IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH
OSTENSIVE MEANS

(A Classroom Action Research at the Fifth Grade Students of SD Negeri
Dalangan 01, Tawangsari, Sukoharjo in the Academic Year of 2011/2012)

THESIS

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SURAKARTA

2012
PRONOUNCEMENT

I would like to certify that the thesis entitled “IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH OSTENSIVE MEANS (A Classroom Action Research at the Fifth Grade Students of SD Negeri Dalangan 01, Tawangsari, Sukoharjo in the Academic Year of 2011/2012)” is really my own work. It is not plagiarism or made by others. Everything related to others’ works are written in quotation, the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.

Sukoharjo, July 2012

Pramesti Utami
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Thesis
Submitted to the Teacher Training and Education Faculty of Sebelas Maret
University to Fulfil One of the Requirements for Obtaining the
Undergraduate Degree in English Education

ENGLISH EDUCATION DEPARTMENT
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2012

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ABSTRACT


The objectives of the research are: (1) to describe whether or not the use of Ostensive Means can improve vocabulary mastery at the class V of SD Negeri Dalangan 01 in the academic year of 2011/2012; and (2) to describe what happens in the class when the teacher uses Ostensive Means in teaching English vocabulary.

The subject of the research was the students of the class V of SD Negeri Dalangan 01 in the academic year of 2011/2012. This research was conducted in two cycles from 6th March until 22nd May 2012. Each cycle consisted of four meetings. The procedure of the action research consisted of planning, acting, observing, and reflecting. The research data were collected by using techniques of observation, interview, questionnaire, and test (pre-test and post-test). The researcher applied descriptive statistics to analyze quantitative data. It was used to compare the mean scores of the pre-test and post-test. The pre-test was conducted prior to the research while the post-test was conducted at the end of cycle 1 and 2. The result of the test was used to know how well the students mastered the vocabulary. The qualitative data were analyzed by using 5 stages suggested by Burns (1999: 156) as follows: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes.

The results of the research show that the use of Ostensive Means can improve students’ vocabulary mastery in (a) grasping and remembering the meaning; (b) spelling the word; (c) pronouncing the word; and (d) using the word in order to make simple sentence. The improvement of the students’ vocabulary mastery can be seen from the mean score of pre-test, post-test 1, and post test 2. The results also show that the use of Ostensive Means can improve class situation, students paid full attention to the researcher, students were brave to ask their problems to their friends and to the researcher, and students were active to answer the researcher’s question.

Based on the research findings, it can be concluded that Ostensive Means can (1) improve students’ vocabulary mastery; (2) attract the students to join English class; and (3) encourage the students to actively participate in the class. Therefore, it is recommended that teachers and students use Ostensive Means as good alternative aids in teaching and learning vocabulary.

Keywords: vocabulary, young learners, ostensive means
MOTTO

_Inna ma’al ‘usri yusran_

_After difficulties, there will be ease._

_Sesungguhnya setelah kesulitan, akan ada kemudahan._

_(QS. Al Insyirah: 6)_

_commit to user_
DEDICATION

This thesis is dedicated to:

My beloved mother

My lovely brother

commit to user
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Alhamdulillahirabbil’alamin. Thanks to Allah SWT for showering His blessing to the writer so that she can finish her study. In this occasion, the writer would like to express her deepest gratitude and appreciation to the followings.

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9. Her lovely brother, for always listening to her random stories.
10. Her friends in English Department for the beautiful relationship.

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

Surakarta,

Pramesni Utami

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TABLE OF CONTENT

PRONOUNCEMENT ......................................................................................... i
TITLE .............................................................................................................. ii
APPROVAL OF THE CONSULTANTS ............................................................... iii
APPROVAL OF THE BOARD OF THESIS EXAMINERS ................................. iv
ABSTRACT .......................................................................................................... v
MOTTO ................................................................................................................ vi
DEDICATION ....................................................................................................... vii
ACKNOWLEDGEMENT ................................................................................... viii
TABLE OF CONTENT ...................................................................................... ix
LIST OF APPENDICES ..................................................................................... x
LIST OF FIGURE ............................................................................................... xi
LIST OF TABLE ................................................................................................. xii

CHAPTER I  INTRODUCTION ......................................................................... 1
   A. Background of the Research ................................................................. 1
   B. Problem Statements .............................................................................. 7
   C. The Objectives of the Study ................................................................. 7
   D. The Benefits of the Study .................................................................... 7

CHAPTER II  THEORETICAL REVIEW ............................................................ 9
   A. The Review of Vocabulary Mastery ..................................................... 9
      1. The Definition of Vocabulary Mastery ............................................ 9
      2. The Kinds of Vocabulary .................................................................. 11
      3. The Importance of Vocabulary ....................................................... 12
      4. Techniques in Teaching Vocabulary .............................................. 13
      5. Vocabulary Scoring Rubric .............................................................. 17
   B. Teaching English to Young Learners .................................................. 18
      1. The Definition of Young Learners ................................................... 18
      2. The Characteristics of Young Learners .......................................... 19
C. The Review of Ostensive Means.............................. 22
   1. The Procedures of Teaching Vocabulary by Using
      Ostensive Means.................................................. 25
   2. The Advantages of Using Ostensive Means in Teaching
      Vocabulary............................................................. 28
   3. The Disadvantages of Using Ostensive Means in
      Teaching Vocabulary............................................... 30
D. Rationale............................................................. 30
E. Hypothesis ........................................................... 33

CHAPTER III RESEARCH METHODOLOGY ...................... 34
   A. The Setting and Time of the Research .................... 34
   B. The Subject of the Research ................................ 34
   C. The Definition of Action Research .......................... 35
   D. The Model of Action Research ................................ 36
   E. The Procedures of Action Research ........................... 37
   F. The Techniques of Collecting Data ........................... 39
   G. The Techniques of Analyzing Data ............................ 42

CHAPTER IV THE RESULT OF THE STUDY ..................... 44
   A. Research Findings ................................................ 44
      1. Situation before the Research ............................. 44
      2. Research Implementation ...................................... 50
      3. Findings .......................................................... 85
   B. Discussion .......................................................... 88

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION.94
   A. Conclusion ......................................................... 94
   B. Implication ........................................................ 95
   C. Suggestion .......................................................... 96

BIBLIOGRAPHY .......................................................... 98

APPENDICES .................................................................. 103
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Research Schedule</td>
<td>103</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>List of Students’ Name</td>
<td>105</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Pre-Research Observation</td>
<td>106</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>The Result of the Questionnaire (Pre-Research)</td>
<td>112</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Transcript of Interview (Pre-Research)</td>
<td>113</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Syllabus of Reading for fifth grade of Elementary School</td>
<td>124</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Lesson Plan</td>
<td>141</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Field Notes</td>
<td>168</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>The Result of the Questionnaire (After Research)</td>
<td>193</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Transcript of Interview (After Research)</td>
<td>194</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Blueprint and Test Instruments</td>
<td>198</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Answer Keys</td>
<td>224</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Students’ Worksheet</td>
<td>229</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Answer Key of Worksheet</td>
<td>247</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Validity and Reliability Test</td>
<td>253</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>List of Students’ Vocabulary Score</td>
<td>262</td>
</tr>
<tr>
<td>Appendix 17</td>
<td>The Computation of the Mean of Pre-Test, Post-Test1, and Post-Test 2</td>
<td>263</td>
</tr>
<tr>
<td>Appendix 18</td>
<td>List of Students’ Vocabulary Score for Each Indicator</td>
<td>264</td>
</tr>
<tr>
<td>Appendix 19</td>
<td>Teaching Learning Process Photographs</td>
<td>267</td>
</tr>
<tr>
<td>Appendix 20</td>
<td>Legalization</td>
<td>271</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure 3.1. The Model of Action Research ............................................... 36
Figure 4.1. The Improvement of Students’ Mean Scores ............................. 84
LIST OF TABLES

Table 2.1. Vocabulary Scoring Rubric of pre test and post test 1 .......... 18
Table 2.2. Vocabulary Scoring Rubric of post test 2 .......................... 18
Table 3.1. Research Schedule .................................................. 34
Table 4.1. Pre-Research Result .................................................. 44
Table 4.2. The Students’ Mean Score of Pre Test .......................... 46
Table 4.3. Research Implementation Schedule .............................. 50
Table 4.4. Students’ Mastery on Vocabulary Aspects Based on the Post-test1 ................................................. 67
Table 4.5. The Improvement of the Class Situation after Cycle 1 ............. 68
Table 4.6. The Strengths and Weaknesses of the Research Implementation in Cycle 1 ............................................................. 68
Table 4.7. The Solutions for the Problems Found in Cycle 1 .................. 69
Table 4.8. The Improvement of Students’ Vocabulary Aspects ............... 84
Table 4.9. The Improvement of the Class Situation after in Cycle 2 .......... 84
Table 4.10. Research Findings ..................................................... 86
CHAPTER I

INTRODUCTION

A. Background of the Research

Learning English as early as possible is important. Long in Ur (1996: 287) says that an early start to language learning is likely to lead to better long-term results if early learning is maintained and reinforced as the child gets older. Supporting Long’s statement, Brumfit, Moon, and Tongue (1997: 6) also say that there are a number of reasons for teaching English at primary level that do not rely simply on the claim that is the best time to learn language well. One of them is the need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others. Furthermore, Vermeer in Schmitt and McCarthy (1997: 140) states that knowing words is the key to understanding and being understood. The bulk of learning new language consists of learning new word.

Teaching English in elementary school is focused on vocabulary. Vocabulary cannot be separated from other elements of English in teaching learning process in elementary school because vocabulary influences the skill of students in studying English language like what Schmите and McCarthy (1997: 6) say that vocabulary has an important role in language skills (listening, speaking, reading, and writing). It has a significant role in achieving four language skills. Before acquiring four language skills, it is important to understand vocabulary first. There is a McCarthy’s quotation in Laufer (1997: 140), “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way”.

Zimmerman in Coady and Huckin (1997: 5) says that vocabulary is central to language and of critical importance to typical language learning. Furthermore, Allen (1983: 7) says that without learning much of the vocabulary in English; no one can speak or understand the language. Meanwhile, Edge (1993: 27) in his
book “Essential of English Language Teaching” gives the similar explanation about how important vocabulary is. He points out knowing a lot of words in foreign language is very important. The more words you know the better your chance of understanding or making yourself understood. Vocabulary is fundamental in language so teaching vocabulary earlier is better than teaching it later.

Vocabulary mastery is one of the components to master English as foreign language. There are four Basic English language skills i.e listening, speaking, reading, and writing that learners should master. Besides, they should also master other language aspects to support those skills, such as: vocabulary, pronunciation, grammar, spelling, etc. This is in line with the aims of English lesson for elementary schools students stated in curriculum of 2004:

Mata pelajaran muatan lokal Bahasa Inggris di sekolah dasar ini memiliki tujuan sebagai berikut:
1. Siswa memiliki keterampilan menyimak, berbicara, membaca, dan menulis sederhana dalam Bahasa Inggris dengan penekanan pada keterampilan komunikasi melalui topik yang dipilih, yaitu kebutuhan lingkungan antara lain industri, pariwisata, dan perindustrian di Provinsi Jawa Tengah.
2. Siswa memiliki keterampilan menggunakan unsur-unsur tata bunyi, kosa kata, tata bahasa, tata tulis, dan tata budaya (2004: 4)

From the explanation above, students are expected to have the skill in using vocabulary. The major aim of teaching English program in Elementary school is to help students gain large vocabulary of useful words: students are able to understand the meaning of the words; students are able to spell the words; students are able to pronounce the words; and students are able to use the words in a simple sentence.

In the pre-research at the fifth grade students of SD Negeri Dalangan 01, the writer found that the students had difficulties in vocabulary. The difficulties are: (1) the students had difficulty to remember and grasp the meaning of words. They could not identify the English words although the meaning was illustrated; (2) the students had difficulty in spelling the words. Generally, they could spell the English words well. But, there were found some students who could not spell
some English words yet. The writing system of English words which is different from the pronunciation makes students confused to memorize the proper spelling system of those words; (3) the students had difficulty in pronouncing English words. They made many mistakes in pronouncing English words in the oral pre-test. They also tended to pronounce the word in mother tongue; and (4) the students had difficulty in using the words in a simple sentence. The students could not use the word in order to make a good sentence although the context was given.

Interviews with English teacher and one of her students about the student’s vocabulary mastery can support the fact above. The teacher said that most students have poor vocabulary mastery. The teacher explains the problem below:


The fact was also supported by the explanation of a student related to the difficulties of learning vocabulary:

“Aku susah miss ingat artinya itu, terus kalo membacanya itu juga susah soalnya aku bacanya sama dengan tulisannya. Terus kalo nulis, dalam bahasa Inggris itu kan banyak huruf yang dobel miss, jadi aku sering kebalik-balik gitu. Kalo bikin kalimat itu lebih susah lagi miss, nggak tau aku. Pas tes gitu aku juga sering kesulitan Miss.”

Most students class V said that they had difficulties in learning vocabulary. The statement was supported by the result of pre test; there were only 6 of totally 22 students that achieved the standard score. The observation, questionnaire, interview, and pre-test indicated that the problems of the students’ learning vocabulary were in grasping and remembering the meaning, spelling the
word, followed by pronouncing the word, and using the word. The difficulty in answering the pre test was also the indicators of the problems of student’s vocabulary mastery.

Besides, the problems were also indicated from the class situation. They are: (1) the students were passive in the class. There are only few students who were active during the teaching and learning process. When the teacher asked questions, there were only few students who actively answered the questions, while others were busy talking each other or doing their own non-academic activities; (2) the class was not conducive. The students did not pay attention to the teacher’s explanation. They were chatting in the class, daydreaming, or playing their writing equipment when the teacher explained the material or gave exercise. There are only few students who take notes the material; (3) the students were lazy to ask the teacher about the problem in learning vocabulary. When the teacher opened the discussion section, there was no one who asked the question. They kept silent and just looked each other.

From the pre-research, there were several causes why the problems above arose in the classroom. They are: (1) the teacher’s technique of teaching was teacher-centered. She used translation techniques. There was no training about spelling in teaching learning process. Teacher did not check student’s pronunciation. She did not give the students sufficient practice to help students comprehend the vocabulary. There was no training about word using. Explanation and doing exercise were the main activities; (2) there is limited teaching and learning technique to conduct English lesson. The material and teaching equipment were only from a book (LKS); (3) teaching technique was very bored. The teacher never brought other teaching aids that attracted students’ curiosity to get their interest; (4) the students were not interested in English class. Most students seemed bored and sleepy to follow the lesson. There were some students putting their head on the desk and yawning during the lesson; (5) class condition also was not support by complete facilities. There is only a whiteboard, a cupboard, an announcement board, and chairs and tables for students and teacher.
The students did non-academic activities instead of paying attention to the teacher.

Due to the fact, the writer proposed one of teaching aids as the solution in learning vocabulary. In this research, the writer had brought forward the way of teaching vocabulary using ostensive means. According to Cross (1995: 6), one of the vocabulary presentations which bring many objects and pictures is by using ostensive means. Ostensive means is by showing. Here, the teacher shows objects in the classroom such as pen, bag, tallest boy, brown bag, my book. It does not limit the ostensive technique to only those things which can be found in the classroom. There are also ways to show the meaning of words and concepts from the world outside the school. The kinds of ostensive means are realia, picture, and body. Similar to Cross, Philips (1993: 74) also says that vocabulary is best learned when the meaning of the word is illustrated, for example by a picture, an action, or a real object.

Ostensive means are teaching visual aids. According to Brewster, Ellis, and Girard (1992: 89), when introducing vocabulary, the teacher should ideally present it in a context which is familiar to the child. Visual support is very important to help convey meaning and to help pupils memorize new words. Burns and Broman (1975: 300) add that visual aids should be utilized frequently, not only to illustrate words that have been used but to suggest other words. In addition, Wittich and Sceuller (1979: 30) say that children begin to develop a visual vocabulary that takes on meaning as they interact with and affect things or processes they see.

According to Brewster, Ellis, and Girard (1992: 91), the procedures of presenting vocabulary are: (1) pronunciation: if a child knows the word, ask him or her to say it and if it is correct, use this as your model. If not, say the word yourself; (2) repetition: ask the class to repeat. Check pronunciation. Say it again if necessary. Ask individual pupils to repeat the word and then the whole class again; (3) written form: you may then want to write the word on the board.
In addition, Cross (1995: 11) says that there are four steps to present a new vocabulary are: (1) sound and the meaning: the teacher says new word two or three times, pronouncing it clearly. Indicate the meaning at the same time, ostensively or verbally. Teacher can convey new meaning by providing students with pictures, realia, or body; (2) repetition: get the class to repeat the new word a few times. Check the pronunciation carefully. If the teacher uses a visual aid, keep it in front of them to ensure that they associate sound and meaning; (3) written form: the students must be able to write the word correctly if they hear it. The teacher writes new word on the blackboard and has the class read it aloud, without distorting pronunciation. Choose two or three individuals to say it, and then get a chorus repetition. Ask students to write other words. Pay attention that everyone has written the correct spelling. (4) Illustrative sentence: here, the teacher puts a short illustrative sentence on the board so that the meaning will be clear to. Then, the teacher asks the students to compose good illustrative sentences themselves.

From the explanation above, it can be concluded that steps in teaching vocabulary are: (1) meaning and pronunciation; (2) repetition; (3) written form; (4) Illustrative sentence. So, it can be assumed that the first three steps give a lot of words meaning in practices and understanding pronunciation and written form. The last step emphasizes students’ practice on how to use a word in a sentence. The use of realia, pictures, and body movement in this teaching can attract students’ curiosity to get their interest in learning.

