulary the highest average was on spelling and the lowest one was on pronunciation.
Based on the pre-observation, interview with the students and the teacher, and the pre-test, it was identified that students’ vocabulary mastery needed to be improved. To overcome the problems, the researcher implemented wall chart as teaching aids. The situation before the research is presented briefly in table 4.1.

**Table 4.1. Situation Before Research**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Mastery</td>
<td></td>
</tr>
<tr>
<td>1. Students did not able spell words correctly</td>
<td>1. In this part students were not able to spell in English correctly. They</td>
</tr>
<tr>
<td>2. Students had difficulty to pronounce English words correctly</td>
<td>wrote like pronunciation what they heard. For example; /ˈnuːdlz/ when we pronounce, the correct spell is noodle but students wrote this like nudle, nudel, or nodel.</td>
</tr>
<tr>
<td>3. Students had difficulty to remember meaning of new words</td>
<td>2. There were many students who pronouncing words incorrectly. They pronounce like Indonesia system; it’s mean they read the words like what the letter write. For example “have” is pronounced / hæv / but the students still pronounce it like /have/</td>
</tr>
</tbody>
</table>
to choose words in building English sentences on the blackboard.

<table>
<thead>
<tr>
<th>Students’ Motivation</th>
<th>1. Students did not pay attention to the lesson</th>
<th>1. Students were not concentrating in the lesson when the teacher explains about the lesson. They prefer to do something better than listen the teacher explanation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Students talked each other, it made the class so noisy</td>
<td>2. When teacher gave exercise or explain the lesson. Students prefer to talk each other. They did not finish their work it made the class noisier.</td>
</tr>
<tr>
<td></td>
<td>3. Students in the class were passive</td>
<td>3. In this case when the teacher asks them to answer question, none raised their hand to answer the questions. When they were asked to do the questions, they were not interested.</td>
</tr>
</tbody>
</table>

**B. Research Implementation**

In this research, the researcher acted as the teacher with help of an observer. Observer is as informant about activities done during the action. Implementation of the research was started from pre-research and ended with overall reflections.

**Cycle 1**

1. Planning

After finding the problem from the pre-research, pre-test and pre-interview, the researcher made lesson plan to teach vocabulary that included four skills of language. The researcher prepared material,
worksheet, exercises, and lesson plan. The lesson plan was made for the whole meeting in cycle 1. It was planned to have three meeting which conducted once a week. It was 70 minutes every meeting.

The materials were taken from book, LKS and internet. The researcher prepares wall chart by collecting pictures from the internet. The researcher also prepares several task and worksheets. The topic of the lesson was all the same for three meetings that was “Daily Activity”.

In this cycle, the researcher planned to combine wall chart conducting drilling, games and catechizing to improve students vocabulary mastery. Drilling activity was conducting every meeting by using wall chart. Drilling activity to improve students’ pronunciation and help students remembering new words and meaning of words. The researcher would drill them in words and sentence. She asked them to repeat what she said and pronounce the words by their self. Conduct games to help the students to grasp the meaning and improve them to spell words. She also conducted ‘catechizing’ with wall chart to help the students grasp the meaning and drilled the students in using vocabulary.

2. Implementing the action
   1). First Meeting
      a) Implementation

      The first meeting was conducted on Thursday, September 29th 2011. The lesson was started at 7.00 a.m. and ended at 8.10 a.m

      English was the first lesson on that day in fifth grade. In the first meeting, the researcher already prepared wall chart related to topic. The researcher made the student understood about new words by presenting wall chart. When students enter the class, they were very noisy and uncontrolled.
After the students were all ready for the lesson, the researcher greeted the students and led them to pray. Before started the lesson, the researcher explained how to say and answering the greeting. Then she explained about what they were going to do and what the goal they should accomplished that day. She brainstormed the students by asking about daily activities that students knew. The students mention their daily activities. They seemed enthusiastic in answered the question from the researcher (Field Note, Sept 29th 2011). The students mention in Indonesia. The teacher repeated the question and asked the students to answer in English. Only few of students answer in English. “Sebutkan kegiatan sehari-hari yang kamu lakukan” students answer “Mandi, tidur, sholat”. After the answer-question with students, the researcher presented kinds of daily activities through wall chart. She asked to the students to mention the activities based on the picture that she pointed. They mentioned the words in Indonesia. The researcher asked them to pay attention and pronounce the words while pointing the picture. She asked the students to repeat the pronunciation after her together. The researcher repeated this activity twice, she found that the students still made mistake in pronouncing words. After that the researcher gave a chance to note on their book. It made clear to spelling and remembering the words.

The next activity, the researcher gave a game to the students. She divided the students into five groups, each group has six members. She asked the students to pay attention in rules of the game. The researcher gave them five questions. The researcher mentioned the word in Indonesia while pointed the picture and each group put their member to arrange the letter into correct word in the front of class. The students followed this game enthusiastically (Field Note, Sept 29th
2011). The researcher gave them five questions. After that the researcher and the students, checks their answer together. There were two groups make a mistake in spell the words.

