

CHAPTER 1

INTRODUCTION

This introduction presents and discusses the background of the research, statement of the problem, objective of the research, and benefit of the research.

A. Background of the Research

Universities, Colleges, Senior High School, Junior High School, as well as Elementary School are places of fields in education that have functions to improve knowledge, skills, and attitudes. In the process of teaching-learning, they need language as a means of communication. English is taught in Elementary School up to University. Most of them should be provided with suitable approaches or a course design which is carried out in their process teaching language to the students.

Teaching English to Young learners (TEYL) is not a new thing in Indonesia. English is a local content subject which is taught at most of elementary schools. Now this subject is given not only in big cities but also in remote places. As English is a foreign language subject, the teachers have their own consideration to choose the language instruction in the class. Many of the English teachers are confidence and prefer to use Indonesian when they teach. However, other teachers are more confidence to use more English during the teaching-learning process in the class.

To prepare the students can continue their study to the higher level; SD Negeri Purwoasri 2 Kediri teaches compulsory subjects, local contents, and extra subjects. The institution has also taught English and Javanese are as local contents to the students. It also has some extra subjects; the subjects include dancing, drumb band, football, and

conversation which concerns to the vocabulary mastery. The activities are meant to provide the students mastering any kinds of skills which are useful for the students' life and their study.

Teaching English for young learners is not an easy task. However, it is challenging. Teaching English for the young learners needs a creative teacher. The children can't stand learning in a monotonous situation. The activities must be joyful, interesting, and playful. The young learners are more interested in singing and playing games than the main learning English activities. They have their self-confidence if they have adequate vocabulary.

This condition also happened on the students whom the researcher has taught. They had insufficient vocabularies and tended to be passive during the English class. This condition called for an immediate research to know why the young learners in SD Negeri Purwoasri were not interested in vocabulary mastery. To know the source of problems, the researcher interviewed some students. Based on the interview between the researcher and some students, it was found the reason why they were not interested in joining English class. One of the students of class V-A said:

“Saya sebenarnya suka pelajaran Bahasa Inggris tapi banyak kata Bahasa Inggris yang saya tidak tahu, itu lo pak mau ngomong apa itu bingung karena tidak tahu Bahasa Inggrisnya. Saya pingin diajar Bahasa Inggris itu diberi contoh dulu kemudian latihan bersama tema-teman dan itu lo pak jangan hanya diterjemahkan di papan tulis aja, jadinya kan bosan.”

Through the interview, it was indicated that they lacked of vocabularies. As everybody knows, vocabulary is one of the language components which the students have to master in order to be able to listen, speak, read, and write in English. Without sufficient vocabularies, it was hard for the teacher to encourage them to listen, speak,

read, and write in English. To know what the students did to improve their vocabularies, the researcher distributed questionnaires to them on April 2008. The questionnaire result showed that 65% of them did nothing to improve their mastery in vocabulary. While a few of them asked their parents whenever they got difficulties in understanding the meaning of the vocabularies.

When the researcher asked one of them what he did with his exercises book at home, he said *“Pulang dari sekolah bukunya ya ditumpuk. Lha wong bapak dan ibuk juga nggak ngerti bahasa Inggris. Kalo soalnya sulit diartikan, nggak ada yang bantu.”* In other words, most of the fifth Year Students of SD Negeri 2 Purwoasri had low interest to improve their English. Two weeks after distributing the questionnaires, the researcher gave them pre-test. The pre-test showed that their mean score was 5.9. From the three skills tested, reading, grammar, and writing, reading got the lowest score. It was assumed that their mastery in vocabularies was low so they couldn't understand the content of the text.