By using ostensive means in the classroom action research, the researcher strongly believes that the problems in mastering vocabulary can be overcome. Based on the reason above, the writer conducted a thesis with the title: “Improving Students’ Vocabulary Mastery through Ostensive Means” (A Classroom Action Research at Fifth Grade of SD Negeri 1 Dalangan, Tawangsari in the Academic Year of 2011/2012).
B. Problem Statements

Based on the background above, the writer in her study formulates the problem being studied as follows:

1. Can the use of ostensive means improve students’ vocabulary at SD Negeri Dalangan 01?

2. What happens in the class when the teacher uses ostensive means in teaching English vocabulary?

C. The Objectives of the Study

The objectives of the study are:

1. To find out whether teaching vocabulary using ostensive means can improve children’s vocabulary mastery or not.

2. To know what happens in the class when the teacher uses ostensive means in teaching English vocabulary.

D. The Benefits of the Study

The result of the action research is expected to be able to give some advantages for the students, the teacher, the school, and other researchers.

1. For the students

First, it is expected that the research can motivate students to study English. By using ostensive means, they will get an enjoyable situation, they won’t feel bored. The students will get a better learning system, they will be able to improve their ability to memorize vocabulary by using ostensive means. At last, they can learn English particularly vocabulary easily and can help them for the next level.
2. For the teacher

Second, it is expected that the research can help the teachers get the description about how to use the appropriate media to teach English for Elementary students in which it should be suited to their characteristics.

3. For the school

Third, it is expected that the school will be more selective in determining the media of teaching English. Ostensive means will be used for the school to increase the quality of its output. Therefore, the school will get good reputation from government or society.

4. For other researcher

Fourth, it is expected that other researcher will be able to use it as reference to further research in developing teaching vocabulary. It is hoped that the data can open other researchers’ mind in completing vocabulary field research. Therefore, for other research it will be got a good result related to teaching vocabulary. The data can be used to improve other research, particularly the difficulties in mastering vocabulary.
CHAPTER II
THEORITICAL REVIEW

A. The Review of Vocabulary

Vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the communication.

1. The Definition of Vocabulary Mastery

Hatch and Brown (1995: 1) define that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Moreover, Linse (2005: 121) says vocabulary as the collection of words that an individual knows. Suyanto (2007: 43) defines vocabulary as *kumpulan kata yang dimiliki oleh suatu bahasa dan memberikan makna bila kita menggunakan bahasa tersebut* while Krashen (1996: 155) says that vocabulary is basic to communication. From the definition above, it can be concluded that vocabulary is a stock or list or set of words in a particular language with its meaning that are used by individual in order to communicate.

Mastering vocabulary of language is very important for someone or learner because vocabulary is central in the language and essential part of communication. It helps people to communicate both written and orally. In the process of learning foreign language, the ability of understanding the language greatly depends on one's knowledge of vocabulary besides the other knowledge of language itself. It means it needs a competence in understanding the collection of words, or in other words, a learner has to master the stock of words. Mastery is great skill or understanding of something (Cambridge Learner’s Dictionary-2nd edition). Then, Hornby (1995: 721) states that mastery is a complete knowledge or complete skill.
Thornbury (2002: 27) declares some factors why learning vocabulary is rather difficult for second language learner. If those factors are fulfilled; someone can be said that he or she achieves the vocabulary mastery. Thornbury says that the factors come from the word’s aspect, such as: pronunciation, spelling, length and complexity, grammar, meaning and range, connotation and idiomatic. They are the indicators in vocabulary mastery as follows:

a. Meaning

Sometimes, words are likely difficult to be learned. When two words overlap in meaning, learners are likely to confuse them. Words with multiple meanings can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture-specific items such as words and expressions associated with the game cricket will seem fairly opaque to most learners and are unlikely to be easily learned.

b. Pronunciation

Words which 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.

c. 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. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Furthermore, word that contain silent letters are particularly problematic.

d. Length and complexity

Long words seem to be no more difficult to learn that short ones. However, as a rule of thumb, high frequency word tent to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their learn ability. Also, variable stress in polysyllabic words can add to their difficult.
e. Grammar

Grammar is also problematic when grammar is associated with the word, especially if this differs from that its L1 equivalents. Remembering whether a verb is followed by an infinitive or an –ing form can add to its difficulty. Then the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable but others are not.

f. Range, connotation, and idiomaticity

Words that can be used in a wide range of context will generally be perceived as easier that their synonyms with a narrower range. Then, the words have style constraints, such as very informal words may cause problems. Uncertainly to the connotations of some words may cause problems too. Finally, words or expressions that are idiomatic will generally be more difficult that word whose meaning is transparent. It is their idiomaticity, as well as their syntactic complexity that makes phrasal verbs so difficult.

In this case, the writer conducted the research of fifth grade. Thus, the indicators of vocabulary mastery that are appropriate to the young learners especially fifth grade students are: meaning, pronunciation, spelling, and grammar especially using proper word in order to make good sentence.

From the explanation above, it can be concluded that vocabulary mastery is a great skill or complete knowledge dealing with the stock of words for including the meaning, pronunciation, spelling, and grammar especially using proper word to make good sentence in the language as means for making communication with others.

2. The Kinds of Vocabulary

According to Gairns and Redman (1998) in Mirani (2008: 12), there are two kinds of vocabulary, those are: receptive and productive vocabulary. Receptive vocabulary means language items which can only be recognized and
comprehended in the context of reading and listening material while productive vocabulary means language items which the learner can recall and use appropriately in speech and writing.

In line with Gairns and Redman, Kamil and Hibert (2005: 3) also state that receptive vocabulary is that set of words for which individual can assign meaning when listening or reading. There are words that are often less well known to students and less frequent in use while productive vocabulary is the set of words that individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

Based on the explanation above, it can be concluded that there are two kinds of vocabulary, namely:

a. Receptive vocabulary
   Receptive vocabulary is the words which individual can only assign, recognize, or comprehend meaning in the context of reading and listening.

b. Productive vocabulary
   Productive vocabulary is the words which individual can use appropriately in speaking and writing.

3. The Importance of Vocabulary

Vocabulary is an important aspect in our life. Every day people name objects, an event, and express our feeling using words. Tailor (1999: 1) says that in order to live in the world, we must name objects. Names are essential for the construction of reality for without a name it is difficult to accept the existence of an object, an event, and a feeling. By assigning names people impose a pattern and a meaning which allows us to manipulate the world.

Vocabulary mastery is the important components to master English as foreign language. It plays very important role in language. When people speak a language, they need several words to convey ideas. So people can understand what they mean. For example, having a limited vocabulary, one will find
difficulties in communication. Thus, in reading books, without word and its meaning, it is impossible to understand the passage expressed by the writer, as Edge (1993: 27) states that knowing a lot of words in foreign language are very important. The more the words people know, the better they chance of understanding or making yourself understood. Supporting Edge’s opinion, Cross (1995: 14) also states that a good store of words is crucial for understanding and communication. The major aim of most teaching programs is to help students to gain a large vocabulary of useful words. A strong vocabulary can be a valuable asset, both in college and later in our career.

Nunan (1991: 117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary people will be unable to use the structures and functions people may have learned for comprehensive communication. Scott (2002: 13) adds that without vocabulary nothing can be conveyed. There will most improvement if people learn more words and expression and you can say almost anything with words.

According to the statement of some linguists above, it can be concluded that vocabulary is very important for human because it is the crucial component of any language and the success in learning language can be proved by the success in mastering vocabulary.

4. Techniques in Teaching Vocabulary

In teaching vocabulary, choosing a suited aid is a must, in order to be successful in teaching learning process. There are some techniques explained by some experts. From what are mentioned by Hill and Lewis (1997: 102), Brewster et al. (1992: 90), and Cross (1999: 5); the writer summarizes some vocabulary teaching techniques as follows:
a. Objects

To explain new vocabulary and help to enter in the students’ minds, the teacher can use the object or real things. For helping students understand the meaning of a word, real objects are good choice. Objects in the classroom can be used or things brought to the classroom. Introducing a new word by showing the real object often helps pupils to memorize the word through visualization.

b. Using illustrations and pictures

A great deal of vocabulary can be introduced by using illustrations or pictures, either those found in the language learning materials you are using or by making your own visual aids, using pictures from magazines and so on. Visual support helps pupils understand the meaning and helps to make the word more memorable.

c. Demonstration

A demonstration is physical of the form, outline, or substance of objects or events for the purpose of increasing knowledge of such objects or events. Demonstration involved “showing what” or “showing how”. In some cases it also involves telling others about the characteristics of some objects or activities. The demonstration helps to make the meaning clearer, and helps to fix the word in the students’ minds. Here, student can be involved as a person in what is going on in the language classroom, the more likely the new languages is to be retained effectively in the memory. Furthermore, demonstration highlights a particular word and helps associate it in the students’ minds with both visual and aural memories.
d. Mime, expressions, and gesture

Many words can be introduced through mime, expressions, and gesture. Actions, in particular, are probably better explained by those techniques.

e. Drawing or Sketching

The teacher can draw or make sketch of something on the blackboard or on flash cards. He or she can make simple sketches which illustrate meaning. It is not need perfect drawing/sketch. A simple sketch is sufficient.

f. Use the blackboard to show scales or grades

Here, words like may be explained by presenting them with groups of related word. Presenting the words by categorizing them based on type make the students understand the words easily.

g. Antonyms

This technique allows pupils to associate words with a concept they already understand in their mother tongue and often pupils will learn two words instead of one. The teacher can illustrate by contrasting the meaning of a word with its antonyms. In offer explanation, need to be logical opposites in the strict sense. The most important is the students understand the concept/the general meaning of the word.

h. Synonym

Similar to antonyms, it is extremely difficult to find a synonym which is simple enough to help the students. Here, teachers can say it is similar in meaning to, rather than it means the same as. The former phrase helps to build up in the students mind the idea that language consist of choice, that word do not mean the same as each other. Teachers do not always have to
give an exact synonym. The idea is to give the students the general meaning of the word.

i. Dictionary

The dictionary helps students to find the meaning of new words in a text. By using dictionary, the students also can find much necessary information about definition, grammatical information, indicator of usage, pronunciation, etc.

j. Verbal Explanation

Verbal explanation is the way of teaching vocabulary by using teacher’s talk. Some language items are best applied by being used in a variety of context, with the teacher commenting on the use. Verbal explanation can be carried out through definition, use of illustrative situation, and give example.

k. Translation

Translation technique is a technique which puts the second language into other language. In this technique the teacher translates the second language into the students’ mother tongue.

l. Guessing context

Guessing context is the way of teaching vocabulary by linking the new words that are already known, the asking to deduce or guess the meaning of such new words. This will help them to build up their self-confidence so that they can work out the meanings of words when they are on their own.

m. Eliciting

This provides teacher with the ideal opportunity to introduce the word in English as the desire to know it has come from the pupils themselves.

commit to user
This technique is far more motivating and memorable than simply giving pupils a list of words to learn.

n. Ostensive means

Ostensive means is the way of teaching vocabulary by showing up things in the classroom or outside the class. The kinds of ostensive means are: realia, picture, and body.

o. Audio Presentation

Audio presentation is the way of teaching vocabulary by giving signals via audio like tape recorder together with the teacher’s talk to get the meaning of words.

In this result, the researcher used ostensive means in teaching vocabulary mastery. By using these aids, the researcher created various interesting activities to achieve the teaching-learning goals. Attaching colorful pictures, realia, and body movement helped students to memorize vocabularies easily. It also created interesting and enjoyable atmosphere in the classroom.

5. Vocabulary Scoring Rubric

In this research, the writer uses the two scoring rubrics shown in Table 2.1 and Table 2.2. Table 2.1 describes the scoring rubric of base score (pre test) and quiz 1 (post test 1) while Table 2.3 shows the scoring rubric of quiz 2 (post test 2). Base score and quiz 1 consists of 30 questions. Each of correct answers will get 1 point, while each of wrong answers will get 0 point. The result of base score and quiz 1 are taken from the total right answer divided by 3 and multiplied by 10. Quiz 2 consists of 30 questions. The result of quiz 2 is taken from the total right answer divided by 3 and multiplied by 10.
Table 2.1. Vocabulary Scoring Rubric of pre test and post test 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Items</th>
<th>Aspects</th>
<th>Part</th>
<th>Point(P)</th>
<th>Number of items(N)</th>
<th>Score (P×N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Oral test</td>
<td>Pronunciation</td>
<td>A</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Jumbled letters</td>
<td>Spelling</td>
<td>B</td>
<td>1</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>Multiple choice</td>
<td>Meaning</td>
<td>C</td>
<td>1</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>Picture-cued (writing short sentences)</td>
<td>Using word</td>
<td>D</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Table 2.2. Vocabulary Scoring Rubric of post test 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Items</th>
<th>Aspects</th>
<th>Part</th>
<th>Point(P)</th>
<th>Number of items(N)</th>
<th>Score (P×N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Oral test</td>
<td>Pronunciation</td>
<td>A</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2.</td>
<td>Jumbled letters</td>
<td>Spelling</td>
<td>B</td>
<td>1</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>Multiple choice</td>
<td>Meaning</td>
<td>C</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>Picture-cued (writing short sentences)</td>
<td>Using word</td>
<td>D</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

B. Teaching English to Young learners

1. The Definition of Young Learners

Harmer (1998: 13) divides language learners into three levels of learners; beginners, intermediate students, and advanced students. Each level has different characteristic, learning material, and teaching effort.

In this case, the writer only talks about beginner learners or young learners who learn English as a foreign language. According to Phillips (1993: 5), young learners are children from the first years of formal schooling (five to six years old) to eleven or twelve years of age. Furthermore, Kasihani (2007: 14) defines young learners as children in Elementary school level who learn English as a foreign language and local content subject in their school. Harley, et al. in Cameron (2001: 15) say that young learners are group of children (7-8 years) that are studying a foreign language, they seem to pay more attention to sound and prosody (the ‘music’ of an utterance), whereas older children (12-14) are more
attentive to cues of word order. Meanwhile, Scott and Ytreberg (1990: 1) mention that there are two main groups of children. They are five to seven years old and the eight to ten years old. Both of them are assumed as the beginner level.

From the explanation above, it can be concluded that young learners are group of students at level of age five to fourteen, where in every stage they have some characteristics suitable to their level of age. In this case, young learners are children in Elementary school level who learn English as a foreign language and local content subject in their school. When they learn language, the teacher should choose the right method or media so that the young learners are able to study based on their ability and interest.

2. The Characteristics of Young Learners

There are some characteristics of young learner. Kasihani (2007: 15) lists the characteristics of young learners as follows:

a. Children tend to relate the things they learnt in the class to themselves. For example, they are more interested if the lesson deals with their daily life and their environment.

b. Children are still difficult to differentiate the concrete and the abstract things, the difference between the real life and their imagination. So, teacher should introduce the concrete first. Besides, oral language is not enough for young learners. Cognitive aspect and body language must be involved in it. Teachers can use pictures to give the description of the objects from their environment.

c. Children are more imaginative and active. They enjoy learning through games so they will be motivated to learn English although indirectly. Learning language while playing is an activity that make children fun or can be so-called recreation time out activities.
d. Bored is identical with children when they learn in long period. Their concentration and attention is low. To overcome that problem, the teacher should create creative teaching and learning.

e. Children’s life is cheerful. The interesting and colorful picture can interest the children to learn, they will be happy while learning.

f. Children like story and games. Through story, children can be trained to focus their attention for the whole context than for each word. While games will make the children more active and free in using English that sometimes they will pronounce some words with their own version.

g. They will enjoy more doing the exercises by themselves or sometimes with their close friends. They are difficult to share with their friends and tend to be self centered.

h. Children are not realizing why they learn English although they are interested in learning English. Children can understand a conversation without having to understand the meaning of each word. Intonation, gesture, facial expression and another body movement can help them to understand a word or sentence that they do not know.

i. The effective way for children to learn a language including English as a foreign language is using the language itself.

j. Last but not least, teachers must remember that children are generally active learners. They will be interested in learning something including foreign language by doing something (learning by doing). Teaching English to children orally is not enough. There are many activities that can use objects or pictures, body movement or expression that can help children to learn language easily. Those activities can help children understand new words or phrases which they have just learnt or heard.
Scott and Ytreberg (1990: 3) mention children’s characteristics as follows:

a. Level one (5-7 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 understand situations more quickly than they understand the language use.
   5) They have a very short attention and concentration.

b. Level two (8-10 year olds)
   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 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 happens in the classroom and begin to question the teacher’s decision.
   8) They are able to work with others and learn from others.
Cameron (2001: 1) also describes the characteristics of young learners as follows:

a. Children are often more enthusiastic and lively as learners.

b. They lose interest more quickly and are less able to keep themselves motivated on tasks they find difficulties.

From the explanation above, it can be concluded that young learners take great pleasure in fun and interesting teaching learning activities. Through their sense of fun in learning English, they will not feel bored. They are also active learners who are interested in learning something, so the teacher must choose the suitable method or media in order to make the children have a sense of achievement that will develop motivation for further learning and also makes the teaching learning process more memorable.

C. The Review of Ostensive Means

According to Cross (1991: 5), ostensive means is one of the vocabulary presentations which bring many objects and pictures. Ostensive means is the way of teaching vocabulary by showing up things in the classroom. Earle (1992: 134) says that ostensive means “pointing-based”. Meanwhile, Brewster, Ellis, and Girard (1992: 90) say that much of the vocabulary of children’s learning will consist of concrete nouns. Objects in the classroom can be used or things brought to the classroom. This is widely used with beginner classes. The kinds of ostensive means are realia, pictures, and body.