In the last meeting of teaching, the researcher asked the student to read their own answer in group. The researcher checks students’ pronunciation. After that the researcher was back to drill students. They looked not interested in drilling activity. Only few of students followed her.

b) Observation

In the first meeting, there were one student who were absent because he got sick. When the teacher entered the class, the students were very noisy and uncontrolled. There were many students still talk each other. When the researcher greeted before began the lesson, the students pay attention. The researcher greeted “Good morning students, how are you today?” but no one student gave answer. The researcher repeated it twice. Few students answer in Indonesia that they confused “Ngomong apa to Miss”. The researcher gave little explanation about greeting. The students seemed enjoying explanation and gave positive responses.

When the researcher asked them to mention kinds of daily activities that they knew, they mention a lot of name of daily activity although in Indonesian. They answered “Sholat, mandi, tidur.....”. Only few of students seemed enthusiastic but some of them prefer to keep silent. “That’s good, say in English please! Sekarang dalam bahasa inggris coba!” they answered “breakfast, study..... trus apa lagi miss, gak tahu kalo pake bahasa inggris”. While students answer in English, they had wrong pronouncing words. Students seemed bored
when drilling them in twice time. There was only few still followed her and the other students prefer did lips movement.

The class situation became noisy when the researcher divided them into groups. They complained when the researcher decided member of their group. They felt happy when they had to choice their own member. When the game started, the students seemed excited. They competed to arrange words correctly. It was made class noisier. Every member yelled to give support to other members who try to answer in front of the class. They seemed enthusiastic until this games ended. When the researcher asked them to read their answer, they seemed ashamed and did not confident with their pronunciation. They were still lack to pronounce “lunch”.

When the researcher back to drilling activity, they seemed not interested in this activity. Almost all students followed her but in low voice. In the end of drilling they said that English is very difficult “Miss, Miss sulit banget, kita kan orang jawa gak bisa ngomong Inggris.”

In the first meeting the students’ pronunciation was not accepted, they tended to pronounce study /stʌdi/ but they were pronounce /studiə/; Lunch /lʌŋ/ they were pronounce /lʌŋ/.

2) Second Meeting

a) Implementation

The second meeting was conducted on Thursday, October 6th 2011. The lesson was started at 7.00 a.m. and ended 8.10 a.m. The researcher began the lesson by greeting and checking the students’ attendance. After that, the researcher put the wall chart on the blackboard. She reviewed the lesson by holding question and answer drilling. She asked the students to guess and pronounce the words. She checked...
and corrected the students’ pronounce mistake then asked them repeated after her.

The researcher started next activity, she asked the students to pay attention in the wall chart. The researcher gave them work sheet and commands the students to write down the answer on the worksheet. The researcher asked them to grouping the daily activities that wall chart showed according to the time (morning, noon and night). After students finished their work, the researcher and the students corrected together. The researcher pointed one by one student to read their answer.

The next activity, the researcher divided the students into five groups. The class became very noise when the researcher asked them to made group. She explained the rule and gave model. This activity was focused on meaning aspect of vocabulary mastery. Every group was given an envelope with names of daily activity in it. Teacher put the wall chart and gave the students question related the topic. Every group looked for the answer that are provided in the envelope and patch up it in the wall chart. The researcher gave eight second to patch their answer. The researcher gave them five questions. “What is the meaning of sarapan?”. Group who answered more than eight second was failed. This activity made them compete. Teacher asked students to send their member of the group by bringing their answer. The researcher and the students checked it together. The researcher gave score to the group who had correct answer in each question.

In the last time, the researcher did drilling. The students followed them in low voice. The researcher decided to close the class after the bell rang by giving home work, then saying good bye.
b) Observation

In the second meeting, there was one student who was absent because he was sick. In this meeting the researcher still discussed about daily activity. There were some students still enjoy chatted with their friends. The students seemed enthusiastic with the lesson, when the researcher entered the class, the students kept asking “Miss hari ini mau disuruh ngapain lagi”. But the students in the back line kept noisy.

When the researcher distributed the worksheet and asked them to work by themselves. They seemed did not like to do the worksheet. They asked the researcher what if they do the worksheet in group. They want to work it in pair. When student work their lesson, there was many students asked the researcher about new vocabulary that they did not know. After they have finished their work the researcher and the students discussed the answer. Their answers were almost all correct. They were able to divide the activity on the right time. Even thought their answer were correct but few of student still were not able to pronounce word correctly “take a nap” “tek a nap”.

When teacher combined between wall chart and game they impressed in that activity. They pay attention in researcher’ explanation and followed the rule correctly. The class situation became noisy when the game began, every students discussed together to decide their answer. When the researcher asked them to read their answer, they did that in low voice. They seemed afraid made mistakes in pronounce words. The researcher asked them to repeat once again.

In the last lesson the researcher did drilling, they seemed not interesting in this activity. All of the students followed her but in low voice.
3) Third Meeting
   a. Implementation

   The third meeting was conducted on Thursday, October 13\textsuperscript{th} 2011. The lesson was started at 7.00 a.m. and ended 8.15 a.m. in this researcher the continued the teaching learning process by greeting and checking the students’ attendance like usual. Then she began the lesson with reviewed the last material. She asked the students with some question: “\textit{What is it?}” (pointing wall chart) and \textit{what is it}”

   After that the researcher explained about before and after. She also had been written on the blackboard in the simple sentences. To clear its spelling and asked the students to take note.