Based on the preliminary observation on the language teaching and learning process of class V at SD Negeri Purwoasri 2 Kediri, the researcher has found some factors considered as the sources of those problems. They are as follows: (1) the students' inability to catch the new vocabulary given by their teacher (2) their difficulty to retain the new vocabulary in their mind (3) their lack of opportunities to apply the vocabulary in the class, and (4) their fright of joining the English class. One of the researcher's colleagues once said:

“Menurut saya sulit sekali mengajar di kelas V-A, apalagi menyuruh siswa untuk menguasai kosa kata baru bahasa Inggris. Murid-murid itu tidak bisa memahami dan sulit menghafal kosa kata baru, hal itu terjadi pada saat mendengarkan, berbicara, membaca, dan menulis. Disamping itu mereka

kurang diberi kesempatan oleh guru untuk menerapkan kosa kata karena guru hanya menerjemahkan dari bahasa Indoneisa ke bahasa Inggris atau sebaliknya, mereka merasa takut dan bosan pada saat mengikuti pelajaran bahasa Inggris.

After getting the finding from the result of the observation, the English teaching-learning process at the Elementary School 2 Purwoasri-Kediri, especially in teaching vocabulary to the fifth grade students, the writer finds out some problems which are caused by the teacher and the students.

The problems that are caused by the teacher are as follows: (1) the translation technique from the first language into the target language is always applied by the English teacher. This causes the students to feel bored in the English vocabulary class; (2) the teacher got difficulties to get an appropriate technique which is suitable for the students in learning vocabulary because of his poor mastery of teaching technique; (3) the teacher never gives them opportunities to expand their vocabulary mastery. He only asks their students to collect new vocabulary as many as possible; (4) the teacher always forces their students to say and to write English words correctly without considering that learning is a process.

The problems caused by the students are as follows: (1) the students are afraid and bored of the lesson. They feel that learning English is very difficult; (2) they do not master the four basic language skills and do not have a sufficient basic vocabulary mastery either; (3) they cannot expand their vocabulary, they only memorize the new vocabulary; and (4) the students lack of opportunities to apply their vocabulary in listening, speaking, reading and writing. They always translate the words from the first language into the target language. When the researcher conducted an interview about mastering new vocabulary, one of the students Class V said:

“Ketika guru menyuruhku untuk mendengarkan kata-kata bahasa Inggris saya tidak tahu tulisan bahasa Inggrisnya yang mengakibatkan saya tidak paham. Pada saat saya mau berbicara banyak kata yang tidak tahu bahasa Inggrisnya. Waktu menjawab pertanyaan bacaan juga banyak kata yang tidak saya mengerti demikian pula pada saat mau menulis saya juga tidak tahu bahasa Inggrisnya. Saya merasa bosan karena kosa kata baru diajarkan dengan menerjemahkan dari bahasa Inggris ke bahasa Indonesia atau sebaliknya dan saya juga merasa takut mengikuti pelajaran bahasa Inggris.”

This finding is supported by the result of the questionnaire which the researcher distributed to them last April. The result of the questionnaire shows that the students have difficulties in mastering vocabulary than grammar and pronunciation as showed in Table 1.1.

Table 1.1 Ranks of English Skill Difficulties

Class IV of SD Negeri Purwoasri 2 Kediri in 2007/2008 Academic Year

No	The English Language Components	Number of Students	Percentage (%)
1.	Vocabulary	13	46,4%
2.	Grammar	6	21,4%
3.	Pronunciation	9	28,6%

Table 1.1 shows that vocabulary is regarded as the most difficult component among of the other components. It is 46.4 %. Grammar and pronunciation follow each other successively.

English teacher must be able to improve students' motivation to study English better by creating an interesting situation that makes students active to improve their new vocabulary. The teacher should not only transfer the information to his students but also facilitate his students to learn English. Beside the variety in teaching technique, the authentic materials should be applied in the learning process. One of the approaches which cover such kinds of those activities is Presentation Practice and Production (PPP).