1. Realia

Realia is the way of presenting vocabulary by bringing the things into the classroom. The use of realia can make a huge difference in student learning. It is fun and sets a more natural learning environment. Realia can also create interest through imagination. It engages and motivates them to learn and helps them to memorize the words. Brewter, Ellis, and Girard (1992: 90) state that introducing a new word by showing the real object often helps pupils to memorize the word
through memorization. Steward (2007: vi) adds that realia provides an excellent tool to help children develop essential English Vocabulary. Realia enhance meaning and make vocabulary more concrete and, therefore, more comprehensible. Moreover, Martinez (2007: 27) says that using a variety of realia (actual objects or items) to illustrate and teach vocabulary provides a concrete frame. Students get the opportunity to see, hear, and touch the objects, which helps them make the connection to the meaning of the lesson. Furthermore, Willis (2008: 114) states that realia can be used to increase the sensory experience. Halliwell (1998: 7) says that language teaching should be concerned with real life. Several of objects can often be found in the classroom; other objects can be brought to class easily enough: a can opener, a pair of scissors, a box of paper clips, a toothbrush, a bar of soap, buttons of many colors and sizes and the various materials.

2. Pictures

Picture is a visual representation. Brewter, Ellis, and Girard (1992: 91) state that visual support helps pupils understand the meaning and helps to make the word more memorable. Harmer (2001: 134) says that teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning. For presentation purposes, simple pictures are better because the focus is clearer and the meaning is less ambiguous. Picture can be very helpful in a teaching learning process because it supports the material that teacher give. It also enables the teacher to teach the material to the students. Pictures are one of these valuable aids. They bring images of reality into the unnatural world of the language classroom. Hill (1997: 1) says that pictures bring not only images of reality, but can also function as a fun element in the class. Stevick (1982: 107) adds that pictures can serve most of the same purposes as objects. They have obvious advantage of being advantage of being easier to carry around. Furthermore, Sadiman (1993: 29) says that gambar merupakan bahasa yang umum, yang dapat di mengerti dan dinikmati dimana-mana. Gambar berbicara lebih banyak daripada seribu kata.
3. Body

Teacher’s body and those of the students can be used to get meaning across. The techniques we use are:

1) Facial expression, to show feeling (e.g. happy, smiling, thirsty, angry, tired etc.)
2) Gesture, using hands and arm to show a range of meaning (e.g. fast, small, curving, wide, rolling etc.)
3) Mime and action, to show many verbs and some adverbs (e.g. to stagger, to eat, the slip, to wake up, slowly, angrily etc.).

Philips (1993: 74) says that vocabulary is best learned when the meaning of the word is illustrated, for example by a picture, an action, or a real object. Ostensive means are teaching visual aids. According to Sadiman (1993: 29), teaching visual aids is aimed at attracting the interest, explaining the idea, and illustrating the fact which may be easy to forget if it is not be visualized. The use of realia, pictures, and body movement can give visual imagery about the vocabulary to children. Teaching by using ostensive means also gives expressional vocabulary learning. Activities that directly focus on words and language help to build children’s vocabularies and expressional skills. For example, the teacher can make a chart of pictured illustrating fruits, vegetables, furniture, animals, toys, numbers, colors, opposites, etc. (Petty, Walter T. & Jensen, Julie M, 1980: 285). The teacher need not limit ostensive techniques to only those things which can be found in the room. There are also ways to show the meaning of words and concepts from the world outside the school.

As stated before, the indicators of vocabulary mastery that are appropriate to the fifth grade students are: meaning, spelling, pronunciation, using proper word to make good sentence. The students can see, pronounce, and use the words when ostensive means is applied in introducing new words. They get real experience to keep their remembrance to the words. Then, in presenting vocabulary, teachers can bring in some or all of the ostensive means. There are
four steps to present a new vocabulary: meaning and pronunciation, repetition, written form, and illustrative sentence. The first three steps give a lot of words meaning in practices and understanding pronunciation and written form. The last step emphasizes students’ practice on how to use a word in a sentence. So, the steps used are appropriate in teaching vocabulary by using ostensive means to the fifth grade students.

1. The Procedures of Teaching Vocabulary by Using Ostensive Means

According to Brewster, Ellis, and Girard (1992: 91), the procedures of presenting vocabulary are: (a) Pronunciation: if a child knows the word, ask him or her to say it and if it is correct, use this as your model. If not, say the word yourself; (b) repetition: ask the class to repeat. Check pronunciation. Say it again if necessary. Ask individual pupils to repeat the word and then the whole class again; (c) written form: you may then want to write the word on the board.

In addition, Cross (1995: 11) says that there are four steps to present a new vocabulary by using ostensive means as follows:

1. Sound and the meaning

In the first step, the teacher says new word two or three times, pronouncing it clearly. Indicate the meaning at the same time, ostensively or verbally. Many English words have more than one meaning. So, exact meaning in which context the teacher wants to focus on is extremely important. Cook (2008: 62) says that one of the central issues of language teaching is how to get the meaning of a new word across to the student. This depends on what we believe meaning to be and on the nature of the particular word. Teacher can conveys new meaning by providing students with pictures, realia, or body.

2. Repetition

Thornbury (2002: 24) says repetition of encounters with a word is very important, useful, and effective. If the word is met several times over space
interval during reading activities, students have a very good chance to remember it for a long time. Get the class to repeat the new word a few times. Check the pronunciation carefully. If the teachers are using a visual aid, keep it in front of them to ensure that they associate sound and meaning. Haynes and Zacarian (2010: 61) define that it is important for students to practice pronunciation. Teachers have to take time to pronounce each new word for their students and have students repeat and practice using the words in context.

3. Written form

The students must be able to write the word correctly if they hear it. According to Ur (1996: 60) vocabulary mastery involves the mastery on pronunciation (what a word sound like) and spelling (what it looks like). In teaching vocabulary, the teacher needs to make sure that the learner has to know how the word is sounded and spelled. Write the new word on the blackboard and have the class read it aloud, without distorting the pronunciation. Choose two or three individuals to say it, and then get a chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation. Ask students to write other words. Pay attention that everyone has written the correct spelling.

4. Illustrative sentence

Knowing how vocabulary item is used cannot be neglected. Some words and expressions have a restricted use. So, using vocabulary appropriately in a sentence is important. Here, the teacher puts a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes afterwards. The students will enjoy trying to compose good illustrative sentences themselves, but the teacher should prepare his/her own short one in case their own are too wordy or not clear enough for the blackboard example. If the teacher has shown the meaning by using the flashcard, stick the picture to the side of the board next to the illustrative sentence.
The researcher adapts those steps to make specific steps in using ostensive means to improve students’ vocabulary mastery as follows:

a. Meaning and pronunciation: in this step, the teacher divided the class into five groups. She explained that in this group the students were expected to work in group and discuss the exercises cooperatively. She asked the students about the topic. She asked them to mention vocabularies related to the topic in Indonesian. After that, she asked the group to discuss and guess English vocabulary by showing some pictures and authentic materials. She might use her body to show the meaning. Furthermore, teacher gave an exercise to the group. She asked them to discuss in group and match the words with the pictures. She asked the representatives of the group to stick the result on whiteboard. She asked the students to discuss the other students’ result. After that, the teacher checked the result. Teacher asked a student to say the word related to the topic of picture. If she/he pronounced the word correctly, the teacher used his/her as her model. If not, teacher led to the students how to pronounce the words correctly by using picture. She said the word herself two or three times, pronouncing it clearly. The teacher must not forget to keep the object in front of the class so the students can see, feel, and smell the object. By looking the object, the students automatically know the meaning. This step had used to solve meaning and pronunciation.

b. Repetition: the teacher asked the whole class to repeat, individual pupil and then the whole class again. The teacher checked pronunciation carefully. She showed/pointed out pictures one by one, asked the groups to discuss the correct pronunciation of the words. After that, she asked the students to say the pronunciation of the word which was presented in pictures to ensure that everyone has mastered the correct pronunciation. Teacher might say it again if necessary. After that, that student pointed the other student to say the pronunciation of the next picture correctly. It was followed by the others. In repetition step, pronunciation is emphasized. Repetition made students master the pronunciation of the words.
c. **Written form:** while the students were saying the pronunciation of picture, she wrote the words on the whiteboard so that everyone in the class has the opportunity to associate the written form. She checked the spelling. She stuck some pictures with its blank letters one by one on the whiteboard, asked the students to discuss in group and fill the blank letters. Pay attention that everyone has written the correct spelling. This step was focused on spelling (the third indicator). So spelling had solved in written form step.

d. **Illustrative sentence:** here, the teacher gave some short illustrative sentences related to the topic on the whiteboard so the meaning of word in the sentence was clear. She also gave an exercise of using the word. She asked the representatives of each group to come in front of the class to take a piece of picture. After that, she asked the group to discuss and make their own sentence based on the picture. She asked the representatives of the group to write their own sentence on the whiteboard. Then, teacher asked other groups to check. The last step solved the students’ indicator of using word in simple sentences.

2. **The Advantages of Using Ostensive Means in Teaching Vocabulary**

According to Cross (1995: 6) the kinds of ostensive means are *realia*, *pictures*, and *body*. There are some advantages of using ostensive means as the mode of vocabulary presentation. It is able to show the meaning of words and concepts from the world outside the school. Besides, a teacher without too much skill can represent this mode of presentation (Haycraft, 1997: 48). If she draws badly for example, guessing games may determine what she actually has drawn. In addition, pictures and realia can be easily found for special vocabulary areas such as family, clothes, cars, interiors and so on.

Using realia in teaching enables students to involve in direct experience. Bierbaum in Ellison and Coty (1987: 301) lists some advantages of using realia. They are as follows:
a. They are a part of the real world.

b. They are more portable, therefore more accessible than in their original environment.

c. They are often obtained readily and for little or no cost.

d. They often a range of sensory stimulation in addition to sight.

e. They help to develop language.

f. They help develop concepts: size, color, spatial relations and more sophisticate concept, etc.

Meanwhile, Vernon and Donal (1980: 277) clarify that pictures have many advantages, such as:

a. They are inexpensive and widely available.

b. They provide common experiences for an entire group.

c. The visual detail make it possible to study subject, which would turn back to be impossible.

d. They can help you to prevent and correct disconcertion.

e. They offer a stimulus to further study, reading, and research visual evidence is power tool.

f. They help to focus attention and to develop critical judgment.

g. They are easily manipulated.

The last one is body. Teacher’s body can be used to get meanings across. Many words can be introduced through facial expression, gesture, and mime/actions (Cross, 1991: 6). According to Hill and Lewis (1997: 100), if the teacher does give a verbal explanation, it should at least be accompanied by a physical demonstration. Demonstration both helps to make the meaning clearer,
and helps to fix the word in the students’ minds. The more the student can be involved as a person in what is going on in the language classroom, the more likely the new language is to be retained effectively in the memory. Demonstration highlights particular words and helps associate it in the students’ minds with both visual and aural memories.

3. The Disadvantages of Using Ostensive Means in Teaching Vocabulary

There are some disadvantages of using ostensive means. Real things are not always readily available. In addition, if left sitting around the classroom, realia can be a distraction (Jones, et al., 1994: 114). Then, according to Vernon and Donal (1980: 83), the disadvantages of pictures used in teaching and learning process, such as: (a) Students pay attention on the picture more than on learned material; (b) It takes time much to provide attractive pictures; and (c) Small and unclear pictures may create problems in the teaching learning process since the students may misunderstand about the pictures.

Ways to overcome them are:

a. The teacher chose readily available real thing based on the topic.

b. Teacher guided the students to focus on the material not only the pictures.

c. The teacher made or chose attractive simple pictures to avoid wasting time and money.

d. The teacher made or chose big and clear enough pictures in order to avoid misunderstanding about the pictures.

D. Rationale

In learning English, there are some problems faced by the fifth grade students in SD N Dalangan 01. The students had difficulty to remember and grasp meaning. The students had difficulty in spelling the word. They tended to
pronounce the words in Indonesian pronunciation and they also had difficulty in using the words in a good sentence. Besides, the problems were also indicated from the class situation. The students were passive in the class. The class was not conducive. The students did not pay attention to the teacher’s explanation. The students were lazy to ask the teacher about the problem in learning vocabulary. When the teacher opened the discussion section, there was no one who asked the question. Moreover, there were several causes why the problems above arose in the classroom: the students were not interested in English class. In addition, the model of teaching was teacher-centered. The material and teaching equipment were only from a book, and teaching technique is very boring. The teacher never brought other teaching aids that attracted students’ curiosity to get their interest. Then, class condition also was not supported by complete facilities.

Thus, it would better for the teacher to understand the children and choose the suitable teaching method and media in teaching learning process in order to make the students motivated to learn English and to make the students easy to keep in their mind new words. Much of the vocabulary of children’s learning consists of concrete things. It means that in teaching vocabulary to the children, there are plenty of objects that can be used to show the new vocabulary. Teacher can bring or point to objects in the classroom but teacher can also point to objects outside the classroom. Therefore, one of the modes of vocabulary presentation which consists of concrete things is ostensive means. The kinds of ostensive means are realia, picture, and body. The use of realia can make a huge different in student learning. Realia creates students’ interest, engages the students to learn, and helps them to memorize the new words. Introducing a new word by showing the real object often helps pupils to memorize the word through visualization than mere repetition. The use of pictures also makes the lesson more enjoyable and memorable. Pictures bring not only images of reality, but can also function as a fun element in the class. After that, body, in this case is by demonstrating an object, gestures, performing an action. Demonstration both helps to make the meaning clearer and helps to fix the word in the students’
minds. The more the student can be involved as a person in what is going on in the language classroom, the more likely the new language is to be retained effectively in the memory. Demonstration highlights particular words and helps associate it in the students’ minds with both visual and aural memories.

As stated before, there are 4 major indicators that have been found in vocabulary especially for the fifth grade students, namely: spelling, pronunciation, meaning, and using the word in simple sentence. Ostensive has a concept to overcome the children’s difficulties in learning English especially vocabulary. The concept is to provide the activities that are meaningful through deep experience during teaching and learning process. Ostensive means is by showing plenty objects, pictures, and demonstrating an action or gesture. It means that the teacher not only relies on the spoken word but also uses some objects to build students’ understanding of meaning, pronunciation, spelling, and their ability in using words. Using ostensive means in teaching vocabulary can attract students’ interest and also create enjoyable and memorable teaching learning activity. The students can see, pronounce, and use the words when ostensive means is applied in introducing new words. They get real experience to keep their remembrance to the words. As what the researcher has mentioned, ostensive runs through four steps: (1) pronunciation and meaning: The teacher asked the students to discuss in group and guess English vocabulary related to the topic by showing some pictures and authentic materials. She might use her body to show the meaning. She gave an exercise to the students. She asked them to discuss in group and match the words with the pictures. She said the word herself two or three times, pronouncing it clearly. She has to indicate the meaning at the same time, ostensively or verbally. Meaning and pronunciation are indicators of the fifth grade students. So the two indicators were developed in this step; (2) repetition: in repetition step, pronunciation is emphasized. Repetition made students master the pronunciation of the words; (3) written form: she wrote the words on the whiteboard so that everyone in the class has the opportunity to associate with written form. She gave picture spelling exercise to the students. This step provides students to develop
their spelling; (4) illustrative sentence: in this last step, the teacher wrote some
illustrative sentences from the word so the meaning was clear. She asked the
group to discuss and make their own sentence based on the picture. Here, the
students’ indicator of using proper word in simple sentence is developed. So, it
was beneficial if ostensive was conducted to improve the students’ vocabulary
mastery.

E. Hypothesis

Based on the theory above the hypothesis can be formulated as follows:
Ostensive means can improve English vocabulary mastery of the fifth grade
students of SDN Dalangan 01, Tawangsari, Sukoharjo in 2011/2012 Academic
Year.
CHAPTER III

RESEARCH METHODOLOGY

A. The Setting and Time of the Research

In this study, the researcher did the research at SD Negeri Dalangan 01 which is located in Dalangan, Tawangsari, Sukoharjo 57561. This school is one of Government Elementary School on Dalangan. The study was conducted through teaching-learning processes in the classroom of class V by using Ostensive Means to teach vocabulary. The research was conducted in April to May 2012. It was held on second semester in the academic year of 2011/2012. The details can be seen on the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Time of the Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre research</td>
<td>20th March 2012</td>
</tr>
<tr>
<td>2.</td>
<td>Pre test</td>
<td>3rd April 2012</td>
</tr>
<tr>
<td>3.</td>
<td>Cycle 1</td>
<td>7th, 10th, 14th April 2012</td>
</tr>
<tr>
<td>4.</td>
<td>Post test</td>
<td>17th April 2012</td>
</tr>
<tr>
<td>5.</td>
<td>Cycle 2</td>
<td>12th, 15th, 19th May 2012</td>
</tr>
<tr>
<td>6.</td>
<td>Post test 2</td>
<td>22nd May 2012</td>
</tr>
</tbody>
</table>

B. The Subject of the Research

The subject of this research is the fifth grade students of SD Negeri Dalangan 01 Sukoharjo in the academic year of 2011/2012. The class consists of 22 students, 11 boys, and 11 girls. From the result of an interview with the teacher and the students, pre-test, pre-questioner, and pre-observation, it was noticed that students in class V got difficulties in remembering and grasping the word meaning, spelling word, pronouncing the word, and using of word. They were still mostly uninterested in learning English.
C. The Definition of Action Research

The method of this research is action research. Bell (1993: 6) defines action research as an approach which has proved to be particularly attractive to educators because of its practical, problem-solving emphasis, because practitioners carry out the research and because the research is directed towards greater understanding and improvement of practice over a period of time. Meanwhile, Carr and Kemmis in Burns (1999: 30) state that action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practices, their understanding of these practice and their situation in which the practices are carried out. Wallace (1998: 4) states that it is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be.

There are some characteristics of action research stated by Burns (1999: 30) that taken from some experts’ definition as follows:

1. Action research is contextual, small-scale, and localized. It identifies and investigates problems within a specific situation.

2. It is evaluating and reflective as it aims to bring about change and improvement in practice.

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

4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

In this study, the action research was aimed to improve the students’ vocabulary mastery by using ostensive means. This research was carried out by the collaboration of the researcher and the English teacher.
D. The Model of Action Research

The model of action research used by the researcher in her research was developed by Kemmis and McTaggart in Burns (1999: 32), the implementation of this research includes four steps, namely:

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

2. Action
   Act to implement the act.

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

4. Reflection
   Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

These steps in action research were done in a cycle. Cycles were done depending on the problems needed to solve. The following is the model of action research figured by Kemmis and McTaggart in Burns (1999: 33).