   Teacher :  A: What do you do before breakfast?
   B: I take a bath
   
   A: What do you do after breakfast?
   B: I go to school

   The researcher read the sentences and explained the meaning. The class practiced to read them by repeating after the researcher example. Then she asked the students to write the simple sentences based on the topic showed in the wall chart. While the students write, the researcher checks their work and gave a chance to students ask questions if there is some difficulties. After the finished their work, the researcher asked the students to write their answer on the blackboard. She also corrected the students’ mistake and wrote the right one on the black board.

   In the last meeting the teacher divided the students into five groups. The researcher asked them to arrange the paper that the researcher distributed. There were five jumbled
sentences. The students discussed together with their group. The researcher and the students corrected together.

b. Observation

In this meeting, there were no students were absent at the last meeting of cycle one. This meeting the researcher, focused on the using aspect of vocabulary. When the researcher asked them “What do you do before take a bath?” and “What do you do after breakfast?”. The students seemed confused on what they answered. When the researcher explained about material that she have note on the blackboard, the students gave pay attention to her.

The class was quite, when the researcher asked them to make simple dialog in pair. The students focused in the lesson. Almost of them asked the researcher “Miss kalo gini boleh gak?” then she asked some of groups to practice the dialog. They read it in the low voice. Some of them pronounced those words correctly.

In practicing the dialog, some of them made mistake in pronouncing the words. They pronounced word; what, do, breakfast, lunch, have, take a nap. Their pronunciation sound funny. After last performers of dialog the researcher corrected their wrong pronunciation. All students followed her together.

When they did games, the students seemed enthusiast. It was make class situation noisy. They arranged the sentences quickly. It made other group trying to be the first. When the teacher corrected their work, there are two group had wrong answer. The other groups shouted to them. It was make two groups were shy. But this situation could be handled.
4) Reflecting the result of observation.

After analyzing the observation result in cycle 1, the researcher was able to collect the data in form of qualitative and quantitative data. From action in cycle 1, she found that there were some improvement on the students’ attitude toward the lesson and the students’ motivation. But not all problems could be solved. There were some problems still unsolved in cycle 1. The improvement of students’ achievement and learning process at the end of cycle 1 can be seen in table 4.2. And the review on problem unsolved in cycle 1 and its revised plan can be seen in table 4.3.
### Tabel 4.2. The Improvement of Student’s Achievement and Learning Process at the End of Cycle 1

<table>
<thead>
<tr>
<th>Kinds of Data</th>
<th>Scope</th>
<th>Before Action</th>
<th>After Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Qualitative Data</td>
<td>Class Situation</td>
<td>1. Students did not pay attention to the lesson</td>
<td>Students gave more attention to the lesson because the students were interest in the learning use media (wall chart) and how the researcher teaches.</td>
</tr>
<tr>
<td></td>
<td>(Observation class &amp; Interview)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Students liked to talk each other friend better than to listen teacher explanations</td>
<td>Students talked with their friend about the lesson because the game requires them to always communicate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Students in the class were passive.</td>
<td>Some students took upon to asks and answer the question from the teacher.</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Mastery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Spelling</td>
<td>Students spell English words the same as its pronunciation and when they arranged the jumble latter, they arranged words like the pronunciation.</td>
<td>Student still wrote the spelling in English the same as the pronunciation, but it was not as worse as in pre-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Meaninng</td>
<td>Their vocabulary memorization improved gradually. They did not forget like before action. it was because they got impression when doing learning activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Pronunciation</td>
<td>Students started to be aware that English way in pronouncing was not like reading the words spelling. But they still did some mistakes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Using</td>
<td>With the guidance of the researcher during the learning activity, students could implement the new words in a simple communication activity.</td>
</tr>
</tbody>
</table>