Vocabulary plays a very important role in developing the four language skills. The more the vocabulary the learners have, the easier for them to develop their four language skills. Getting vocabulary mastery is one of the requirements for the learners to master listening, speaking, reading and writing skills. According to Nation (2001: 1) deliberately teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program. In line with the statement, Wilkins in Thornbury (2002: 13) summed up the importance of vocabulary learning. He stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Based on the preliminary research that was done on April 11, 2008 in Class A of the fifth grade students at Elementary School 2 Purwoasri Kediri using observation, questionnaire, and test, the researcher concluded that they were not keen and enthusiastic to learn English. Moreover, they encounter some problems in elaborating their vocabulary mastery in the four language skills. Vocabulary is one of the language components. They are vocabulary, grammar, and pronunciation. The three language components are very essential for learners in order to be able to learn a language. In learning English, learners always need vocabulary mastery in developing the four language skills. Furthermore, it is still difficult for the learners to master the basic words in listening activity since they lack of vocabulary mastery. So, they often write the English words incorrectly. They often write English words according to their pronunciation. When they practice their speaking skill with their partners or their teachers, they find difficulties because of their poor vocabulary mastery.

Vocabulary is the basic building block of language and is the smallest unit to use when making a sentence. Many students say they are eager to express themselves in English, but they do not know how to say it in English properly. This shows that they have the desire to express themselves and are rich in ideas and thoughts but they lack the building material of the language. Without a sufficient vocabulary, it is natural for students to make such mistakes. Many students say they know it is improper to use the words, but they cannot remember or do not know the proper words, so they had no other choice. Many studies have shown that the larger the vocabulary the learners have, the more content they can write, and the more meaningful and rich their articles will be. As beginners, they must strive to enlarge their vocabulary to enable them to use the correct building material in constructing a simple sentence.

The fact shows that most of the fifth grade students' vocabulary mastery at the Elementary School Purwoasri 2 Kediri is still low. It can be observed from the difficulties of the students in understanding the listening, speaking, reading and writing materials. This is also proved by the result of the pre-test. The average score of the test is 5,9.

Based on the pre-research findings, the writer concludes that their low mastery of the basic English vocabulary is caused by (1) their inability to catch the new vocabulary given by their teacher (2) their difficulty to retain the new vocabulary in their mind (3) their lack of opportunities to apply the vocabulary in the four language skills, and (4) their fright of joining the English class.

The learners feel that learning English is difficult. They feel bored in joining the English class because they are always taught using a monotonous way of teaching, the translation technique. Based on the discussion above, this research will deal with improving vocabulary mastery using Presentation Practice Production (PPP) approach.

B. Statement of the Problem

Based on the problems and the causes stated in section B, the writer will overcome them by using PPP approach. PPP approach is used in this research because (1) in the presentation phase of PPP, the new words should be presented in a context that makes their meanings clear (2) in the practice phase of PPP, the students have plenty of activities to help them to practice the new words, and (3) in the production phase of PPP, the students use the new words they have learned to communicate with each other.

Based on the explanation above, the writer states the problems as follows:

1. Can the use of PPP approach improve the vocabulary mastery of the fifth grade students at the Elementary School Purwoasri 2, Kediri?
2. What happens when PPP approach is implemented in teaching vocabulary to the fifth grade students of SD Negeri Purwoasri 2 - Kediri?

B. Objectives of the Study

The carrying out of this classroom action research is expected to:

1. find out whether the use of PPP approach can improve the vocabulary mastery of the fifth grade students at the Elementary School Purwoasri 2, Kediri.
2. know what happen when PPP approach is implemented in teaching vocabulary of the fifth grade students at the Elementary School?

C. Benefit of the Study

The writer hopes that the result of the research will be useful to the students, other teachers, other researchers and even to the school. For the students, these research findings will enrich the students' vocabulary mastery because they are taught using PPP approach that, theoretically, is effective to improve students' vocabulary mastery.

For other teachers, they will get a set of knowledge about teaching vocabulary using PPP approach. Moreover, the result of the research can be a useful input in English teaching-learning process.

Hopefully, this classroom action research can bring some benefits to the students, the researcher himself, and the school, SD Negeri Purwoasri 2, Kediri.

1. The students

a. Being taught contextually, the students can improve their vocabulary mastery since PPP is theoretically effective to improve students' vocabulary mastery.

b. The students are more interested in studying English since the materials given are authentic. The materials relate to students' real life, not abstract. They are useful for students' real life. Moreover, PPP can improve the students' interest in studying English.

c. The teaching and learning process will be fun. The students are actively involved during teaching and learning process. The teaching techniques applied in the class vary. The class is not a teacher centered anymore.