![Figure 3.1 the Model of Action Research](image)
E. The Procedures of Action Research

The procedures of action research were as follows:

1. Identifying the problems

   The researcher identified the problems first before planning the action. The problems referred to the students’ vocabulary mastery. To identify the problems, the researcher used observation, interview, questionnaire, and test.

   a. Observation

   The researcher observed directly teaching learning process which was conducted by the English teacher in order to know the students’ attitude toward English lesson.

   b. Interview

   The researcher interviewed the teacher to get some information about the students’ vocabulary mastery. She also interviewed the students to know the problems and causes they found during the learning process.

   c. Questionnaire

   The researcher gave questionnaire to know the students’ feeling, perception, and opinion to the teaching and learning activities.

   d. Test

   The researcher gave the students a pre-test of vocabulary.

2. Carrying out the action research

   a. Planning

   The researcher prepared everything related to the action as follows:

   1) Preparing the materials, made lesson plan, and designated the steps in doing the action.

   2) Preparing the teaching aids (ostensive means).

   3) Preparing the student’s worksheet.

   4) Preparing test
b. **Action**

The researcher implemented the teaching learning activity by using ostensive means. It includes the following activities:

1) **Giving pre-test**

The researcher gave pre-test to the students before did the action. The purpose of pre-test is to know the capabilities of the students before implementing the treatment.

2) **Presenting the Material**

The researcher presented different material for each cycle. The material covered words’ meaning, words’ pronunciation, words’ spelling, and words’ use in order to make simple sentence. The researcher used the suitable ostensive means, such as: picture, realia, and body in each meeting.

3) **Giving Task**

The researcher gave the students worksheet in every cycle. The worksheet referred to activities that should be done by the students in group.

4) **Discussing Task**

The researcher together with the students discussed the worksheet. It was done in order to made the students understood the correct answer of the material.

5) **Giving post-test**

The researcher gave post-test to the students. It was conducted after the action. The result of post-test was compared with the result of pre-test to know the success of the research.

c. **Observation**

The researcher observed the teaching learning process. She observed all activities in the classroom during the teaching learning
process. To get valid data, the researcher as the teacher made collaboration with the class teacher, acting as the observer. The teacher noted events happening in the teaching and learning process.

d. **Reflection**

   The researcher made an evaluation in all actions in the cycle. She observed to find the weakness and strength of the activities that had been carried out in using ostensive means to teach vocabulary.

e. **Revision**

   Based on the evaluation of using ostensive means in teaching vocabulary in cycle I, the researcher revised the plan for the next cycle.

F. **The Techniques of Collecting Data**

   There are two kinds of data collected in this research: qualitative and quantitative. Qualitative data include observation, interview, and questionnaire. Meanwhile, quantitative data include tests (pre-test and post-tests). Some techniques of collecting data are mentioned as follows:

   1. **Observation**

      The researcher observed the activities of the students and the progress of teaching learning in the implementation of ostensive means. The data gained in the observation had explained in the form of description from the field note. Field note contained of what the researcher and the students do in every meeting.

   2. **Interview**

      The researcher interviewed the English teacher and some students in pre-research in order to get information about the condition or the ability of the students related with English vocabulary. She also interviewed some students at
the end of the cycles. It is used by researcher to get information about the result of the action’s implementation.

3. Questionnaire

The researcher gave questionnaire before and after the cycles. The questionnaire before the cycles was used to know the problems, student’s difficulties, and causes in learning vocabulary. The second questionnaire was given after implementing the techniques of using ostensive means in teaching vocabulary. It examined how the students felt about the technique and how it helped them in improving vocabulary mastery.

4. Test

The researcher tested the students by using pronunciation and written tests that consist of pre-test (before action) and post-test (after action). The result of the test was analyzed to know the students’ ability on vocabulary mastery. The tests were given to know how effective the aid that is used to improve the students’ vocabulary mastery. The pre-test was used to know their mastery before the action, while the post-test was used to know the success or the failure of the study. The result was found from scores of the tests done by the students. To know the instrument used in pre-test and post-test is valid and reliable, the researcher tried out the test.

a. The validity of the test

Validity is the degree to which a test measures what it claims to be measuring. To measure the validity of the test, the researcher used the internal validity. The formula is as follows:

\[ r_v = \frac{\bar{X}_n - \bar{X}_t}{S_t} \sqrt{\frac{p_i}{q_i}} \]
Where:

- $r_n$ = the validity of each item.
- $\bar{X}_n$ = sum of correct answers within the row divided by sum of correct answers within column.
- $\bar{X}_i$ = the average of the total correct answers
- $S_t$ = standard deviation of the square root of the total of the square of each deviation score divided by the number of respondents.
- $p_i$ = the total of the correct answers divided by the number of respondents.
- $q_i$ = the total of the incorrect answers divided by the number of respondents.

b. The reliability of test

Reliability is important for any test. A test will be reliable if it is held many times approximately the same result will be obtained. To measure the reliability, the formula is as follows:

$$r_{kk} = \frac{k}{k-1} \left[ 1 - \frac{\sum pq}{S_t^2} \right]$$

Where:

- $r_{kk}$ = the reliability of the instrument
- $k$ = the number of valid item
- $\sum pq$ = the sum of the multiplication of the proportion of the correct answers and the incorrect answers
\[ S_i = \text{standard deviation of the square root of the total of the squared of each deviation score divided by the number of respondents.} \]

G. The Techniques of Analyzing Data

The last step in action research is analyzing the data. To analyze the data, the researcher used techniques of analyzing qualitative data and techniques of analyzing quantitative data.

1. Techniques of Analyzing Qualitative Data

a. Assembling the Data

The first step is to assemble the data that have been collected over the period of the research: field notes, interview, questionnaires, and so on. At this stage, the researcher began to show broad patterns which can be compared and contrasted to see what fits together. By scanning the data, the researcher began to process of more detailed analysis by bringing up possible patterns which can be adapted and added to as it is processed.

b. Coding the Data

Once there has been some overall examination of the data, the researcher developed categories or codes to identify patterns more specifically. She categorized the data according to the types. Coding is a process of attempting to reduce the large amount of the data that may be collected to more manageable categories of concept, theme, or types.

c. Comparing the Data

Once the data have been categorized in some way, the researcher compared the data before and after research. The researcher made comparison to see whether themes or patterns are repeated or developed across different data gathering techniques.
d. Building Interpretations

After comparing the data, the researcher made some interpretations about the result of research. This stage demands creative thinking as it is concerned with articulating underlying concepts and developing the theories about why particular patterns of behaviors, interactions or attitudes have emerged.

e. Reporting the Outcomes

The final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data.

2. Techniques of Analyzing Quantitative Data

The second data is quantitative. To analyze the quantitative data, the researcher used quantitative technique of analysis. The formula of students’ mean score in pre-test is total of pre-test divided by number of students while the formula of students’ post-test is total of post-test divided by number of students.
CHAPTER IV
THE RESULT OF THE STUDY

This chapter deals with how the research was implemented. It describes some findings and discussions about the implementation of ostensive means to improve students’ vocabulary mastery. The research is aimed to identify the improvement of students’ vocabulary mastery and to identify the improvement of the class situation when ostensive means is implemented as an aid during the teaching-learning process. The research is conducted in two cycles. Every cycle in this research consists of four steps, namely: planning the action, implementing the action, observing the action, and reflecting the action. The explanation of the result of the study described in this chapter is divided into two sections, namely: research findings and discussion.

A. Research Findings

1. Situation before the Research

The research was conducted in Class V of SD N Dalangan 01. Before conducting the research, the researcher identified the situation and the problem in pre-research. The researcher did observation, interview, questionnaire, and pre-test. Furthermore, the pre-research activity was carried out to identify students’ problems in vocabulary mastery, problems in the class situation, and the causes of those problems (viewed from teacher’s aspect, learners’ aspect, and class condition’s aspect). The situation before research is summarized in Table 4.1.

<table>
<thead>
<tr>
<th>Problem Indicators of Vocabulary</th>
<th>Causes of the Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students’ Language Skill</td>
<td></td>
</tr>
<tr>
<td>1. The students had difficulty in remembering and grasping the meaning of words.</td>
<td>1. The teacher’s technique of teaching was teacher-centered. She used translation techniques.</td>
</tr>
<tr>
<td>2. The students had difficulty in spelling the words.</td>
<td>2. There was no training about spelling in teaching learning process.</td>
</tr>
<tr>
<td>3. The students had difficulty in pronouncing English words</td>
<td>3. Teacher did not check student’s pronunciation. She did not give the students sufficient practice to help students</td>
</tr>
</tbody>
</table>

Table 4.1. Pre-Research Result
4. The students had difficulty in using the words in a simple sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Class Situation</td>
<td>In general, the causes of class situation problems are: the students were not interested in English class. Most students seemed bored and sleepy to follow the lesson. There were some students putting their head on the desk and yawning during the lesson. Furthermore, there is limited teaching and learning technique to conduct English lesson. The material and teaching equipment were only from a book (LKS). Teaching technique was also very boring. The teacher never brought other teaching aids that attracted students’ curiosity to get their interest. Classroom condition also did not supported by complete facilities. There is only a whiteboard, a cupboard, an announcement board, and chairs and tables for students and teacher. The students did non-academic activities instead of paying attention to the teacher.</td>
</tr>
<tr>
<td>1. The students were passive in the class. (There were only few students who were active during the teaching and learning process. When the teacher (WDN) asked questions, there were only few students who actively answered the questions)</td>
<td>In general, the causes of class situation problems are: the students were not interested in English class. Most students seemed bored and sleepy to follow the lesson. There were some students putting their head on the desk and yawning during the lesson. Furthermore, there is limited teaching and learning technique to conduct English lesson. The material and teaching equipment were only from a book (LKS). Teaching technique was also very boring. The teacher never brought other teaching aids that attracted students’ curiosity to get their interest. Classroom condition also did not supported by complete facilities. There is only a whiteboard, a cupboard, an announcement board, and chairs and tables for students and teacher. The students did non-academic activities instead of paying attention to the teacher.</td>
</tr>
<tr>
<td>2. The class was not conducive. (Most of them were talking during the lesson and made noises. From the very beginning of the lesson, the English teacher had to control students to enter the classroom and make the class conducive enough before starting the lesson. The students did not pay attention to the teacher’s explanation. They were chatting in the class, daydreaming, or playing their writing equipment when the teacher explained the material or gave exercise. There were some students who tried to pay attention to the teacher’s explanation and take notes. Yet, since other friends surrounding were noisy and bothered them, they were affected and could not focus on the lesson.)</td>
<td>In general, the causes of class situation problems are: the students were not interested in English class. Most students seemed bored and sleepy to follow the lesson. There were some students putting their head on the desk and yawning during the lesson. Furthermore, there is limited teaching and learning technique to conduct English lesson. The material and teaching equipment were only from a book (LKS). Teaching technique was also very boring. The teacher never brought other teaching aids that attracted students’ curiosity to get their interest. Classroom condition also did not supported by complete facilities. There is only a whiteboard, a cupboard, an announcement board, and chairs and tables for students and teacher. The students did non-academic activities instead of paying attention to the teacher.</td>
</tr>
<tr>
<td>3. The students were lazy to ask the teacher about the problem in learning vocabulary. (When the teacher opened the discussion section, there was no one who asked the question. They kept silent and just looked each other, however while the teacher giving an exercise or asking a question most of the students also could not answer it.)</td>
<td>In general, the causes of class situation problems are: the students were not interested in English class. Most students seemed bored and sleepy to follow the lesson. There were some students putting their head on the desk and yawning during the lesson. Furthermore, there is limited teaching and learning technique to conduct English lesson. The material and teaching equipment were only from a book (LKS). Teaching technique was also very boring. The teacher never brought other teaching aids that attracted students’ curiosity to get their interest. Classroom condition also did not supported by complete facilities. There is only a whiteboard, a cupboard, an announcement board, and chairs and tables for students and teacher. The students did non-academic activities instead of paying attention to the teacher.</td>
</tr>
</tbody>
</table>

In addition, the detail of students’ mean score and students’ mean score of vocabulary aspects are presented in Table 4.2.
The pre-test was held in order to know the detail problems of students’ vocabulary mastery. It was held on March 31, 2012. From the result, it was found that the students’ test result was not satisfying. Their pre-test mean score was 49.09 and it was lower than the minimum standard which was 60. Based on the data above, the mean scores of vocabulary aspects in pre-test are still low. Each score of those aspects was also lower than the minimum standard score. The students’ mean score in pronunciation was 7.27. The students’ mean score in grasping the meaning was 59.09 while the students’ mean score in spelling word was 58.52. Furthermore, the students’ mean score using the word in order to make simple sentence was 51.82.

The researcher also gave questionnaire that was held on March 13, 2012. Based on the questionnaire result, the researcher found that there were 81.8 percent of students who said that English is a difficult lesson. Furthermore, according to questionnaire result in vocabulary aspects, it can be seen that 59.1 percent of students had difficulty in grasping and remembering the meaning, 68.2 percent of students had difficulty in pronouncing the word correctly, 63.6 percent of students had difficulty in spelling the word correctly then 72.7 percent of students had difficulty in using the word in order to make simple sentence.

Based on the interview with the English teacher (WDN) that was held on March 13, 2012, it can be reviewed that students of class V have some problems in vocabulary mastery. The students had difficulty to remember and grasp the meaning of words. Most of the students could not remember and grasp the English names of words correctly. The students had difficulty in spelling the words. The students had difficulty in pronouncing English words. Students made many

Table 4.2. The Students’ Mean Score of Pre-Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects of Vocabulary</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pronunciation</td>
<td>7.27</td>
</tr>
<tr>
<td>2.</td>
<td>Meaning</td>
<td>59.09</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>58.52</td>
</tr>
<tr>
<td>4.</td>
<td>Using</td>
<td>51.82</td>
</tr>
<tr>
<td></td>
<td>Mean Score</td>
<td>49.09</td>
</tr>
</tbody>
</table>
mistakes in pronouncing English words. The students had difficulty in using the words in a simple sentence. Students could not use the word in order to make a good sentence although the context was given.


The fact was also supported by the explanation of a student WR related to the difficulties of learning vocabulary:


Observation was conducted to identify the condition of class V before implementing the action. It was conducted on March 6, 2012 from 07.00 AM until 08.15. By observing, it was also found that students of class V were generally hyperactive students. Most of them were talkative during the lesson and made noises. From the very beginning of the lesson, the English teacher (WDN) had to control students to enter the classroom and make the class conducive enough before starting the lesson. This was quite not easy and took long time. WDN needed extra patience to control the class and make students ready to start the lesson.

WDN dan P keluar dari ruang guru kemudian menuju kelas V. Namun, ketika memasuki ruangan kelas V, murid-murid masih sangat ramai dan tampak beberapa siswa masih manghabiskan jajanan diluar kelas. Kemudian, WDN mengingatkan mereka untuk segera masuk kelas. Murid-murid sangat susah diatur, meskipun WDN sudah mengingatkan,
banyak siswa yang masih bercanda dengan teman-temannya. Sehingga WDN harus mengeraskan suara untuk membuat siswa focus untuk mengikuti pelajaran (Observation Note, 6/3/2012).

Furthermore, the students did not pay attention to the teacher’s explanation. Most of them were busy talking with their friends, especially students sitting in the back side of the class. There were also some students walking around the class to borrow their friend’s writing equipment. Actually, there were some students who tried to pay attention to the teacher’s explanation and take notes. Yet, since other friends surrounding were noisy, they were affected and could not focus on the lesson. The students also were passive in the class. There were only few students who were active during the teaching and learning process. When the teacher (WDN) asked questions, there were only few students who actively answered the questions. When the teacher opened the discussion section, there was no one who asked the question. They kept silent and just looked each other, however while the teacher giving an exercise or asking a question most of the students also could not answer it.

There were several causes why the problems above arose in the class. The teacher’s technique of teaching was teacher-centered. Explanation and doing exercise were the main activities. When introducing the new material, the
teacher wrote words or sentences related to the topic on the whiteboard in English and the students were asked to copy them on their note book. Then, the teacher translated the meaning of these words in Indonesian. In the end of the class, the teacher asked to do exercise dealing with the topic. Then, the teacher gave homework. It means the teacher did not give the students sufficient practice to help students comprehend the vocabulary.

"Ya seperti biasa masuk kelas, review dulu materi pelajaran sebelumnya, setelah itu kita menerangkan materi baru yang akan dipelajari hari ini. Terus menerangkan kosakata atau vocabularunya, reading, kemudian kita tes writingnya. Kalau diaakhir pelajaran biasanya saya kasih PR mbak.” (WDN, Interview, 13/3/2011)

During the lesson, the students were not interested in English class. Most students seemed bored and sleepy to follow the lesson. There were some students putting their head on the desk, yawning during the lesson, chatting in the class, daydreaming, or playing their writing equipment when the teacher explained the material or gave exercise. In addition, the teacher had also tried to make students active and involved by giving exercises written on the whiteboard. She then asked students to answer the questions on the whiteboard. Unfortunately, this just attracted few students to actively answer the questions, while other students were still busy talking with friends out of the lesson topic.

Besides, the teaching learning process was not interesting. The teacher never brought teaching aids that attracted students’ curiosity to get their interest. It made the students bored. Furthermore, there is limited teaching and learning
technique to conduct English lesson. The material and teaching equipment were only from a book (LKS). In addition, classroom condition also did not supported by complete facilities. There is only a whiteboard, a cupboard, an announcement board, and chairs and tables for students and teacher. The students did non-academic activities instead of paying attention to the teacher.