58
<table>
<thead>
<tr>
<th>B. Quantitative (pre-test and post test)</th>
<th>Vocabulary Mastery</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean score on the aspect of spelling in the pre test was 3.57. The highest mean score is 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mean score on the aspect of spelling in the post test of cycle 1 was 3.77. It increased 0.2 from the pre test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean score on the aspect of meaning in the pre test was 3.03. The highest mean score is 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mean score on the aspect of meaning in the post test of cycle 1 was 3.96. It increased 0.93 from the pre test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean score on the aspect of pronouncing in the pre test was 1.33. The highest mean score is 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mean score on the aspect of pronunciation in the post test of cycle 1 was 2.3. It increased 1 from the pre test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean score on the aspect of using in the pre test was 2.97. The highest mean score is 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mean score on the aspect of pronunciation in the post test of cycle 1 was 3.2. It increased 0.23 from the pre test.</td>
</tr>
<tr>
<td>Scope</td>
<td>Problem</td>
<td>Possible Cause</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Vocabulary Mastery  | **Spelling**  
This aspect was the best mastery in pre-test. But when the post test done. This aspect just increased 0.2; the students still wrote the spelling based on its pronunciation. The researcher assumed that the activity not effective enough. Because students learned the spelling in big group. So only 1 or 2 students did that lesson. | When done this activity. The researcher made big group. The researcher assumed that this activity was not effective enough. Because just 1 or 2 students done this lesson. And the other did nothing. | The researcher would divide the student in little group or work in pairs. So all the students did the lesson. The researcher hoped that it would make students more fluency and correct in spell the words. |
|                     | **Pronouncing**  
Before cycle 1 almost students had trouble with their pronunciation. For example in word “sweep” that pronunciation is /swεp/ but they pronounced /swep/. Other example in word “do” that pronunciation is /da:/ but they pronounced /do/. They still used bahasa Indonesia system. After cycle 1 they were pronounced well, but still made error. The improvement was they had done the system of English that pronouncing is not like reading entire spelling. For example in word “breakfast” they pronounced /brikfas/ that pronunciation should /brekfɑːst/. | Drilling activities in whole class was not effective. The teacher could not check their pronunciation one by one. So, students’ pronunciation was still wrong. | The researcher made drilling activity more effective. The researcher conducted question and answer drilling. And would make competition in drilling activity. |
|                     | **Meaning**  
Students’ score was the best among three other aspects. Students could memorize the English of the name of the daily activities well. So they can answer the questions that related to knowledge of the meaning. Although sometimes there still a few of students forget about the meaning. | The researcher did not give more exercise to the students. It made some students forget the meaning of the words. | The researcher gave them more exercise and asked them about what they learn in previous meeting. It was helping them to remember the meaning. |
<table>
<thead>
<tr>
<th>Using</th>
<th>The researcher did not give more exercise and explanation. Gave less drill, it made the students confused how to use the words.</th>
<th>The researcher optimized the use of wall chart in cycle 2 more than in cycle 1. It has context that can make the students write or speak. The researcher would also give them drilling sentences to them. It would help them get used to use the words in context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scored improved but there were still shortages. Some students still had difficulties in using daily activities in context. For example some students still confused to arrange the simple sentences or they not perfect enough to made simple sentences. Whereas teacher gave example before.</td>
<td>They liked working in group because they could learn by talking with their friends. It made them not focus with the task given and made the class become noisy.</td>
<td>Teacher divided the students in a small group to make them, more focus with the teaching learning process. The researcher divided students in little group for drilling. It purposes the researcher could control and correct the students’ pronunciation effectively. It attracted the students’ interest in drilling. The researcher made competition when doing the drilling. Because the students liked competitiveness with their friends.</td>
</tr>
<tr>
<td>Class Situation (Representing Students’ Motivation)</td>
<td>Students were interest to study in a group, but if they were divided in a big group, the class becomes noisy and they were not focuses with the lesson.</td>
<td>The researcher would also give them drilling sentences to them. It would help them get used to use the words in context.</td>
</tr>
<tr>
<td>Repetition drilling that was doing make students bored. And the researcher could not control the students’ pronunciation individually when drilling was done in whole class. Only few students followed drilling</td>
<td>Students were bored with drilling activity using the same words. They think that they could not have correct pronunciation. They did not have motivation to learn English especially pronunciation.</td>
<td>Teacher divided the students in a small group to make them, more focus with the teaching learning process.</td>
</tr>
<tr>
<td>After cycle 1, there were some passive students. They were not active in teaching learning process. In game activity, they did not participate when they were asked to read, did not do it well, and were not confident.</td>
<td>Some students did not confident to read aloud because they felt had lack pronunciation or unable to read English. They also did not brave to ask or answer questions from the teacher. They felt that English was difficult.</td>
<td>The researcher made the learning activities in a competition and gave them more score or reward to students who wanted to answer questions. It made student want to try to answer the question.</td>
</tr>
</tbody>
</table>
5) Revising the plan

In the cycle 1, there were some unsolved problems. To overcome it, the researcher revised some activities for enhancing students’ vocabulary mastery and classroom situation. The unsolved problem are; 1) students’ pronunciation still low; 2) they still confused using vocabulary in simple sentence; 3) there was some students make wrong spelling; 4) some students were not active in the group; 5) Students felt bored in drilling activity; 6) students unfocussed when works in group.

Considering these unsolved problems in the first cycle. The study was continued to cycle 2 which was implemented in several tags: planning, acting observation and reflecting.

Cycle 2

1. Planning the Action

The second cycle was conducted in three meetings. Each meeting took 70 minutes. In this cycle the researcher tried to overcome the problems which still occurred in the first cycle. She decided to teach students in different way. The researcher would divide the students into small group. It would make them more focused on the lesson and help the researcher to check the students’ ability easily. To overcome when the students felt bored in drilling section, the researcher would make little competition. This activity was expected to give more motivation to the students having a good pronunciation and more active. The researcher still conducts drilling activity in cycle 2.

To made students understand how to use vocabulary, the researcher used drilling, gave them task and asked them to make and practicing dialog. By practicing dialog in front of class also improve students’ confidence. The researcher still used game to make them more active and interest.
2. Implementing and Observing the Action

1) First Meeting

a. Implementation

First meeting in cycle 2, it was Thursday, November 10th 2011. All of the students were present. The meeting was conducted at 7.00 a.m until 08.10 a.m. The meeting was began, one of the student lead the pray. Then, the researcher greeted to the students and checked student attendance.

The researcher began the lesson with asked some questions to the students.

T : What toys do you like? Mainan apa yang kalian sukai?
S : Kelereng, monopoli, boneka

T : In English
S : Wah miss, ya sulit no miss, gak tau miss

T : What games do you like? permainan apa yang kalian sukai?
S : petak umpet, kejar-kejaran miss

After that the researcher put the wall chart on the blackboard. She explained the picture to the students. She asked the students to guess what the picture means while pointing the picture. While the students mention the name of the picture, she corrected students’ answer and pronunciation. The researcher did drilling twice to make the students more clearly how to pronouncing the words correctly.