2. The researcher himself

a. By conducting this study, the researcher can improve his mastering in teaching English, especially vocabulary.

b. He will know the approach which is appropriate to improve the students' vocabulary mastery.

c. He can also determine the contextual materials which relate to students' real life. So, what he gives to his students will be meaningful for their life.

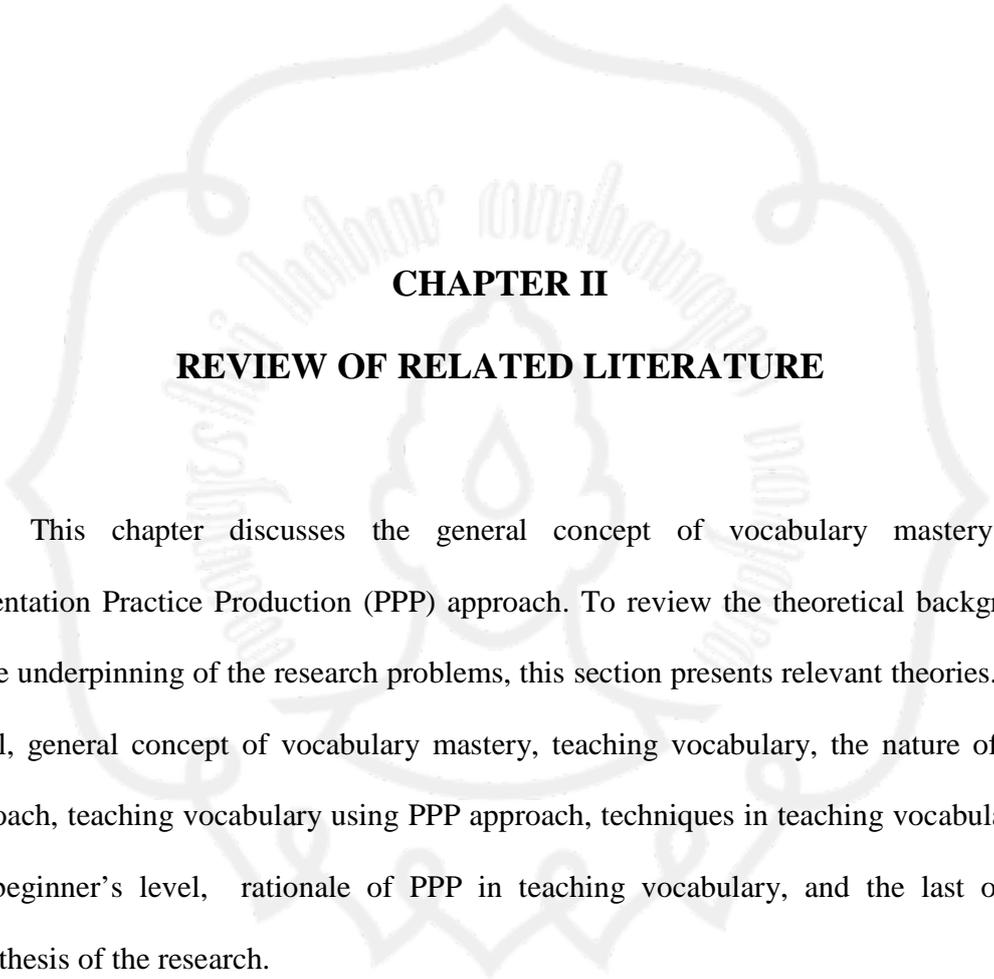
3. The school

a. When PPP is implemented at the school, the institution will be able to overcome the problems especially in teaching vocabulary.

b. The institution can improve the quality of teaching. As a result, the output and the achievement of SD Negeri Purwoasri 2, Kediri will be better.

c. Hopefully, the result of this research can be one of the school references in issuing policies.