"Kalau media gambar atau realia sih belum pernah ya mbak, belum pernah saya coba dan di sekolah ini fasilitasnya juga belum lengkap. Mereka itu banyak yang tidak konsentrasi dalam pelajaran. Sumber belajar pun juga sangat terbatas, hanya menggunakan satu buku LKS saja.” (WDN, Interview, 13/3/2011)

Based on the pre-research, it was identified that students’ vocabulary mastery and the class situation should be improved. Therefore, one of the vocabulary presentations which attracted the students’ attention and interest is ostensive means. By using ostensive means, the researcher wanted to improve students’ vocabulary mastery which involved grasping and remembering the meaning of the words, pronouncing the words, spelling the words, and using words in simple sentences.

2. Research Implementation

This section presents activities and research finding covered in 2 cycles of using ostensive means to improve student’s vocabulary mastery. The summary of the research process is shown in Table 4.3.

<table>
<thead>
<tr>
<th>No.</th>
<th>Research Implementation</th>
<th>Date</th>
</tr>
</thead>
</table>
| 1.  | Cycle I                 | 1) Meeting 1 (7th April 2012)  
2) Meeting 2 (10th April 2012)  
3) Meeting 3 (14th April 2012)  
4) Post-test 1 (17th April 2012) |
| 2.  | Cycle II                | 1) Meeting 1 (12th May 2012)  
2) Meeting 2 (15th May 2012)  
3) Meeting 3 (19th May 2012)  
4) Post-test 2 (22nd May 2012) |
Based on the table above, each cycle consisted of three meetings; every meeting ran for 70 minutes. It consisted of four steps. The steps were: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting the observation results.

1. Cycle 1

This section describes teaching learning process in detail by using ostensive means in English class. It involves four important stages. They are planning, action, observation, and reflection. The detail of those four stages is explained as follows:

a. Planning the action

The researcher had planned some activities before she implemented the action. Those were making lesson plan, preparing the students worksheet, and dividing the group. In this stage, the researcher made three lesson plans in cycle 1. The next activity was making student’s worksheet. The researcher made students’ worksheet for each meeting. The worksheet’s objectives were to give students vocabulary exercise in vocabulary learning and to evaluate the students’ vocabulary mastery after using ostensive means in the teaching learning activity. There were three meeting in Cycle I. Each meeting had different topic focusing in vocabulary mastery learning. In the first meeting the students learned about “Shapes”, the next meeting was about “Transportation”. Then, the third meeting they learned about “Health and Hospital”. Before the action started, the researcher made groups. She divided the students into five groups randomly. In this case, the students were asked to discuss and answer the exercise cooperatively.

b. Implementing the action

In the action, the researcher played a role as the teacher. Meanwhile, the real English teacher helped the researcher in observing the students and in overcoming the problems faced by researcher in the class during the teaching
learning processes. The researcher did the teaching learning process in three sections: opening, main activity, and closing. Each of the section was described as follows:

1) First Meeting (Saturday, April 7\textsuperscript{th}, 2012 at 09.15 a.m-10.25 a.m)
   a) Opening

   After the first break time had been over at about 09.15, the bell rang. WDN as the observer and PU as the teacher entered the classroom. The researcher was also helped by an assistant, Lista Rini Hidayati (LRH). She helped the researcher to take photographs and prepare the teaching media. The students looking at a new teacher were surprised. First, WDN told the students that PU was going to teach them. Then, WDN sat in the back of class and PU started the English class. PU greeted the students, “Good morning students.” Students answered “Good morning, teacher.” Furthermore, she said, “How are you today?” Students answered, “Fine.” Next, PU asked, “Who is absent today?” One of the students named PWU said, “Komplit Miss” then she said, “Good.”

   Furthermore, PU introduced herself to the students. Before PU started the lesson, she stated the topic of that day. She said, “Students, today we are going to learn about the shapes, do you know what the meaning of shape is?” Some students answered, “Bentuk Miss.” PU said, “Good! Can you mention the shapes in Indonesian? Contohnya dalam bahasa Indonesia apa saja?” There were only some students answering the questions, they answered, “Lingkaran, persegi, persegi panjang, kerucut, segitiga, kubus.” Then, she said, “Okay, very good. Setelah ini, Miss Mesti harap kalian mampu memahami arti kata, mengucapkan kata, mengeja kata, dan menggunakan kata untuk menjadi kalimat bahasa Inggris dengan benar. Do you understand?” Students answered, “Understand, miss.”

   b) Main activity

   Before going to the main activity, PU divided the students into 5 groups. Each group consisted of 4 to 5 person. She mentioned the groups’ number and the members and said, “Please sit with your own group.” PU explained that in this
group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. After that, she placed the pictures and real objects of shape she had brought on the table, showed the pictures/objects one by one. She asked the students to guess the name of it. The students have to discuss it with their group. PU showed the picture of shapes which she had brought before. She said, “Pay attention please! Do you know, what is this?” The students replied, “Lingkaran.” Then, PU replied, “Benar ini bentuk lingkaran, kalau ditranslate ke Bahasa Inggris yaitu?, the students just kept silent. The students just kept silent. They seemed confused to translate the word. Then, she said, “This is circle.” She continued asking the student to guess the shapes of the picture one by one. PU asked the students to discuss the names of pictures. After that, PU also showed real object of the shapes one by one. This was done to make the students not only see the shape on the pictures but also saw the shape directly which was represented on the real objects in order to make the students mastered well the meaning of words. In this section, most of the students could not remember and grasp the meaning of the words.

Furthermore, PU showed some pictures and real objects to the students. Firstly, PU showed a picture to the students. She asked the students to discuss the correct pronunciation of that word with their friends. After a while, PU asked a student named RW to say it, “What is this? Bentuknya apa ini?” but she could not say it with the correct pronunciation, she said, “/skwer/.” Then, she led how to read the word correctly. She said the word three times, “/skweər/” pronounced it clearly. PU asked the student to repeat individually. She pointed a student in the back row, “Coba yang di pojok dengan keras!” “/skweər/” answered the student, she said, “very good.” PU wrote that word on the whiteboard. They repeated it loudly together. She continued doing this and wrote all words which have been said one by one on the whiteboard. After that, she continued show real objects related to the topic to the students. She asked the students to discuss the correct pronunciation of that word with their friends. After a while, she asked a student named ADS to say that word. Unfortunately, that student also could not say it.
correctly. Then, PU said the word three times “/kənkl/.” After that, PU pointed a student in the left back row, “Coba yang dipojok kiri, yaa kamuuu, ucapkan dengan keras!” He answered, “/kənkl/” “Thas’s right” answered her. Then, PU wrote that word on the whiteboard in order to make the students mastered spelling of the words. After that, PU asked the students to repeat after him. PU completely wrote those all words on the whiteboard.

PU hoped so much that after understanding the meaning and the pronunciation of the words, they would memorize how the word was written. This was done to make the students mastered how to spell the words correctly. In order to make the students fully mastered the spelling, she erased all the notes on the whiteboard and then checked the students’ spelling. PU said a word based on the picture chosen by her, asked the groups to discuss the spelling of that word. After that, PU asked a student to write that word on the whiteboard. She said, “/træŋkl/”, asked the students to raise their hands to answer the questions but the students tended to be passive learners. They were afraid to answer the teacher’s questions. Because no one raised hand, PU decided to point a student. She pointed the student named GP to write that word on the whiteboard. He walked in front of the class and wrote that word. Unfortunately, his answer was incorrect. Then, PU corrected it. PU said the words of the other pictures, asked the groups to discuss the correct spelling of those words, asked the students to write that word on the whiteboard. She continued doing this until eight students. There were found five students who could not spell the word correctly. She checked the students’ answer.

Furthermore, PU gave a short illustrative sentence from the word on the whiteboard. She asked the groups to make their own sentence. They have to write the sentence according to the picture/realia randomly. PU chose a picture and a real object which are oval and round. Each of group has to make two sentences. They have to discuss the sentences cooperatively. After that, PU asked two students from different group to write their own sentence on the whiteboard. She asked MS to use the word oval and WR to use the word round. PU gave them
three minutes to discuss this with their friends. Unfortunately, they seemed confused to make the sentence. WR wrote her result (Wahyu give me a round meatball) on the whiteboard while MS still concentrated to her task. In this part, the students in group worked uncooperatively. MS looked do her task individually. After that, MS walked in front of the class and wrote her own sentence (Winda has an oval egg in the kitchen). Then, PU checked the students’ answer. She found that WR has the problem in her writing. PU asked the other students to find the problem, “Kalimat pertama terdapat satu kesalahan, kira-kira ada yang tau tidak letak kesalahannya?” There were one student named M who answered her question, he asked, “Saya miss, itu kan Wahyu kata gantinya he, jadi kata kerjanya harus pake s, gives gitu”. PU answered, “Good job, yaa benar sekali”. PU continued to check the other answer and MS has written the correct sentence. She gave a change the students to ask if there were still some problems dealing with how to make a correct sentence but it seemed that there were no students asked. Because of no question, she then told them that they would practice to answer the worksheet.

At 09.45 a.m PU distributed a worksheet to each group. She asked the students to discuss in group and answer the questions on the worksheet. PU said, “Now, you have to answer these questions on the worksheet, kerjakan dengan teman sekelompok, don’t be noisy, Okay?” “Okay Miss” answered the students. After all the students have finished their job, PU asked each group to exchange their worksheet with others. They had to correct their friends result. She together with the students discussed the worksheet. After that, PU evaluated the students’ answer, unfortunately there were many wrong answers on all vocabulary aspects (meaning, pronunciation, spelling, using).

c) Closing

At the end of activity, PU summarized the lesson. She asked the students if they have some questions. Because of no question, she reflected about the lesson together with the students. She asked the students whether there were happy or not
to join the English lesson using ostensive means. In the fact, they said that they enjoyed it and felt happy. Next, PU said, “On the next meeting, we will learn about transportations.” Before leaving the class, PU said thank for their joining and attention to the lesson. She reminded them to study harder at home. At the last, she said good bye and assalamu’alaikum.

2) Second Meeting (Tuesday, April 10th, 2012 at 07.00 a.m-08.10 a.m)
   a) Opening

   The second meeting was carried out on Tuesday, at 07.00 until 08.10. PU, helped by LRH, was ready to teach but she still waited for WDN. Then, WDN came. As they did before, PU and WDN entered the classroom at 07.10. For this change, some students greeted first on the way she was entering. They said, “Good morning miss. How are you?” PU said, “Good morning students, I am fine, thank you and how about you?” The students said, “I am fine, thank you.” They seemed not to be in doubt to express their greeting. After that, PU checked the student’s attendance. There were no students absent.

   PU told the topic they were going to learn of the day which is about transportations. Firstly, to gain students’ background knowledge, she asked them general questions related to the transportations like “What is the meaning of transportation?” some students answered, “Kendaraan” and others replied, “Alat-alat transportasi.” PU asked, “Iya benar, transportation itu adalah kendaraan atau alat-alat transportasi.” She also asked, “Do you have transportation?” students answered, “Yes, Miss”. Then, PU asked, “What kinds of transportations do you have?” students’ answers were various like “Mobil”, “Sepeda”, “pesawat”, and “sepeda motor”. She asked “that’s right”.

   b) Main activity

   At 08.15 a.m PU divided the students into five groups. PU explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. After that, PU
asked the students to guess English vocabulary of transportations by showing some pictures and real objects. They have to discuss it with their group. The students could grasp and remember the meaning. They could guess the familiar words, like: car, motorcycle, train, plane, and bus, but there were found five students who still have difficulties in the meaning. They seemed confused to guess the words.

After that, PU asked the students to discuss the correct pronunciation of the pictures with their groups. She asked a student to say the transportation’s name of picture then she wrote it on the whiteboard. Then, PU asked PWU to say name of picture loudly. He said “/kær/” because he could say the word correctly she used this as her model. PU asked the whole class to repeat after him. When she was asking the others to say the name of next picture one by one, she wrote those all words on the whiteboard (so everyone has the opportunity to associate with the spelling), then it was followed ask the students to guess the transportations by using real objects. There were some students could not say the word correctly, so PU led them how to say the word. She said the word three times, pronounced it clearly. She asked the student to repeat individually and then the whole class again. After that, PU asked KNK to erase the note in the whiteboard.

Thereafter, PU checked students’ spelling. She chose a picture then she said that word loudly. PU asked the groups to discuss the spelling of that word. After that, PU asked a student to write that word on the whiteboard. Firstly, she asked a student to write the word of the picture which has been said by her on the whiteboard. PU asked “/bɑːskl/, ayo siapa yang tau penulisan kata yang saya maksud?” Most of the students raised their hand. Then, PU pointed one of them named AS, “Umm... siapa yaa, coba kamu, sini maju tulis dipapan.” He excitedly walked in front of the class and wrote the word. PU was surprised that AS could answer the question correctly, as she knew he was a very hyperactive student. Then, PU said word of other pictures. She asked the other students to write that word on the whiteboard. They started brave to show their ability to
answer the questions even though there were three wrong answers of spelling exercise. It is better than in the previous meeting.

Then, PU wrote a short illustrative sentence from the word on the whiteboard. She asked the group to make their own sentences. Each of group has to make two sentences. They have to discuss the sentences cooperatively. After that, PU asked two students from different group to write their own sentence on the whiteboard. They had to write the sentence according to the picture/realia randomly. Firstly, PU chose a picture in which it is car picture. Then, she asked APU to make the sentence by using the word car correctly. PU chose a real object in which it is train. She asked the second student named RW. She asked them to write their own sentence on the whiteboard. After that, PU checked the students’ answer. There was found that RW wrote incorrect sentence because when she doing their task, there were some students who made noise and disturbed her. Then, PU corrected this mistake.

After all vocabularies were presented, to check the students’ result toward what had just learned, PU gave a worksheet to them. She distributed a worksheet to each group. She asked the students to discuss in group and answer the questions in the worksheet. After all the groups were finished, PU asked each group to exchange their worksheet with other group. They had to correct their friends result. She together with the students discussed the worksheet. PU evaluated the students’ answer.

c) Closing

At 08.05 a.m. PU summarized the lesson. She reflected the weaknesses of learning activity. After that, she asked the students if they have some questions. Because there was no question, PU closed the class. “Okay, if there is no question. Let me end this class.” PU ended the class by saying good bye and assalamualaikum.
3) Third Meeting (Saturday, April 14\textsuperscript{th}, 2012 at 09.15 a.m-10.25 a.m)

a) Opening

After the bell had rung at 09.15 o’clock a.m. on Saturday, April 14\textsuperscript{th}, 2012, PU, LRH, and WDN entered the classroom together. WDN sat down in the back as observer. After that, PU firstly greeted the students. They responded her well. She greeted the students “Good Morning, my students” students answered, “Good Morning, Miss”. After that, she checked the students’ attendance. It was a complete class. Then, PU asked their condition and checked their readiness. Thereafter, she stated that students would learn about health and hospital.

Before presenting main materials of health and hospital, PU gained students’ background knowledge. They were asked about general questions related to the material like “What is the meaning of health?”, “What is the meaning of hospital?”, and “Benda-benda apa saja yang berhubungan dengan health and hospital?” students answered variously in English and Indonesian.

b) Main activity

At 09.20 a.m. PU divided the students into five groups. PU explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. She asked the students to guess English vocabulary of health and hospital by showing some pictures and real objects. She asked the students to discuss the names of it. As what have done in the previous meeting, PU firstly asked the students to guess the words related to the topic by using pictures one by one. Then, it was followed to guess the meaning by using real object. These aids were quite successful since students could be attracted to focus and start the lesson. By looking the picture/object, the students automatically knew the meaning. In this part, most of the students could guess the word correctly. They could grasp and remember the meaning of the words.

PU showed some pictures and real objects to the students, asked them to discuss the correct pronunciation related to the topic with their groups. After that,
PU asked a student to say the word hospital of pictures and real objects. Firstly, she asked GP to say the word *ambulance*. He said the word with the incorrect pronunciation. He said /əmbuləns/ in which it should be /æmbjələns/. After that, PU asked the other to correct the mistake then she wrote that word on the whiteboard. Because of this problem, PU had to say the word herself three times, pronounced it clearly. She asked the student to repeat individually and then the whole class. She then asked the students to guess the other words by using real objects. As usual while the students were pronouncing the English words of pictures and real objects, PU wrote those words on the whiteboard.

Thereafter, PU checked students’ spelling. She said a word of the picture, asked the students to discuss the correct spelling of that word. In this third meeting, PU said the word *medicine* /ˈmedʃən/ to them. She asked them to raise their hands. Then, PU asked a student to write that word on the whiteboard. The students seemed very excited to answer then write that word. In that time, PWU was chosen. He excitingly walked in front of the class, his answer was correct. He could spell the word correctly. After that, PU said other word related to the topic, asked the group to discuss. Then, PU asked the other student to write that word on the whiteboard. She checked the students’ answer.

Furthermore, PU wrote a short illustrative sentence from the word on the whiteboard. As usual, she asked the group to discuss and make their own sentence. After that, she asked two students from different group to write their own sentence on the whiteboard. In this case, the students actively raised their hands first although the words had not chosen yet. PU chose two of them named M and DPN. They had to write the sentence according to the picture and realia randomly. After that, she chose a picture and a real object. The words that had been chosen were *syringe* and *bandage*. PU checked the students’ answer. But there were still a wrong answer in using word in order to make simple sentence. Then, PU together with the students discussed the correct answers.
After that, PU gave a change to the students whether there were any difficulties or not. In the next section, the lesson was focused on doing the worksheet. PU distributed a worksheet to each group. She asked the students to discuss in group and answer the questions in the worksheet. Then, she asked each group to exchange their worksheet with others. They had to correct their friends result. After that, PU together with the students discussed the worksheet. Next, PU evaluated the students’ answer.

c) Closing

Finally, PU summarized the lesson. She asked the students if they have some questions. The students named WR raised her hand and asked a question. She still confused about how to say the word syringe. Then, PU said that word again correctly until she mastered the correct pronunciation. PU said, “Any other questions?” a student named GP asked, “Miss besok materinya apa?” PU answered, ”Oh ya, besok saya akan memberikan tes dari tiga topik yang sudah kita pelajari yaitu shapes, transportations, health and hospital. Some students asked, ”Sulit ga Miss? Jangan sulit-sulit ya miss” then she answered, ”Ya pokoknya bentuk soalnya seperti yang ada di worksheet, jadi yang penting kalian jangan lupa belajar, InsyaAllah mudah”. PU reflected the weaknesses of learning activity. Finally, she ended the class by saying good bye and assalamu’alaikum.