Next activity, the researcher prepared a little competition for the students. She divided the student according to their seat. She asked the rule; the students guess and say the words clearly together with their group. They have to give the right answers for the picture pointing by the researcher. She also asked them that in this competition, they were would be get score according to the scoring rubric. The scoring rubric for this competition are; correct pronunciation, in unison, fluency, and clearly.
After that activity, the researcher gave a chance to the students to make a note. Then, the students divided again into six groups. There were three groups as picture group and three groups as words group. The researcher told the rule of the game. This activity seemed like making a wall chart. The students played the game enthusiastically. The researcher and the students corrected together. In this part, she found only one group get wrong to match the picture and words.

To close the first meeting on cycle 2, the researcher repeated first activity. This activity used to check students’ pronunciation. The last score accumulated with the first score the group got. In the end of the lesson the researcher gave reward to group who gets higher score.

b. Observing

In this meeting the students seemed enthusiastic in the lesson, they interested in theme that they would learn. It can be seen when the student asked them about what kinds games and toys that they know. They mention kinds of toys and games a lot although in Indonesian. They seemed enthusiast when imitate the researcher mentioning the name of picture that are shown on the wall chart. But students in back row were not focus on the lesson.

The students became noisy when they were divided into some group to answer the question. They seemed enthusiastic planning to win the game. In this section, group A guessed all question correctly, fluently, got four out of five words pronounce correctly and little bit in unison. Group B there was guessing four question correctly, not fluency, had three correct pronunciation. Group C guessing all question correctly, not fluency, had three correct pronunciations, bit in unison. While, group D there were two persons get answered it the other member only whispered but they
both guessing all correctly and had three correct pronunciation. Immediately, the researcher gave score to each group. The students seemed unsatisfied with the score given.

When dividing the students for the next games, there was any students got angry. She wanted to join with other group. This situation could be handling, one of member in other group wanted to barter with Sekar. Next games, the students did the researcher instruction nicely. In this game there was only one group got wrong in match picture slide and swing words. Class became noisy when there were a group gave a wrong answer.

In the last meeting the researcher repeated little competition again. In the beginning of the game, group D had the lowest score. In this part, they were more compact and could guess all questions correctly and had four correct pronunciations. Different with group B which had the highest score but in the last competition they did not compact and only get three pronunciations correctly. Class became noisier when they know the final score. The group who has the lowest score blaming their member. In this meeting the students still had lack to pronounce catapult, hopscotch, bicycle, and balloon. They were still confused to distinguish between swing and slide.

2) Second Meeting
a. Implementation

The second meeting was conducted on Thursday, November 17th 2011. The lesson was start at 7.00 a.m until 8.10 a.m. In the second meeting the researcher focused on the using of vocabulary, spelling and pronunciation.

The researcher started the teaching learning process with praying together. The next activity done in the class was checking students’ vocabulary. She asked them about the meaning of picture
while pointing the picture. After that the researcher asked to the students to prepare blank paper and asked them to write down what the researcher said. The students, who could answer, write it on the blackboard and the students evaluate his answer. Then the researcher did drilling to check the students’ pronunciation. The researcher did it while pointing wall chart. She did it twice until they better to pronounce the words.

Next activity, the researcher asked the students to open their LKS PERCADA page 55. They were asked to make a circle to the words related with toys and games in the text. This activity ran for some minutes. The student who could answer it, raise their hand and said their answer. The activity made class lively; almost all students tried to answer. The researcher and the students checked their answer.

The activity continued, the researcher used the words on the wall chart in to simple sentences.

A: What games do you like, hide and seek or marble?
B: I like hide and seek

A: I like playing football           B: I don’t like playing football
A: I likes doll                   B: I don’t like doll

The researcher explained it by using wall chart and made a note on the blackboard. The students gave pay attention for the researcher. The class practiced to read them by repeating after the researcher’s example..

To know the students pronunciation in individual, the researcher asked them to practice those example in pairs. Teacher chose the group who answer the question by randomly throwing a paper ball. While the students practice the dialogue, the researcher checked their pronunciation. The students seemed enjoyed this activity.
b. Observation

In this meeting the students seemed enthusiastic and ready to get the material. There were the students who asked what activity they would do. Students had memorized the words which had been explained by the researcher before. It can be seen when the researcher asked them to guessing the picture. They answer correctly although still lack to pronounced words correctly. They still pronounced bicycle wrongly.

They look did not interest, when the researcher asked them to prepare blank paper to wrote answer question from the researcher. “Miss nulisnya 1 buat berdua ya miss”. The researcher gave them ten questions. They kept shouting and asking the researcher to repeat the question. It made the class noisy. This activity was spelling aspect of vocabulary. Class became noisier, when they correct their answer together. Almost all of students raised their hand want to answer the question. The researcher seemed confused to control the students. This situation could be handled, with the students who first raised his/her hand and says the name then answering. In this section the researcher could find that the students get wrong a lot to write bicycle, puzzle, kite and slide. But they seemed more confident.

When drilling, only few students followed her. They said “miss pelan-pelan”. In the second almost all students followed her although not fluency. They still lack to pronounce “like” “do” when they practiced the sentences in front of class. The students seemed more confident and more active to face the lesson, even though they still wrong in pronounce words correctly.