In addition, the students have different backgrounds of knowledge. This results in different problems which need different problem solving. From this research, other researchers can use this research as a reference in improving vocabulary mastery.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the general concept of vocabulary mastery and Presentation Practice Production (PPP) approach. To review the theoretical background as the underpinning of the research problems, this section presents relevant theories. First of all, general concept of vocabulary mastery, teaching vocabulary, the nature of PPP approach, teaching vocabulary using PPP approach, techniques in teaching vocabulary at the beginner's level, rationale of PPP in teaching vocabulary, and the last one is hypothesis of the research.

A. General Concept of Vocabulary Mastery

1. The Definition of Vocabulary

Quirk, *et al.* (1991: 1177) state that vocabulary is a list of words, usually in alphabetical order and with explanation of their meaning, less complete than dictionary.

According to *Crystal (2003: 2)*, the vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences. Another linguist states that vocabulary can be defined, roughly, as the words we teach in the foreign language. (Ur, 1996: 60).

From the definitions of vocabulary above, the researcher will use the one stated by Ur because it describes precisely the kind of vocabulary the writer is going to deal with in this study.

Thus, the vocabulary in this study means words a teacher teaches in the foreign language. It consists of a set of words associated with a subject or area of activity, or used by an individual person. It is important for language learners to understand the vocabulary in order to be able to master the four language skills, listening, speaking, reading and writing. It can be said that mastering vocabulary is the gate to learning a language. The learners will be easy to learn a language if they have a sufficient vocabulary.

To develop more extensive vocabularies, students need a lot of opportunities to practice their new words. The more often the students practice and expand their vocabulary, the more fluent they master their four language skills.

2. The Definition of Mastery

There are many experts who proposed the definition of mastery. Hornby (1995: 721) states that mastery is complete knowledge or great skill. Swan, *et al.* (1992: 656) defines mastery as comprehensive knowledge. In line with the two experts,

Quirk, *et al.* (1991: 644) states that mastery is great skill or knowledge in a particular subject or activity.

Based on the three definitions above, it can be drawn some key words. They are *skill and comprehensive*. Skill can be improved through a lot of practice. A language skill is the same as any other skills. It takes a long time and needs a lot of practice master any kinds of skills. While comprehensive means complete or holistic.

From those definitions, it comes to the conclusion that mastery means the competency to comprehend and apply something learned.

According to the discussions above, it can be constructed that vocabulary mastery is the competency to comprehend numerous words and apply them in students' real life meaningfully.

3. The Importance of Vocabulary

Nation in Schmitt and McCarthy (1997: 6) states that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge; knowledge of the world enables the increase of vocabulary knowledge, and language use and so on. Gower, Philips, and Walter (1995: 142) also state that vocabulary is important to students – it is more important than grammar for communication purposes, particularly in the early stages when students are motivated to learn the basic words they need to get by in the language. Wilkins in Thornbury (2002: 13) summed up the importance of vocabulary learning. He stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Based on the statements above, it can be concluded that vocabulary is important for the learners to learn a language especially, the Elementary School students.

Hopefully, by being introduced to a number of words, they will be able to express their thoughts or accept others'. In addition, they also have vocabulary knowledge when they are developing their four language skills.

Learning a language is not an easy task. It needs a set of requirements. One of them is having adequate vocabulary. Vocabulary plays an important role in learning the four language skills. The importance role of vocabulary in learning the four language skills is described as follows:

Nation in Jeff (1997: 91) states that within the last few years, vocabulary has become viewed as an important aspect in second language learning, in fact, many believe just as important as the main skills of listening, speaking, reading and writing.

a. The Important Role of Vocabulary in Listening Activity

Sino-US English Teaching, ISSN1539-8072, USA, May 2005, Volume 2, No.5 (Serial No.7) states that:

“It is better not to give vocabulary introduction just before listening to the text but sometime before that. The teacher can list some words for students to look up in their spare time and remember their meaning, or they can give the students some sentences consisting of new words to study the meaning of the words in the context to strengthen their memory. This will pave the road of comprehension”.