4) Fourth Meeting (Tuesday, April 17th, 2012 at 07.00 a.m-08.10 a.m)

The fourth meeting was conducted on Tuesday, April 17th, 2012. On that day the researcher held the post-test 1. The post-test 1 implicated the vocabulary mastery, there were pronouncing words, identifying the words’ meaning, identifying the words’ spelling, and using the word in order to make simple sentence. The post-test consisted of oral test and written test.

At 07.00 PU entered classroom, the students looked ready for test. Then, she greeted the students “Good morning, Students” All students replied, “Good Morning, Miss.” Then, she said, “How are you today?” students replied, “Fine,
and you?” PU said, “I’m fine, too.” She explained about the test. She explained to the students that there were 30 questions. The test consisted of oral test and written test. The oral test was tested to check their pronunciation and the written test was to check their ability on identifying the words’ meaning, identifying word’s spelling, and ability to use the word’s in order to make simple sentence.

Furthermore, PU distributed the question sheet to the students. She ensured all the students got question sheet. She said “Have you all got a copy of the paper?” students answered, “Yes Miss”. Then, PU asked the students to answer the test individually, she also said “Don’t cheating.” The students did the test and PU monitored them. After the students done the test, PU checked the student’s pronunciation one by one.

Because the time was over, PU said “Put your pencil down please!” then, she asked the students to put their work on the teacher’s table. Before closing the class, PU told, “On the next meeting, we will learn about the clothes”. Finally, she ended the class by saying good bye and assalamu’alaikum.

c. Observing the action

Observation was done toward the teaching and learning process in which the researcher used ostensive means. The researcher and the teacher did observation during the implementation while the students were doing their activities. It was aimed to collect data related to the improvement on student’s vocabulary mastery and class situation. In cycle 1, the researcher conducted four meetings. The result of the observation can be explained as follows:

a) First meeting

The researcher entered the classroom. She greeted the students and checked the students’ attendance. After that, she introduced herself to the students. Before starting the lesson, she stated the topic of that day. The topic of the first meeting was about “Shapes”. To gain students’ background knowledge, the researcher asked general questions related to the topic but there were only
some students answering the questions. The researcher divided the students into 5 groups. The researcher explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. After that, she asked the students to discuss and guess the shape of pictures and real objects one by one. Students were interested looking pictures and real objects. They were children and they love something colorful. Therefore, they were attracted to focus and start the lesson when they saw pictures and real objects because these media were familiar for them and that was the first experience for the student to have picture and real object in English lesson. In daily lesson with WDN, they never saw pictures and real objects in learning vocabularies. Although students were good enough in memorizing vocabularies in meaning, they still lacked correct pronunciation of the picture and realia. Actually they had discussed with their friends about the correct pronunciation, but most of them still had the problem in saying the word correctly. Then, the researcher led how to read the word correctly. The researcher asked the student to repeat individually. At the same time, she wrote that word on the whiteboard. They repeated it loudly together. After that, she said a word of the picture, asked the students to discuss the spelling. She asked some students to write that word on the whiteboard but the students tended to be passive learner. They were afraid to answer the teacher’s questions. Then, the researcher wrote a short illustrative sentence from the word on the whiteboard unfortunately there were found some students still chatted and moved around the class to borrow their friends’ writing equipments. The teacher had to walk around the class to control those noisy students. Some of them did not pay attention to the teacher during lesson. Some of them were hyperactive and difficult to control. They spoke aloud and disturbed the others. Nevertheless, some of them paid attention to researcher’s explanation and copied the note on their book. Furthermore, the researcher asked the groups to discuss and make their own sentence based on the picture and real object, asked two students to write their own sentence on the whiteboard but they seemed confused to make the sentence. When she found that there was a student who had the problem in her writing, she asked the other students to find the problem. There
was just one student who answered her question. Furthermore, the researcher distributed a worksheet to each group and asked the students to answer the questions on the worksheet. Unfortunately, the class situation was noisy. Furthermore, the students’ participation was still low. Not all of the students were active during teaching learning process, especially in group discussion. Most of the students were passive during the discussion. They just kept silent. After finishing their job, students together with researcher discussed the worksheet. After that, she evaluated the students’ answer unfortunately there were many wrong answers.

b) Second meeting

The researcher gave topic “Transportations” in the second meeting. The students’ activities were the same as the previous meeting. The students paid attention to the researcher’s explanation. The researcher gave some questions to stimulate the students. The students responded the researcher’s question by answering the question. The question was about the transportations that the students had. The researcher divided the students into 5 groups. The researcher explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. After that, the researcher asked the students to discuss and guess English vocabulary of transportations by showing some pictures and real objects. To check the students’ pronunciation, PU also used some pictures and real objects. She showed those media one by one, asked them to discuss the correct pronunciation. They seemed enthusiasm to guess the pronunciation of those words but there were found that students still made mistakes in pronouncing some words. Their vocabulary memory was also considered good. By using ostensive means (picture and realia), it was easier for them to identify transportation in English. This was also done to attract the students’ interest, attention, and made the students felt fun to join the lesson. Then, the students’ pronunciations were better than before. Furthermore, in the spelling section, most of the students raised their hand. They wanted to answer the question. After discussing the spelling of the picture, they seemed very
interest to write the answer on the whiteboard. They answered the teacher’s questions more active than in the first meeting. They started brave to show their ability to answer the questions even though there were some wrong answers. Then, while the researcher asked the students to discuss and make their own sentence based on the picture and realia. They could make the sentence better than before. Unfortunately, there was found that a student wrote incorrect sentence because when she was doing her task, there were some students who made noise and disturbed her. After that, the researcher distributed a worksheet to each group. She asked the students to answer the questions in the worksheet. In this section, there were still also some students who just kept silent during the discussion. After finishing the worksheet, she together with the students discussed the worksheet. In this session, there were some students were brave to ask their problem to their friend and to me.

c) Third meeting

The researcher gave topic “Health and Hospital” in third meeting. The activities were same as the first meeting and the second meeting. Before the researcher started the lesson, she had given a question about the health and hospital to the students to stimulate them. Students answered variously in English and Indonesian. The researcher divided the students into 5 groups. The researcher explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. The students paid attention to the researcher. The researcher firstly asked them to discuss and guess the words related to the topic by using pictures one by one. Then, it was followed to guess the meaning by using real object. In the pronunciation session, the researcher showed some pictures and real objects, asked the group to discuss the pronunciation of those words, but there were found some students made slight mistakes. Thereafter, the researcher said a word of the picture chosen by her, asked a student to write that word on the whiteboard. Students seemed very excited to answer then write that word correctly. Furthermore, the researcher wrote a short illustrative sentence from the word on
the whiteboard. As usual she asked the group to discuss and make the correct sentence related to the topic based on the picture and real object. In this part, the students actively raised their hands first although the words had not chosen yet. But there were still some wrong answer in using word in order to make simple sentence. When the researcher presented the materials, the student paid much attention to her. The researcher distributed a worksheet to each group. She asked the students to answer the questions in the worksheet. The students were more active than in the previous meeting. In the group work, the numbers of passive and talkative students were decrease. But there were found some groups did the task uncooperatively, only some members did the discussion. They were disturbing the others. After that, the researcher together with the students discussed the worksheet. Here, the students were brave to ask their problem to their friend and to the researcher so the discussion section could survive well. Furthermore, in the closing activity, a student asked something about the health and hospital. The student did not feel shy or afraid again to raise her hand.

d) Fourth meeting

In the fourth meeting, the students did the post-test 1. The post-test was aimed to know the improvement of students’ vocabulary mastery. Based on the result of post test 1, the students score increased. The result of post-test showed that the student’s mean score increased from 49.09 in the pre-test into 69.85 in the post-test 1. The result of post test also showed that the mean score of each indicator improved. The students’ mean score of grasping and remembering the meaning increased from 59.09 in the pre-test into 78.03 in the post-test 1. The students’ mean score of pronouncing words increased from 7.27 in the pre-test into 59.09 in the post-test 1. The students’ mean score of spelling the word increased from 58.52 in the pre-test into 75.00 in the post-test 1. The students’ mean score of using the word in order to make simple sentence increased from 51.82 in the pre-test into 52.73 in the post-test 1.

commit to user

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d. Reflecting the result

Reflection stage was aimed at examining the final result of the action in cycle 1 and to find its strengths and weaknesses. The result of the reflection would be used as the basis for arranging the plan for the next cycle. Some results of the research in Cycle 1 are as follows:

1) The Improvement of Students’ Vocabulary Mastery

The researcher could report that there was improvement on students’ vocabulary mastery based on the post-test 1 result. The highest score gained by the students improved from 73.33 in pre test into 86.67 in post test 1. The lowest score improved 30.00 in pre test into 53.33 in post test 1. The mean score between pre test and post test also improved from 49.09 into 69.85. The student’s mean score can be seen clearly as follows:

Table 4.4. Students’ Mastery on Vocabulary Aspects Based on the Post-test 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects of Vocabulary</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pronunciation</td>
<td>59.09</td>
</tr>
<tr>
<td>2.</td>
<td>Meaning</td>
<td>78.03</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>75.00</td>
</tr>
<tr>
<td>4.</td>
<td>Using word</td>
<td>52.73</td>
</tr>
</tbody>
</table>

Based on the data, the highest score in the post test 1 was 86.67 and the lowest score was 53.33. Furthermore, the average score was 69.85. Another important consideration was about students’ scores viewed from their mastery. The students’ mean score in pronunciation was 59.09. The students’ mean score in grasping the meaning was 78.03. The students’ mean score in spelling word was 75.00. The students’ mean score using the word in order to make simple sentence was 52.73.

2) Change in Class Situation

In the teaching-learning process, ostensive means were helpful for students in learning vocabularies. It gives effect for the Class V SD Negeri Dalangan 01.
changed the classroom situation in Class V SD Negeri Dalangan 01. The change of classroom situation is as follows:

Table 4.5 The Improvement of the Class Situation after Cycle 1

<table>
<thead>
<tr>
<th>Before Action Research</th>
<th>After Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The class was not conducive. Many students felt bored. They did not pay attention to the teacher.</td>
<td>1. Most of the students paid attention to the researcher.</td>
</tr>
<tr>
<td>2. The students were lazy to ask the teacher about the problem in learning vocabulary.</td>
<td>2. Some students were brave to ask their problem to their friend and to the researcher.</td>
</tr>
<tr>
<td>3. The students tended to be passive learner.</td>
<td>3. Some students tended to be active learner. They were active to answer the researcher’s question. But, only one or two groups did the task cooperatively.</td>
</tr>
</tbody>
</table>

The writer also explains several positive results and some weaknesses in the first cycle. It can be seen on the vocabulary mastery aspect and class situation. They are described as follows:

Table 4.6 The Strengths and Weaknesses of the Research Implementation in Cycle 1

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Mastery:</td>
<td>Vocabulary Mastery:</td>
</tr>
<tr>
<td>1) Students were able to grasp and remember the meaning.</td>
<td>a) Students still had problem in pronouncing the word correctly.</td>
</tr>
<tr>
<td>2) Students were able to spell the word correctly.</td>
<td>b) Students still had problem in using the word in order to make simple sentences.</td>
</tr>
<tr>
<td>Class Situation:</td>
<td>Class Situation:</td>
</tr>
<tr>
<td>1) Most of the students paid attention to the researcher.</td>
<td>a) Most of the groups did the task uncooperatively, only some members did the discussion. They were disturbing the others.</td>
</tr>
<tr>
<td>2) Some students were brave to ask their problem to their friend and to the researcher.</td>
<td></td>
</tr>
<tr>
<td>3) Some students tended to be active learner. They were active to answer the researcher’s question.</td>
<td></td>
</tr>
</tbody>
</table>

e. Revising the plan

There were some problems arising in the Cycle 1. To overcome the problems, the researcher gave solutions as follows:
Table 4.7 The Solutions for the Problems Found in Cycle 1

<table>
<thead>
<tr>
<th>Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students still had problem in pronouncing the word correctly.</td>
<td>a. Teacher asked a student to say the word related to the topic of picture. If she/he pronounced the word correctly, the researcher used his/her as her model. If not, the researcher led/drilled deeply about how to pronounce the word correctly by using pictures. She said the word herself two or three times, pronouncing it clearly. She asked the whole class to repeat then individual pupil and then the whole class again. She asked a student to guess what the name of picture is. She asked him/her to say the correct pronunciation of it. He/she pointed the other student to say the pronunciation of the next picture correctly. It was followed by the others.</td>
</tr>
<tr>
<td>b. Students still had problem in using the word in order to make simple sentences.</td>
<td>b. The researcher gave more examples of correct sentences. She wrote some sentence examples from the words on the whiteboard. She also gave more exercises of using the word. She asked the representatives of each group to come in front of the class to take a piece of picture. After that, she asked the group to make their own sentence based on the picture. She asked the representatives of the group to write their own sentence on the whiteboard. Then, researcher asked other groups to check. The researcher gave more reward for the group that right the other group’s wrong answer.</td>
</tr>
<tr>
<td>c. Most of the groups did the task uncooperatively, only some members did the discussion. They were disturbing the others.</td>
<td>c. The researcher controlled all students and reminded the students not to disturb the others. If they still did it, she gave a question or she may change the member of the group. The researcher motivated the students to do the worksheet. The researcher gave more reward for the group that learns more cooperatively.</td>
</tr>
</tbody>
</table>

2. Cycle 2

The research was continued to cycle 2. This section describes in detail about teaching learning process by using ostensive means in English class. The
same stages were done within the second cycle. They are planning, action, observation, and reflection in cycle 2. The detail of those four stages is explained as follows:

a. **Planning the action**

Before carrying of the research, the researcher had planned some activities before she implemented the action. Those were making lesson plan, preparing the students worksheet, and dividing the group. In this stage, the researcher made three lesson plans in cycle 2. The next activity was making student’s worksheet. The researcher made students’ worksheet for each meeting. The worksheet’s objectives were to give students vocabulary exercise in vocabulary learning and to evaluate the students’ vocabulary mastery after using ostensive means in the teaching learning activity. There were three meeting in Cycle 2. Each meeting had different topic focusing in vocabulary mastery learning. In the first meeting the students learned about “Clothes”, the next meeting was about “Profession”. Then, the third meeting they learned about “Library”. Before the action started, the researcher made groups. She divided the students into five groups randomly.

In Cycle 2 the researcher gave more exercises in pronouncing the words. The researcher also gave more exercises of using the word. Then, the researcher controlled all students and reminded the students not to disturb the others. She gave more reward for the group that work cooperatively.

b. **Implementing the action**

1) First Meeting (Saturday, May 12th, 2012 at 09.15 a.m-10.25 a.m)

a) Opening

The first meeting was conducted on Saturday, May 12th, 2012. Researcher and the teacher entered the classroom together. As usual, teaching learning process in Class V was conducted by PU and the observer was WDN. WDN sat in the back. The researcher was also helped by LRH. She helped the researcher to prepare teaching media and take photographs. PU firstly greeted the students and
they responded it well. When the she greeted them, they seemed to be more responsive, fresher, and enthusiasm. PU said “Good Morning, Students.” Students answered “Good Morning, Miss.” Furthermore, PU said, “How are you today?” Students answered, ”Fine and you?” PU answered,” I’m fine too.” After greeting, PU then checked the students’ attendance. Fortunately, for the first meeting, one student was absent because of sick. Then, she stated the topic of the day which was clothes. Furthermore, to warm up the class PU asked the students about some questions related to the topic. PU said, “What is the meaning of clothes? Students answered loudly, “Pakaian.” PU asked, ”Very good, can you mention kinds of the clothes?” students answered variously, they said “Kaos, rok, jaket.” PU said “In English please!” a student answered, “T-shirt, Skirt, Jacket”. Then PU said, “Great.” Before doing main activities, PU divided the class into five groups randomly.

b) Main activity

PU divided the students into five groups. PU explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. PU asked the students to discuss and guess the kinds of clothes by showing some pictures and real objects. After that, she gave an exercise to each group. She gave the pictures and its words. After all of the group got it, she asked them to discuss the answer and match the words with the pictures. When they were matching the words with the pictures, PU controlled them by moving around the class. Most of the students could match the words with the pictures correctly. Then, she asked the representatives of the group to stick the result on whiteboard. The students looked enthusiastic to stick their result faster than others. Some representatives of the groups walked in front of the class hastily. After that, she asked the students to discuss the other students’ result. Most of the students looked at the results on the whiteboard seriously. Unfortunately, there were found two groups made the mistakes. Other groups corrected it.

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85
PU showed the picture, asked a student to say the word of it. If she/he pronounced the word correctly, the researcher used his/her as her model. If not, PU led/drilled deeply about how to pronounce the words correctly. She said the word herself two or three times, pronounced it clearly. She asked the whole class to repeat, individual pupil and then the whole class again. After that, PU did the guessing game section to encourage the students about how to say the words correctly. She also asked the group to discuss the correct pronunciation of the pictures. She firstly showed jacket picture and asked, “Okay students, what is this?” the students discussed the pronunciation with their friends. They actively raised their hands. Because almost all of the students wanted to say the word on the picture, PU pointed a student in the corner. She asked a student named KNK to guess the name of picture. KNK said, “/dæk/” then PU answered “Yes, that’s good” then wrote it on the whiteboard. Furthermore, KNK asked WR to guess other picture. WR had to say the word ‘dress’ of the picture. WR also could say the word correctly. PU together with the students continued doing this game. While the students were pronouncing the English words, PU wrote those words on the whiteboard.