3) Third Meeting
a. Implementation

The second meeting of cycle 2 was conducted Thursday, November 24th 2011. The lesson was started at 7.00 am and ended
at 8.15. It was the last meeting for the researcher in doing action in class. The researcher started the lesson with praying together. After that the researcher checked students’ attendance.

The researcher started the teaching learning process with praying together. The next activity done in the class was checking the students’ attendance. The meeting focused on using, pronouncing and spelling aspect of vocabulary mastery.

The researcher did activity like previous meeting. She asked the students about what kinds and games that they know and drill them. This activity was done to made students more able to pronounce the words clearly and correctly.

Then the researcher divided the students into six groups. The researcher asked them the rules and the students paid attention. She asked the rules of a game; there were only one member come in the front of the class to stick the letters to make a word according to the picture helping by the other members spell the letter for her/his. There were all groups did it well. They could answer it correctly and in unison.

Next, the researcher reviews the previous material, how to asked “like” the others statement. She asked them “what game do you like?”. Then she asked to made simple dialogue in pairs. The researcher went around the class to check students’ works. There were many students asked the researcher about their works. The researcher checks their works and asks them to practice their dialogue in front of class. Before practicing in front of class, the students were gave example by the teacher. Not all groups could practice in front of class. The researcher checked the other students’ works.

The researcher divided students into 4 groups according their line. Rule of the game likes previews competition. She asked the rule; the students guess and say the words clearly together with
their group. They have to give the right answers for the picture pointing by the researcher. She also asked them that in this competition, they were would be get score according to the scoring rubric. The scoring rubric for this competition are; correct pronunciation, in unison, fluency, and clearly.

After that the researcher gave them some task. The tasks consist of 10 numbers of jumble letter and 10 match words to the picture. This activity ran for few minutes. The students did it quietly and the researcher went around checking the students’ work. The researcher asked the students whether there is any difficulty or not. Indicators of vocabulary in this task was spelling and meaning. After finished it for few minutes, the researcher and the students corrected it together.

b. Observation

In the last meeting on cycle 2, the lesson was focused on four aspect of vocabulary mastery; using, pronunciation, spelling and meaning. The researcher asked the previous question and the students answer it directly. The students mention a lot of kinds of toys and games. The students’ pronunciation was better than last meeting.

Class situation became noisy when, game section begun. They shout to the member who in front of the class giving him/her instruction and the other group tried to distract them. While the made simple dialogue in pairs the students did it well they asked to the researcher when they did not really understand with their answer.

The students were able to arrange the letter and stick it to the suitable picture. They arranged the letter well. The result showed better improvement than previous meeting and they were more confident to answer the question.
3. Reflection and evaluation.

In the cycle 2, there were some improvement on the students toward the lesson and the class situation. During the first cycle, there was still students passive to face the lesson, unfocused when works in the group and felt bored.

However, they showed some improvement in the cycle 2. They were more active in the lesson. They tried answer question although they still lack to pronounced words correctly. They were more confident answering question in front of class without being appointed first by the researcher. When in the first cycle the students had unfocused on the lesson, in the second cycle the students more focused on the group work. They did not make a noisy but they were more enthusiast to discussed how to finished task and how to be a winner on that game.

The students did not felt bored in drilling, in the second cycle they followed the researcher enthusiastically. The class became noisy, but this was positive effect. They seemed interest on the lesson and enjoy the lesson.