It means that it is impossible for the learners to understand what they listen to without knowing the vocabulary. Vocabulary is involved in listening activities.

b. The Important Role of Vocabulary in Speaking Activities

The learners can express their ideas because they have vocabulary mastery. What the learners say in speaking activities are words as the component of vocabulary.

c. The Important Role of Vocabulary in Reading Activities

Armbruster, *et al.* (in [http://www.nde.state.ne.us/read/Professional Development /Karcl ELL Research](http://www.nde.state.ne.us/read/Professional_Development/Karcl_ELL_Research), 2008: 2) states that Vocabulary plays an important part in learning to read because children use the words they have heard to make sense of the words they see in print. Vocabulary is also important to reading comprehension. Readers cannot understand what they are reading without knowing what the majority of the words mean.

It means that students should have enough vocabulary to comprehend reading text to obtain their reading proficiency.

d. The Important Role of Vocabulary in Writing Activities

The learners can express their ideas in writing if they have enough vocabulary mastery. They will encounter problems in writing if they have inadequate vocabulary. The poor grammar and inadequate vocabulary are the most serious writing problems of second language students.

4. Selecting Vocabulary

The first step in teaching vocabulary is to determine what words to teach. They should be useful. However, what is useful in one situation may be quite useless in another. Therefore, the criteria given below depend on a particular teaching situation. Chujo and Nishigaki (2004: 37) provide the following general principles of vocabulary selection: there are two ways to select specialized or technical vocabulary from databases: 'frequency and range', or statistical application.

Based on the statement above, it can be concluded that the significant point in teaching vocabulary is the selection of words teachers want to teach. It is quite easy to teach concrete words at lower level than to teach abstract ones. Thus, they need to consider the frequency too. There is a choice for them. They can decide which words to

teach on the basis of frequency, that is, how often the words are used by the speaker of the language. Especially with young learners words that they are familiar with and that they can find and use in their everyday daily lives should be taught. Very often words are taught according to themes and topics. Nowadays all the course books are organized into themes and they provide vocabulary around them. If there is a theme “Animals”, then they can expect to find words like the names of animals, places they live, things they eat, etc. Words that have quite specific meanings should be avoided with young learners.

After selecting the vocabulary from concrete to abstract, easy to difficult, and general to specific, the researcher will prepare his lesson plans which contain the appropriate media, time allocation and teaching technique that will be used in the teaching-learning process.

B. Teaching Vocabulary

Chujo and Nishigaki (2004: 39) state that in the program, learners study target words through three ‘stages’, i.e. ‘Presentation’, ‘Practice’ and ‘Performance/Production’.

It means that teaching vocabulary involves not only presenting new words, but also practicing the words that have already been learned and producing the words that have already practiced. In addition, the ways how to retain the words in the learners’ mind and to expand their vocabularies are by giving various kinds of activities in various kinds of contexts.

Based on the statement above, the writer would like to present the teaching of vocabulary at the Elementary School using PPP approach.

C. The Nature of PPP Approach

This was a pragmatic version of audio-lingualism; the key difference from the audio-lingual approach was that the language presentation and practice was situationalised and so was always given social meaning; speaking and listening were the most important skills; this approach gave rise to the idea of PPP (presentation, practice, production) – here, a given language point, say the Present Simple Tense for routines called the target item, was presented (P) and given controlled practice (P) and then given further semi-controlled practice (P) (often called ‘free practice’) in say a role-play; it all took place in one lesson; all the techniques of audio-lingual method were used, but the famous ‘situation’ was added mimes, pictures, and sounds.

McKenna (2006: 1) states that:

PPP is a form of *Direct Instruction*. It is a framework for lesson design consisting of three phases, namely *Present, Practice and Produce*. During these phases, the class progresses from being *teacher-centred* to *student-centred* as students learn and practise the new language.

In line with the statement, *NACELL best practice guide*, CILT (2003: 8) states that:

When planning lessons, teachers may wish to consider a teaching sequence of *presentation, practice and production*. The scheme of work contains many suggestions for teaching and learning activities and others might be added according to personal preference, availability of resources and restrictions of time or space.