PU checked students’ spelling. She stuck five pictures with its blank letters one by one on the whiteboard, asked the student to discuss the answer and fill the blank letter. She checked the students’ answer. All of them could spell the word correctly. Furthermore, PU gave more examples of correct sentences. She wrote three sentences on the whiteboard. She gave exercise of using the word. She asked the representatives of each group to come in front of the class to take a piece of picture. After that, she asked, “Is there anybody who hasn’t got a picture? Semua kelompok sudah dapat gambarinya masing-masing ya?” the students answered, “Yes, miss”. PU said, “Okay, now you have to make your own sentence by using that word on the picture. Do you understand?” students answered, “Understand, miss.” She asked the group to discuss the exercise. The representatives of the group excitedly wrote their own sentence on the whiteboard. The students made the sentence well. Then, PU asked other groups to check. There were found a
group who made a slight mistake ‘she go to Jakarta by a car’. Then, the student M bravely corrected the mistake. PU and the students clapped their hands together to appreciate M’s correction. To check the students’ result toward what had learned, PU gave a worksheet to each group. After that, PU evaluated the students’ answer. She asked each group to exchange their worksheet with others. PU together with the students discussed the worksheet. Furthermore, she gave a present to the most cooperative group.

c) Closing

Finally, PU summarized the lesson. She asked the students if they have some questions. Some students asked some questions to the researcher about pronunciation. PU explained the answers. After that, she reflected the weakness of learning activity. Then, PU closed the class, “Okay, let me end this class. Thank you very much for your attention. Good bye, see you later, Assalamualaikum” the students responded her, “Good bye, teacher. Wa’alaikumsalam”.

2) Second Meeting (Tuesday, May 15th, 2012 at 07.00 a.m-08.10 a.m)

a) Opening

The second meeting was held on Tuesday, May 15th, 2012. What the researcher did in this part is not too different to the activity in the first meeting. After the bell had rung at 07.00 o’clock a.m. PU, LSR, and WDN entered the classroom together. She greeted the students. “Good morning class!” and they answered in high spirit “Good morning Miss.” She checked the students’ presence and stated the topic which was profession. After that, PU asked some questions to stimulate them. PU asked “What do you want to be?” A student answered “Aku pengen jadi pemain bola” other student replied, “Doctor.” Before starting the main activity, as usual PU divided the students into five groups randomly.

b) Main activity

PU divided the students into five groups. PU explained that in this group the students were expected to learn the vocabulary by using ostensive means and
discuss the exercises in group cooperatively. PU used picture and her body to introduce the meaning. The students paid attention to the researcher. While PU was demonstrating some professions, they were attracted to know what the researcher means. After that, in order to master meaning of the words related to the topic, PU gave an exercise to each group. She asked them to discuss the answer and match the words with the pictures. She asked the representatives of the group to stick the result on whiteboard. She asked the students to discuss the other students’ result. Unfortunately, there was one group who made a mistake. They matched the words with the pictures inversely, the words ‘firefighter and lifeguard’.

PU showed the picture, asked the groups to discuss the correct pronunciation. After that, she asked a student to say the word. If she/he pronounced the word correctly, the researcher used his/her as her model. If not, PU led/drilled deeply about how to pronounce the words correctly. All of the students paid much attention. She said the word herself two or three times, pronounced it clearly. She asked the whole class to repeat then individual pupil and then the whole class again. After that, she asked a student to discuss and guess the name of picture. She showed a picture to WR and asked, “What is this? WR replied “/dəktə/.” After that, WR asked the other student to say the pronunciation of the next picture. There was a student RW said the word incorrectly. Because she felt nervous, she couldn’t say the word correctly. But after knowing her mistake, she repeated it and corrected herself. While the students were saying the pronunciation one by one, PU wrote that words on the whiteboard. It was done in order to make the students understand how the word was spelled. Furthermore, PU checked students’ spelling. She stuck some pictures with its blank letters one by one on the whiteboard, asked the groups to discuss and fill the blank letter correctly. She checked the students’ answer. There was no problem in spelling section. The students could spell the word correctly.

Thereafter, PU gave more examples of correct sentences. She wrote some examples on the whiteboard. She gave exercises of using the word. She asked the
representatives of each group to come in front of the class to take a piece of picture. After that, she asked the group to discuss and make their own sentence based on the picture. She asked the representatives of the group to write their own sentence on the whiteboard. Then, PU asked other groups to check. Some of them still made the slight mistake in making the sentence. But, the other groups could correct those wrong answers. She gave reward to the most cooperative group. PU gave worksheet to each group. She asked the group to discuss the worksheet. PU asked each group to exchange their worksheet with others. They had to correct their friends’ result. She together with the students discussed the worksheet. PU evaluated the students’ answer. She gave reward to the most cooperative group.

c) Closing

Finally, PU summarized the lesson. She asked the students if they have some questions. PU asked “Any question?” A student asked “Miss, lifeguard itu artinya apa?” PU answered, “Hayo apa, yang lain ada yang tau nggak?” other student firmly replied, “pengawal renang itu lho!” PU asked “hm..hm right you are.” PU reflected the lesson together with the students. Next PU said “On the next meeting, we will learn about library.” PU reminded the students to study at home about library. Finally, PU closed the teaching learning, then she said “Assalamualaikum, Good bye, see you the next meeting” Students answered.” Wa’alaikumsalam, see you, Miss”.

3) Third Meeting (Saturday, May 19th, 2012 at 09.15 a.m-10.25 a.m)

a) Opening

The third meeting was conducted on Saturday, May 19th, 2012 at 09.15-10.25 a.m. All Students entered the classroom. PU, LRH, and WDN entered the class together. WDN sat down in the back as observer. As usual, PU greeted the students “Good Morning, my students” Students answered “Good Morning, Miss”. After that, PU checked the students’ attendance. It was a complete class. PU stated the topic of the day which was library. To gain students’ background
knowledge, she gave question to stimulate them. After that, PU divided the class into five groups randomly.

b) Main activity

PU divided the students into five groups. PU explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. In the main activity, PU asked the students to discuss and guess English vocabulary of library by showing some pictures and real objects. The students paid full attention to the researcher. After that, she gave an exercise to each group. She asked them to discuss the answer and match the words with the pictures. She asked, “Okay students, now you have to match these words with the pictures. Don’t make noise! Do you understand?” 

students enthusiastically answered, “Okay Miss, sipp deh.” Then, they quickly did the exercise. The representatives of the group stuck the result on whiteboard. She together with the students discussed the other students’ result. In this part, there were no groups who made mistake. All of them did their job well.

PU showed the picture, asked the students to discuss the correct pronunciation. After that, she asked a student to say the word of it. If she/he pronounced the word correctly, the researcher used his/her as her model. If not, PU led/drilled deeply about how to pronounce the word correctly by using picture. As usual, she said the word herself two or three times, pronounced it clearly. She asked the whole class to repeat then individual pupil and then the whole class again. After that, she showed the picture, asked the students to discuss the correct pronunciation of it. Then, she asked a student to guess the name of picture. All of the students were active to answer the researcher’s question. PU then pointed SS to say it. She could say the word confidently, bravely, and correctly. Then, PU showed the other pictures, asked the group to discuss again. She asked SS to point his friend. SS pointed AS to say the next picture. He answered researcher’s question related to the pronunciation aspect correctly and bravely. The students’ pronunciation was better. They could pronounce English words correctly. Pronunciation guessing game encouraged students’ responsibility to comprehend and memorize pronunciation of the words. While the students were saying the
pronunciation, she wrote that words on the whiteboard in order to make the students knew how the words were written. Furthermore, PU checked students’ spelling. She stuck some pictures with its blank letters one by one on the whiteboard, asked the student to discuss the answer and fill the blank letter correctly. She checked the students’ answer. As in the previous meeting, overall of the groups could spell the word correctly.

PU gave more examples of correct sentences. She wrote three examples from the words on the whiteboard. She also gave exercise of using the word. Firstly, the representatives of each group had to come in front of the class to take a piece of picture. After that, she asked the group to discuss and make their own sentence based on the picture. After finishing their exercise, the representatives of the group wrote their own sentence on the whiteboard. Then, PU asked other groups to check. They seriously look at the whiteboard. They discussed each other about the result. Students were able to use the words to make simple sentence correctly. The students made the sentence better than before. They make the sentence carefully and correctly. To check the students’ understanding, PU gave a worksheet to each group. She asked the group to discuss the worksheet. Almost all of the students in the group were brave to ask their problem to their friends and to the researcher. After that, she asked each group to exchange their worksheet with others. She together with the students discussed the worksheet. She evaluated the students’ answer.

c) Closing

In the end meeting, PU summarized the lesson. She reflected the weaknesses of learning activity. Next PU said “Okay Students, besuk selasa saya akan mengadakan tes terakhir. Topiknya dari clothes, profession, dan library. Belajar ya buat tes besok, terutama dalam membuat kalimat. Kalian itu jangan terlalu tergesa-gesa, dipahami dan diteliti lagi.” Students answered, “Yes miss, Siap.” Finally PU closed the teaching learning, then, she said “Assalamualaikum, Good bye, see you next meeting” students answered.” Wa’alaikumsalam, OK, see you, Miss”. 
4) Fourth Meeting (Tuesday, May 22\textsuperscript{nd}, 2012 at 07.00 a.m-08.10 a.m)

The fourth meeting was conducted on Tuesday, May 22\textsuperscript{nd}, 2012 at 07.00 a.m-08.10 a.m. On that day the researcher held the post test 2. The post test 2 also covered the vocabulary mastery, there were pronouncing words, identifying the words’ meaning, identifying the words’ spelling, and using the word in order to make simple sentence. The post test consists of oral test and written test.

At 07.05 PU entered classroom, the students looked ready for test. Then, PU greeted the students “Good morning, Students” All students replied “Morning, Miss”. Then, PU said “How are you today?” students replied “Fine, and you?” PU said “I'm fine, too”. Then she didn’t forget to check their attendance by asking a question, “who is absent today?” The students answered, “Nihil miss” On that day, there were no absent students. They were complete 22 students. Then, PU asked “Are you ready for the test?” The students answered “I am ready, Miss”. PU explained about the test. She explained to the students that there were 30 questions. The test consists of oral test and written test. The oral test was tested to check their pronunciation and the written test was to check their ability on identifying the words’ meaning, identifying word’s spelling, and ability to use the word in order to make simple sentence. Furthermore, PU distributed the question sheet to the students. After all students got question sheet. Then, PU asked them to answer the test individually and reminded them to keep silent. The students did the test and PU monitored them. She walked around the class, observed the students directly. After the students did the test, PU checked the students’ pronunciation one by one as the oral test. She recorded the students’ pronunciation in front of the class one by one.

Having done all the activities, then PU closed the class by saying thanks to the students’ attending and participating to join the class well. But, before leaving the class she doesn’t forget to remind them to study harder, in order to increase their English vocabulary mastery. Finally she said good bye and
assalamu’alaikum to the class. The students responded her, “Good bye, miss. Wa’alaikumsalam.”

c. Observing the action

Observation was done toward the teaching and learning process in which the researcher used ostensive means. The researcher and the teacher did observation during the implementation while the students were doing their activities. It was aimed to collect data related to the improvement on student’s vocabulary mastery and class situation. In cycle 2, the researcher also conducted four meetings. The result of the observation can be explained as follows:

a) First Meeting

The topic of the first meeting was about “Clothes”. PU divided the students into five groups. PU explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. PU asked the students to discuss and guess the kinds of clothes by showing some pictures and real objects. In this section, the students were more interested and enthusiastic than the meeting before. They paid more attention to the researcher. After that, she gave an exercise to each group. When the students were discussing the exercise, PU controlled them by moving around the class. Most of the students could do the exercise correctly. They seemed to have better understanding about the meaning. Then, she asked the representatives of the group to stick the result on whiteboard. The students looked enthusiastic to stick their result faster than others. Some representatives of the groups walked in front of the class hastily. This made the situation noisy because the students spoke loudly. After that, she asked the students to discuss the other students’ result. Most of the students looked at the results on the whiteboard seriously. Unfortunately, there were found two groups made the mistakes. Other groups corrected it. PU showed the picture, asked the students to discuss the correct pronunciation. After that, she asked a student to say the word of it. If she/he pronounced the word correctly, the researcher used his/her as her model. If
not, PU led/drilled deeply about how to pronounce the words correctly by using pictures and real objects. After that, PU did the guessing game section to encourage the students about how to say the words correctly. The students actively raised their hands. Almost all of the students wanted to say the word on the picture. In this part, the students seemed fun and enjoy the game, although there were some students still made slight mistakes on the pronunciation. But after PU asked the students to repeat the words again and correct their own, they could pronounce the words correctly. PU checked students’ spelling. As in the previous section, in this section the students bravely wanted to fill the blank letter of the spelling exercise. All of the groups could spell the word correctly. By using pictures with blank letters in spelling exercise, the student could remember how the word was written. Furthermore, PU gave more examples of correct sentences. She gave exercise of using the word to each group. In this part, most of the students helped each other and became more cooperative. The representatives of the group excitedly wrote their own sentence on the whiteboard. The students made the sentence well. Then, PU asked other groups to check. Although there were found a group who made a slight mistake, the student bravely corrected the mistake. To check the students’ result toward what had learned, PU gave a worksheet to each group. While the groups were discussing worksheet, there were found some members of the groups disturbed their friends. Then, PU controlled all students and reminded the students not to disturb the others. All of the members tried to do their best. After that, PU evaluated the students’ answer. PU together with the students discussed the worksheet. Furthermore, she gave a present to the most cooperative group.

b) Second Meeting

The researcher gave “Profession” in the second meeting. PU divided the students into five groups. PU explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. The student s’ activities were the same as the previous meeting. The students paid attention to the researcher. PU used picture
and her body to introduce meaning of the words. While PU was demonstrating some profession, they were attracted to know the researcher’s mean. After that, PU gave an exercise to each group. Each of the group has to discuss the exercise and match the words with the pictures correctly. Unfortunately, there was found one group who made a mistake. They matched the words with the pictures inversely. In this part, other groups were involved to give opinions whether the answers were correct or not. They enthusiastically wanted to correct the mistake. They seemed to be more active in the class. Actually there were found some of them made noise, but PU could control them. After that, PU showed the picture, asked the students to discuss the correct pronunciation. She asked a student to say the word of it. If she/he pronounced the word correctly, the researcher used his/her as her model. If not, PU led/drilled deeply about how to pronounce the word correctly by using picture. All of the students paid much attention. There was a student said the word incorrectly. Because she felt nervous, she couldn’t say the word correctly. But after knowing her mistake, she repeated it and corrected her selves. Furthermore, PU checked students’ spelling. There was no problem in spelling section. The students could spell the word correctly. Thereafter, PU gave more examples of correct sentences. Some of them still made the slight mistake in making the sentence. But, the other groups could correct those wrong answers. So, the groups who made mistake directly knew their problem. She gave reward to the most cooperative group. She asked the group to discuss the worksheet. Most of the students took a part in group discussion. They seemed to be quite and focused. She also controlled all students, moved around the classroom. She gave reward to the most cooperative group.

c) Third Meeting

The researcher gave topic “Library” in third meeting. The activities were same as the first meeting and the second meeting. PU divided the students into five groups. She explained that in this group the students were expected to learn the vocabulary by using ostensive means and discuss the exercises in group cooperatively. In the main activity, PU asked the students to guess English
vocabulary of library by showing some pictures and real objects. The students paid full attention to the researcher. After that, she gave an exercise to each group. In this part, there were no groups who made mistake. All of them did the exercise well. Overall, students were good in grasp and remember the meaning. PU showed the picture, asked the students to discuss the correct pronunciation. She asked a student to say the word of it. If she/he pronounced the word correctly, the researcher used his/her as her model. If not, PU led/drilled deeply about how to pronounce the word correctly by using picture. All of the students were active to answer the researcher’s question. The students could say the word confidently, bravely, and correctly. The students’ pronunciation was better. Pronunciation guessing game encouraged students’ responsibility to comprehend and memorize pronunciation of the words. Furthermore, PU checked students’ spelling. As in the previous meeting, all of the groups could spell the word correctly. Pictures in this exercise could make the students easier remember the word. PU explained deeply about how to make correct sentences. She also gave exercise of using the word. In this section, for the students who made noise in the class in the previous meeting, they could more become enthusiastic to help their friends. The class could be controlled and the situation of the class was enjoyable and fun. Students were able to use the words to make simple sentence correctly. The students made the sentence better than before. They make the sentence carefully and correctly. By giving an exercise to make students’ own sentence based on the picture and gave reward for the most cooperative group, students were motivated to comprehend how to make correct sentence. To check the students’ understanding, she asked the group to discuss the worksheet. In this section, the students work harder than before. The students were just kept become enthusiastic to share their opinion. They asked to their friends when they faced the difficulties and their friends helped them. Unfortunately, there were some students discussed the worksheet noisily, but PU could handle this problem. She controlled all students and reminded the students not to make noisy. She walked around the class, observed the students directly. Almost all of the students in the group were brave to ask their problem to their friends and to the researcher. After that, she asked each
group to exchange their worksheet with others. She together with the students discussed the worksheet. She evaluated the students’ answer.

d) Fourth Meeting

In the fourth meeting, the students did the post-test 2. The post-test was aimed to know the improvement of students’ vocabulary mastery. Based on the result of post test 2 the students score increased. The result of post-test 2 showed that the student’s mean score increased from 69.85 in the post test 1 into 84.70 in the post-test 2. The result of post test 2 also showed that the mean score of each indicator improved. The students’ mean score of grasping and remembering the meaning increased from 78.03 in the post-test 1 into 88.43 in the post-test 2. The students’ mean score of pronouncing words increased from 59.09 in the post-test 1 into 80.52 in the post-test 2. The students’ mean score of spelling the word increased from 75.00 in the post-test 1 into 88.96 in the post-test 2. The students’ mean score of using the word in order to make simple sentence increased from 52.73 in the post-test 1 into 76.36 in the post-test 2.