The progress was also accurating on the students’ vocabulary mastery. During on the cycle 1 they were not able to pronounce the words correctly, they were some student make wrong spelling and they were still confused to use vocabulary in the simple communication. In cycle 2, there was many improvement that they shown. The mistake in spelling word was decrease. For details information, the improvement could be seen on the table 4.4
<table>
<thead>
<tr>
<th>Kinds of Data</th>
<th>Scope</th>
<th>Before Action</th>
<th>After Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Qualitative Data</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(Observation class &amp;</td>
<td></td>
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<td></td>
<td>Interview)</td>
<td></td>
<td></td>
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<tr>
<td>Class Situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Dividing students in a</td>
<td>Dividing students in a</td>
<td>Students were more focus and having a high</td>
<td></td>
</tr>
<tr>
<td>big group make the students</td>
<td>big group make the students become noisy and did not focus to the</td>
<td>competition with their friend.</td>
<td></td>
</tr>
<tr>
<td>become noisy and did not</td>
<td>students become noisy and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>focus to the lesson.</td>
<td>did not focus to the</td>
<td></td>
<td></td>
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<tr>
<td>2. Students felt bored when</td>
<td>students felt bored when</td>
<td>The students’ pronunciation is better than before.</td>
<td></td>
</tr>
<tr>
<td>teacher drilling every time.</td>
<td>teacher drilling every</td>
<td></td>
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<tr>
<td>They were bored with the</td>
<td>time. They were bored with</td>
<td></td>
<td></td>
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<tr>
<td>same activity.</td>
<td>the same activity.</td>
<td></td>
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<tr>
<td>3. There were some students</td>
<td>There were some students</td>
<td>Almost all of the students are dare to answer the question, ask a question,</td>
<td></td>
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<tr>
<td>still passive.</td>
<td>still passive.</td>
<td>and actively involve in the teaching learning process.</td>
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<tr>
<td>Class Situation (Representing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students’ Motivation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Spelling</td>
<td>Student could spell word</td>
<td>Students were able to spell long word correctly, although not all student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>correctly when the word</td>
<td>It is 80%</td>
<td></td>
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<tr>
<td></td>
<td>is short. But it almost a</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>lot of mistake when they</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>found long word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Meaning</td>
<td>Student’s vocabulary</td>
<td>Their vocabulary memorization improved gradually. They did not forget like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>memorization improved.</td>
<td>before action. it was because they got impression when doing learning</td>
<td></td>
</tr>
<tr>
<td>c. Pronunciation</td>
<td>Students assumed that</td>
<td>Students started to be aware that English way in pronouncing was not like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English words were</td>
<td>reading the words spelling. But they still did some mistakes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>difficult to be read and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>they read words</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>according to spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>like in Indonesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Using</td>
<td>Students little understand</td>
<td>With the guidance from the researcher in doing learning activity, students</td>
<td></td>
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<tr>
<td></td>
<td>to implemented words in</td>
<td>could implement the words in simple communication activity and they were not</td>
<td></td>
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<tr>
<td></td>
<td>communicative activity.</td>
<td>afraid to try to practice English. They were more confident than cycle 1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students still little</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>confused in this aspect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Quantitative (pre-test and post test)</td>
<td>Vocabulary Mastery</td>
<td><strong>Spelling</strong></td>
<td></td>
</tr>
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<td>----------------------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Mean score on the aspect of spelling in the post test 3.77. <em>the highest mean score is 5</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mean score on the aspect of spelling in the post test of cycle 2 was 4.1. It increased 0.33 from the post test 1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Meaning</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean score on the aspect of meaning in the post test 1 was 3.96. <em>the highest mean score was 5</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mean score on the aspect of meaning in the post test of cycle 2 was 4.77. It increased 0.9 from the post test 1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pronunciation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean score on the aspect of pronouncing in the post test 1 was 2.3. <em>the highest mean score is 5</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mean score on the aspect of pronunciation in the post test of cycle 2 was 2.97. It increased 0.67 from the post test.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Using</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean score on the aspect of using in the post test 1 was 3.2. <em>the highest mean score is 5</em></td>
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<td>The mean score on the aspect of pronunciation in the post test of cycle 1 was 3.57. It increased 0.37 from the post test.</td>
<td></td>
</tr>
</tbody>
</table>
C. Discussion

This section presents the discussion of the researcher finding concerning responses towards the teaching vocabulary by using wall chart and problems faced by the researcher during the research.

Before using wall chart in the context activity based teaching and communicative language learning, the researcher found some problems in teaching learning there were: (1) vocabulary mastery; (2) Students’ motivation. After implementing the uses of wall chart, the researcher could reduce the difficulties, the teaching learning process were more effective because the classroom situation could be handle and the students’ vocabulary mastery were improve.

The discussion of researcher finding could be summarized as follows:

1. The use of wall chart is able to improve the students’ vocabulary mastery.

   The use of wall chart could help students to learn aspect of vocabularies. The researcher as teacher during the research focuses using wall chart to teach four aspects of vocabulary: meaning, pronunciation, spelling, and using English words. Wall chart could become a means for presenting the meaning. Students’ brain actively works to interpret the meaning of the word. It matches with Haycraft (1997: 47) *Pictures can be easily found for special vocabulary*. It means that picture explains that things we see and gave us information.

   Wall chart also gave the impression for students to memorize the vocabularies, so that they could be easily memorize in long term memory. Memorizing the meaning of words is easier when students find the relation of word with picture. It corresponds to the explanation from Reves (1990: 40):

   *Whether in printed form or with a picture, the learners are apparently assisted by their long-standing visual learning habits (as testified by their answers to the related specific question in the Preliminary Questionnaire). It also seems to be easier to recall the visual image of a word even in the context of long-term memory.*
The researcher also use wall chart combined with other activities such as dialog and drilling, it could help the students to name and pronounce the words in the correct pronunciation. While did drill, the researcher pointed picture on the wall chart. It made the students to grasp and remember the words easily. They also had known how to pronounce those words correctly. It was support by. There some reason can see for using chart in pronunciation work. It provides a standard from which to teach and learn pronunciation. Once accustomed to it the students can use it in their notes to help learn the correct pronunciation of new vocabulary. Often without proper drilling etc, it can be difficult for students to remember the correct pronunciation as the spelling of English can be confusing. (http://www.teachingenglish.org.uk/articles/young-learners-phonemic-chart)

Wall chart also gave them context to understand, to speak and to write. So it could be used in learning four skills of language. Golcea argues that Spelling is primarily learned from reading and writing and therefore spelling is best taught as a means of managing the text rather than as a set of stand-alone rules and definitions. Beside to teach spelling, the student could use new vocabulary on the sentence. Fetzer (2006:722) this wall has answered so many dilemmas concerning vocabulary, students will not only learn new vocabulary but also use it in their writing.

Wright (1997: 17) adds there were some roles of wall chart that supporting that wall chart could be use in teaching aspects of vocabulary, they are:

a. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.

b. The pictures can be described in an objective way or interpreted or responded to subjectively

c. Picture can cue responses to question or cue substitutions through controlled practice.

(commit to user)
d. Pictures can stimulate and provide information to be referred to in conversation, discussion, and story telling.

e. Picture can motivate the students and make them want to pay attention and want to take part.