d. Reflecting the result

After analyzing the observation result in Cycle 2, the researcher found the following:

1) The Improvement of Students’ Vocabulary Mastery

The researcher could report that there was improvement on students’ vocabulary mastery. Teaching English vocabulary through ostensive means had helped the students’ learning process, so their vocabulary mastery could improve. It is proved by the increase of mean score through pre-test and post-tests. The improvement is presented in the following figures and table.
Figure 4.1. The Improvement of Students’ Mean Scores

Table 4.8 The Improvement of Students’ Vocabulary Aspects

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Pronunciation</th>
<th>Meaning</th>
<th>Spelling</th>
<th>Using word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>7.27</td>
<td>59.09</td>
<td>58.52</td>
<td>51.82</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>59.09</td>
<td>78.03</td>
<td>75.00</td>
<td>52.73</td>
</tr>
<tr>
<td>Post-test 2</td>
<td>80.52</td>
<td>88.43</td>
<td>88.96</td>
<td>76.36</td>
</tr>
</tbody>
</table>

2) The Improvement of Class Situation

In the teaching-learning process, ostensive means were helpful for students in learning vocabularies. It gives effect for the Class V SD Negeri Dalangan 01. It changed the classroom situation in Class V SD Negeri Dalangan 01. The change of classroom situation is as follows:

Table 4.9 The Improvement of the Class Situation after in Cycle 2

<table>
<thead>
<tr>
<th>Before Action Research</th>
<th>After Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The class was not conducive. Many students felt bored. They did not pay attention</td>
<td>a. All of the students paid full attention to the researcher. The class could be</td>
</tr>
<tr>
<td>to the teacher.</td>
<td>controlled and the situation of the class was enjoyable and fun.</td>
</tr>
<tr>
<td>b. The students were lazy to ask the teacher about the problem in learning vocabulary.</td>
<td>b. Almost all of the students in the group were brave to ask their problem to their</td>
</tr>
<tr>
<td>c. The students tended to be passive learner.</td>
<td>friends and to the researcher.</td>
</tr>
<tr>
<td></td>
<td>c. All of the students were active to answer the researcher’s question. They answered</td>
</tr>
<tr>
<td></td>
<td>researcher’s question correctly and bravely.</td>
</tr>
<tr>
<td></td>
<td>There were no students who kept silent in group discussion. All of the students</td>
</tr>
<tr>
<td></td>
<td>participated in group discussion. They helped each other. There were no students</td>
</tr>
<tr>
<td></td>
<td>who disturbed the others. The students could be controlled well.</td>
</tr>
</tbody>
</table>
There were some weaknesses in the second cycle. It can be seen on the vocabulary mastery aspect and class situation. They are described as follows:

1) The Strengths
   a) Vocabulary Mastery
      (1) Students were able to grasp and remember the meaning.
      (2) Students were able to pronounce the word.
      (3) Students were able to spell the word.
      (4) Students were able to use the word in order to make simple sentence.
   b) Class Situation
      (1) All of the students paid full attention to the researcher.
      (2) Almost all of the students were brave to ask their problem to their friends and to the researcher.
      (3) All of the students were active to answer the researcher’s question.
      (4) All of the students participated in group discussion.
   c) Weaknesses
      Some students discussed the worksheet noisily, but the researcher could handle this problem. She controlled all students and reminded the students not to make noisy.

3. Findings

After doing the steps of the action and analyzing the observation result, the writer found some findings to answer the research questions. All of the findings were gotten from the data that had been collected by the researcher. The findings are presented in Table 4.10.
Table 4.10. Research Findings

<table>
<thead>
<tr>
<th>Research findings</th>
<th>Before Action Research</th>
<th>After Action Research (Cycle 1)</th>
<th>Problem which have not been solved</th>
<th>After Action Research (Cycle 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s vocabulary mastery improvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. The improvement of students test score</td>
<td><strong>Pre-test score:</strong></td>
<td><strong>Post-test 1 score:</strong></td>
<td></td>
<td><strong>Post-test 2 score:</strong></td>
</tr>
<tr>
<td></td>
<td>Highest : 73.33</td>
<td>Highest : 86.67</td>
<td></td>
<td>Highest : 96.67</td>
</tr>
<tr>
<td></td>
<td>Lowest : 30.00</td>
<td>Lowest : 53.33</td>
<td></td>
<td>Lowest : 70.00</td>
</tr>
<tr>
<td></td>
<td>Average : 49.09</td>
<td>Average : 69.85</td>
<td></td>
<td>Average : 84.70</td>
</tr>
<tr>
<td>B. The improvements of student’s vocabulary mastery aspect.</td>
<td><strong>Pre-test score:</strong></td>
<td><strong>Post-test 1 score:</strong></td>
<td></td>
<td><strong>Post-test 2 score:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Grasping and remembering the meaning : 59.09</td>
<td>1. Grasping and remembering the meaning : 78.03</td>
<td></td>
<td>1. Grasping and remembering the meaning : 88.43</td>
</tr>
<tr>
<td></td>
<td>2. Pronouncing the word: 7.27</td>
<td>2. Pronouncing the word: 59.09</td>
<td></td>
<td>2. Pronouncing the word: 80.52</td>
</tr>
<tr>
<td></td>
<td>3. Spelling the word: 58.52</td>
<td>3. Spelling the word: 75.00</td>
<td></td>
<td>3. Spelling the word: 88.96</td>
</tr>
<tr>
<td></td>
<td>4. Using the word in order to make simple sentence: 51.82</td>
<td>4. Using the word in order to make simple sentence: 52.73</td>
<td></td>
<td>4. Using the word in order to make simple sentence: 76.36</td>
</tr>
<tr>
<td>C. The improvements of students’ vocabulary Mastery</td>
<td>Students had difficulty in: 1. Grasping and remembering the meaning. 2. Pronouncing the word correctly. 3. Spelling the word correctly. 4. Using the word in order to make simple sentence.</td>
<td>Students were able to: 1. Grasping and remembering the meaning. 2. Pronouncing the word correctly. 3. Spelling the word correctly. 4. Using the word in order to make simple sentence.</td>
<td>Students still had difficulty in: 1. Pronouncing the word correctly. 2. Using the word in order to make simple sentence.</td>
<td>Students were able to: 1. Grasping and remembering the meaning. 2. Pronouncing the word correctly. 3. Spelling the word correctly. 4. Using the word in order to make simple sentence.</td>
</tr>
<tr>
<td>D. Weaknesses of the students’ vocabulary mastery.</td>
<td>Students had difficulty in: 1. Grasping and remembering the meaning. 2. Pronouncing the word correctly. 3. Spelling the word correctly. 4. Using the word in order to make simple sentence.</td>
<td>Students still had difficulty in: 1. Pronouncing the word correctly. 2. Using the word in order to make simple sentence.</td>
<td>Students didn’t have any difficulties in vocabulary mastery.</td>
<td></td>
</tr>
<tr>
<td>E. The improvement of Class situation</td>
<td>1. The class was not conducive. Many students felt bored.</td>
<td>1. Most of the students paid attention to the researcher.</td>
<td></td>
<td>1. All of the students paid full attention to the researcher. The</td>
</tr>
</tbody>
</table>
They did not pay attention to the teacher. They did non academic activities; made noise, chatted, and disturbed the other students when the teacher was explaining the material.

2. The students were lazy to ask the teacher about the problem in learning vocabulary.

3. The students tended to be passive learner.

2. Some students were brave to ask their problem to their friends and to the researcher.

3. Some students tended to be active learner. They were active to answer the researcher’s question. But only one/two groups did the task cooperatively.

3. Most of the groups did the task uncooperatively, only some members did the discussion. They were disturbing the others.

Weakness:
1. Some students discussed the worksheet noisily, but the researcher could handle this problem. She controlled all students and reminded the students not to make noisy.

2. Almost all of the students in the group were brave to ask their problem to their friends and to the researcher.

3. All of the students were active to answer the researcher’s question. They answered researcher’s question correctly and bravely. There were no students who kept silent in group discussion. All of the students participated in group discussion. They helped each other. There were no students who disturbed the others. The students could be controlled well.

class could be controlled and the situation of the class was enjoyable and fun.
B. Discussion

The final step of action research process was discussing the result of the research. The data were analyzed to answer the research questions which were written in Chapter 1. The research questions were: can the use of ostensive means improve students’ vocabulary at SD Negeri Dalangan 01? And what happens in the class when the teacher uses ostensive means in teaching English vocabulary?

1. Ostensive means improves students’ vocabulary mastery.

Ostensive means is by showing objects, pictures, and demonstrating an action or gesture. It means that the researcher not only relies on the spoken word but also uses some or all media in ostensive means which were suited to the topic in order to build students’ understanding of meaning, pronunciation, spelling, and their ability in using words. According to Cross (1991: 5), ostensive means is one of the vocabulary presentations which bring many objects and pictures. Ostensive means is the way of teaching vocabulary by showing up things in the classroom.

Teaching learning process through ostensive means had improved students’ vocabulary mastery. Four aspects in vocabulary concerned in this research could be improved. Those are pronunciation, spelling, meaning, and use. Each of this indicator could be improve through ostensive means combined with appropriate teaching method to optimize the result.

a) Ostensive means can improve the students’ vocabulary mastery in grasping and remembering the meaning. By using ostensive means, the researcher has more chance to get language input. Presenting vocabulary through the use of realia, picture, and body is to provide the activities that are meaningful through deep experience during teaching learning process. The students can see the words when ostensive means is applied in introducing new words. They get real experience to remember to the words. The statement is supported by Cross (1995: 6) who explains that ostensive means is widely used with the beginner class. Besides, the use of realia, picture, and body movement can give visual imagery about the vocabulary meaning to children.
It can help them to grasp and remember the meaning easily. In addition, Philips (1993: 74) also says that vocabulary is best learned when the meaning of the word is illustrated, for example by a picture, an action, or a real object. Thornbury (2004: 78) specifies using real objects (called realia) or pictures or mime can explain or illustrate the meaning of the words. The use of realia, pictures, and body movement can give visual imagery about the vocabulary to children. Furthermore, Brewter, Ellis, and Girard (1992: 91) also state that visual support helps pupils understand the meaning and helps to make the word more memorable. The students’ improvement on grasping and remembering the meaning in pre test was 59.09, it improved in post test 1 that was 78.03, and in post test 2 became 88.43.

b) Ostensive means improves students’ vocabulary mastery in pronouncing the word. Snyder (2003: 1) the use of pictures, realia, body, models, diagrams, hands-on activities can build vocabulary and conceptual understanding. Pronunciation is one of the aspects in vocabulary. In this aspect, the students can pronounce the words when ostensive means is applied in introducing new words. They also get real experience to remember to the word and its pronunciation. Ostensive means are teaching visual aids. Murcia, et al., (1996: 9) say that visual aids enhancement the teacher’s description of how sounds are produced. This is also used to cue production of the target sounds. Furthermore, according to Vale & Feunteun (1995: 106), visual aids provide ways around communication barriers. Here, the researcher used one of the media of ostensive means which was pictures combined with appropriate activities. It could help the students to name and pronounce the words in correct pronunciation. While the researcher was asking the students to do pronunciation guessing game, she showed pictures one by one. It made the students not only grasp and remember the words easily. They also had known how to pronounce those words correctly. This statement supported by Tuttle (1975: 1) who says that since the still picture can be used in all of the language areas of listening, speaking, reading, writing, culture, vocabulary, and grammar. In addition, O’Rourke in Tuttle (1975: 1) also enumerates the
tremendous variety of speaking evaluation through pictures. One of them is pronunciation. It means that picture can be used to teach pronunciation. Then, to optimize the pronunciation achievement the researcher also used pronunciation guessing by using pictures. The students’ improvement in pronunciation in pre test was 7.27, it improved in post test 1 that was 59.09, and in post test 2 became 80.52.

c) Ostensive means improves students’ vocabulary mastery in spelling the word. In every meeting of this research, the students have the opportunities to discuss with their friends and practice spelling exercise. In this part, the researcher used one media of ostensive means which was picture. Here, the researcher asked the students to fill the blank letters of the pictures on the whiteboard. Ganske (2000: 241) states use any picture or context clues to help with the words. Furthermore, Armstrong (2003: 42) says one well-known approach to sound-symbol correspondence is “introducing letters and letter sounds through pictorial methods.” Pictorial method for spelling new words includes picture/word associations, word art, and visual detail such as cartoon images. In spelling, the students achievement also increase in pre test that was 58.52, and it improved in post test 1 that was 75.00, and in post test 2 became 88.96. The students’ improvement in using words in order to make simple sentence in pre test was 51.82, it improved in post test 1 that was 52.73, and in post test 2 became 76.36.

d) Ostensive means improves students’ English grammar. In this case, they have to use the word in order to make simple sentence correctly. Grammar is very important in making a good sentence. Heaton (1991: 135) states that grammatical skill is the ability to write correct and appropriate sentences. Thus, it can be said that if someone wants to make a sentence or a paragraph, he or she has to know the grammar well. Consequently, if a writer wants to make a good writing, he or she should follow a very basic rules and convention of grammar to construct sentences. Furthermore, according to Kasihani (2007: 15), there are many activities that can use objects or pictures, body movement or expression that can help children to learn language easily.
Those activities can help children understand new words or phrases which they have just learnt or heard. Then, as stated in the previous section, ostensive means are teaching visual aids. According to Vale & Feunteun (1995: 106) using visual aids are extremely important in the teaching of second language to young learners. For example, teacher can use visual aids to provide a topic or visual focus to prompt speaking and writing and provide support and motivation for early reading and writing in English. In this part, the researcher asked the group to discuss with their friends and make their own sentence based on the picture and realia. Pictures are really helpful in teaching writing. Gerngross (1992: 3) recommended that pictures can be used to offer ideas to train language skill. The use of picture can generate the productive skill namely speaking and writing skill. Wright (1989: 2) adds that things we see play an enormous part in affecting us and in giving us information. We predict, deduce, and infer not only from what we hear and read but from what we see around us and from what we remember having seen. Grochowski (2006: 1) states that realia has many uses including vocabulary development, role-playing, story reenactment, conversation starters, and reading and writing support. Furthermore, teacher can teach grammar by using picture and realia. Raimes (1993: 36) says that pictures also of use to work with grammar. Furthermore, Grochowski (2006: 1) says that teacher can also use realia to teach grammatical concepts.

From the explanation above, it can be concluded that using ostensive means in teaching vocabulary was very effective to improve students’ vocabulary mastery.

2. Ostensive means improves the class situation.

Before the research, there were many problems from the classroom situation. The class was not conducive. Many students felt bored. They did not pay attention to the teacher. They did non academic activities; made noise, chatted, and disturber the other students when the teacher was explaining the
material. The students were lazy to ask the teacher about the problem in learning vocabulary. The students tended to be passive learner.

After the researcher used ostensive means combined with appropriate method, the class situation changed. By building such conducive atmosphere, it increases students’ enthusiasm to be active in the class and help them explore their skills. Additionally, students more focus on the lesson, so their non-academic activities can be reduced. It created more interesting and enjoyable learning situation, and therefore made them easier in learning. The students paid more attention to the teacher.

a) The use of picture, realia, and body can attract students’ attention and make them focus on the lesson. Shin (2007) says that visuals, realia, and movement are very helpful ideas for teaching English to young learners. Children are very much linked to their surroundings and are more interested in the physical and the tangible. As Scott and Ytreberg (1990) describe, “Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.” Vernon and Donal (1980: 277) say that picture helps the students to focus attention and to develop critical judgment. Pictures are one of these valuable aids. They bring images of reality into the unnatural world of the language classroom. Furthermore, the use of realia can make a huge difference in student learning. It’s fun and sets a more natural learning environment. Furthermore, according to Cole and Chan (1994: 124), demonstration is useful technique because of their interest value, such example; capture students’ attention. By using ostensive means, the students paid full attention to the researcher.

b) Ostensive means makes the students interested in following the lesson. The use of ostensive means in teaching vocabulary combined with appropriate method make the students excitedly brave to ask their problem to the researcher and their friends. As stated in the previous section, ostensive means are teaching visual aids. Tuttle (1975: 1) says that visual material lends excitement and interest to the foreign language class. It can be used in a
variety of language activities. Then, According to Sadiman (1993: 29), teaching visual aids is aimed at attracting the interest, explaining the idea, and illustrating the fact which may be easy to forget if it is not be visualized. The use of realia in teaching vocabulary can create interest through imagination. It engages and motivates the students to learn and helps them to memorize the words. Hill (1997: 1) states that pictures bring not only images of reality, but can also function as a fun element in the class. Demonstration is one that is meaningful, clear, and contains interesting elements as well. Because of their interest and excitement in teaching learning process, it makes the students comfort to follow the lesson. It also stimulates them to have braveness to share and ask their problem to their friends and to the researcher.

c) Ostensive means makes the students active. The use of ostensive means combined with group discussion provides the opportunities for students to communicate, share, and jointly construct knowledge. In this method, students of different backgrounds and different skill levels work together on some exercises and a worksheet for a common goal in the language. It makes the students tended to be active learner. As stated in the previous section, ostensive means are teaching visual aids. Tuttle (1975: 1) says that students can become more actively involved through the use of visual material. Furthermore, according to Wright (1997: 87), picture can cue responses to questions, or cue substitutions through controlled practice. Pictures also stimulate and provide information to be referred to in conversation, discussion, and storytelling. By using ostensive means combined with appropriate method, the students were active to answer the researcher’s question. They answered researcher’s question correctly and bravely. Furthermore, there were no students who kept silent in group discussion. All of the students participated in group discussion. They helped each other. There were no students who disturbed the others. The students could be controlled well.