The improvement in students’ achievement, it can be seen in the following table that students’ vocabulary mastery improved:

Table 4.5 The Improvement in Achievement Score.

<table>
<thead>
<tr>
<th>Score</th>
<th>Pre-test</th>
<th>Post-Test 1</th>
<th>Post-Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total score</td>
<td>1635</td>
<td>1985</td>
<td>2310</td>
</tr>
<tr>
<td>Mean score</td>
<td>54.5</td>
<td>66.2</td>
<td>77</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the mean score of each post-test is higher than pre-test. It can be concluded that there is an improvement of students’ vocabulary mastery. The mean score of post-test 2 is higher than the mean score of post-test 1, it can be said that the revision of second cycle has been successful.

2. The use of wall chart is able to improve the students' motivation in English class.

The use of wall chart could help the researcher to improve students’ motivation. Before using wall chart, Students’ motivation was low, it can be seen of classroom situation was not conducive. But after implementing the wall chart, teaching learning process were more effective because the students more motivated. Wall chart is able to improve the learning in the aspect of class situation. The students pay more attention and focus on the lesson. They were also more active in joining the teaching and learning process. They could works in groups to discuss the exercises that the researcher gave. Even though the student still made class noisy, but their noise because of they were had
discuss with their group. The improvement of students’ motivation also could be found from interview with student after research. “Sekarang senang miss dengan bahasa Inggris, meski kadang-kadang ada yang sulit. Tapi masih pengen belajar miss. Dan gak bosan miss, daripada disuruh ngerjain LKS terus”

In the cycle 2 the researcher changes some activities. It is conducted to attract the students’ attention and made the students did not bore. It is relevant with Harbour’s theory saying that students sometimes bored with the same activity given by teacher (www.hep.org).

Based on the result, the researcher found some the strength and the weakness of the use of wall chart in teaching vocabulary. The strength and weakness mean by advantages and disadvantages of teaching vocabulary by using wall chart. There are some advantages of teaching vocabulary by using wall chart. Picture can attract the students' interest and motivation. Wall chart also help the students grasp the meaning and remember words more easily. When wall chart combine with drilling, it could help the students to learn spell and pronouncing the words easily. And there are some disadvantages of teaching vocabulary by using wall chart. Wall chart unsuitable for use in large group; small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures. Drilling are needed to explain how to pronounce words.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the finding of the research, implemented in the fifth grade students of SD Negeri Parangjoro 1 Sukoharjo, it can be concluded as follows:

1. Teaching by using wall chart is proven to improve students’ vocabulary mastery. (a) Students made fewer mistakes in identifying the meaning of new words; (b) Students made fewer mistakes in spelling words; (c) Students made a few mistake in pronounce all the words provided; (d) Students are able using word in simple sentence. It is shown by the improving point of the test. Before the research, the mean of students’ score was 54.5, in Cycle 1 it improved to 66.2, and in Cycle 2 it improved to 77.

2. Wall Chart is proven able to improve students’ motivation. It can be seen from (a) the students paid attention and more focus to the lesson; (b) They were interesting to the teacher explanation and did not talk each other; (c) They seemed enthusiastic with the lesson and they are dare to answer the question, ask a question and actively involve in the teaching learning process.

Finally, wall chart can be used as the media in teaching vocabulary. Having a range of advantages that allow wall chart facilitates the learning process, wall chart has improved the students’ vocabulary mastery and students’ motivation in the fifth grade students of SD Negeri Parangjoro 1 Sukoharjo.

B. Implication

The implementation of certain media effects the teaching learning process. Thought the use of media, the materials will be more interesting or even boring depends on its appropriateness to the skill being taught. In
this research, the implementation use of wall chart as main media was combined with the games, discussion and drilling to improve students’ vocabulary mastery.

The appropriate media could encourage and motivate students to be actively and involved the lesson. The use of wall chart in teaching children vocabulary is proven to be an effective way to improve young learners’ vocabulary mastery. The vocabulary presentation has to be chosen according to the situation or classroom context.

By using wall chart, students grasp the meaning and remember the words easily, because wall chart visualize vocabulary itself. Students learn how to pronounce and spell words easily through the use of wall chart combine with drilling or games. In conclusion, it can be implied that wall chart can be used as an alternative media in language-teaching process especially for teaching vocabulary mastery.

C. Suggestion

Based on the research finding, here some suggestions related to this research for teachers, students, school, and other researcher. The suggestions are as follows:

1. For Teachers

   The teacher should be creative and be bright to select teaching aids and technique in teaching vocabulary. One of teaching aids can be used by teacher to teach vocabulary is wall chart. Teaching vocabulary by using picture can attract the students’ interest and their motivation. Wall chart is also a suitable media that could combine with teaching techniques. It is very easy to teacher for make wall chart, because wall chart is kind of simple media.

2. For Students

   The students should be active and motivated to learn English. They learn not only to find great number but also to gain experiences and
their knowledge. They can practice English in their daily life, everywhere and every time.

3. For School

The education institution should support facilities to the teacher of the teaching. It will help the teacher to improve the quality and to be more creative in delivering the materials.

4. For Other Researchers

This research studies the use of wall chart in teaching vocabulary to children. It is hoped that this study can be used as an additional references for further researchers to improve and create other techniques which will give contribution in teaching English especially teaching English for children.