Based on the statement above it can be concluded that Presentation, Practice, and Production (PPP) begins with teacher presenting, or demonstrating language to be taught. Students then practice the language, often by repeating after the teacher in chorus.

Finally, students produce the language, by answering questions orally and doing written exercises.

D. Teaching Vocabulary using PPP Approach

Harmer (2004: 80) states that:

A variation on Audio-lingualism in British-based teaching elsewhere is the procedure most often referred to as PPP which stands for Presentation, Practice, and Production. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. The students now practice the language using accurate reproduction such as choral repetition.

The following elementary-level example demonstrates PPP procedure:

- 1. Presentation:** the teacher shows the students a picture of a group of people and asks them to state whether the people in the picture are at work or on holiday. (The picture shows that they are on holiday).
- 2. Practice:** the teacher gets the students to repeat the simple sentence in chorus.
- 3. Production:** the gives free practice to the students to implement the newly learned vocabulary.

McKenna (2006: 3-4) states that:

- 1. Present:** after a lead in, the teacher presents the target language. Modeling is an important aspect of this presentation.
- 2. Practice:** this phase is sometimes as “controlled practice”. Here, new language is identified, repeated and manipulated by students. This phase is still quite student-centered, with teacher-talk time typically >50%. Controlled practice develops accuracy. Accordingly this phase should stress accuracy.

3. Produce: this phase is sometimes known as “free practice” although the distinction between “controlled” and “free” practice is not always so clear-cut. Here, students attempt to use the newly learned language in activities provided by

the teacher. This phase is student-centered; students should be doing most of the talking. Typical free practice activities include building dialogue, role plays and discussion, writing activities, projects such as producing posters, diaries, newsletters, etc or tasks.

From the above statements, it can be concluded that the three phases of PPP approach are as follows:

1. Presentation Phase

The aim of the presentation phase is to establish the basic meaning and the pronunciation of the words in the learner's memory. There are many procedures of how to present the meanings and the correct forms of the new words. One of them is by showing pictures assisted by demonstrating actions in the pictures and pronouncing the words correctly.

It is important to decide what ways are suitable for each word and for a particular situation. It is often possible to use visual techniques such as objects and pictures. Actions are better be presented by gestures or by mime.

2. Practice Phase

The aim of this stage is to store the new word in the long-term memory and to turn passive vocabulary into active vocabulary. The practice should be carefully organized, so that the load of new lexis would not discourage the learner. In addition, it is important to emphasize this phase “because experiments on vocabulary seem to suggest

that students remember best when they have actually done something with the words they are learning” (Harmer 1991: 160).

3. Production Phase

There are many techniques that involve more than just repeating vocabulary and that help to fix the new word in the learner’s memory. To name some of them are filling in gaps in sentences, matching words to other words, replacing words with their synonyms or antonyms, memory games, paraphrasing, using words in sentences or dialogues, role plays, discussions, picture stories, using prefixes and suffixes to build new words from given words, etc.

E. Techniques in Teaching Vocabulary at the Beginner’s Level

Teaching vocabulary at this level is a very important element of teaching English to children because children, knowing more and more words, will be able to communicate better with other children. It is the most important thing in teaching foreign language.

Teachers can use different and interesting techniques which make English lessons more exciting and motivating for the students. They are as follows:

1. Real Objects

This word refers to the use of real objects in the classroom. These objects help to make the meaning of word clear (ex. a pen, a postcard, a ball etc.). The teacher may also use classroom environment: a chair, a table, a board. Things in the classroom can also be

touched. Success in learning depends on the number of senses involved in the learning process.

2. Pictures

Pictures may be the most useful aids in language teaching since they can be used in different ways. They can be presented on the blackboard drawings, wall pictures, and charts. Those aids are used to explain the meanings of words or to create a situation and concept.

3. Mime, Action and Gesture

These techniques are useful for explaining actions and grammatical items, and such concepts as: jumping, smoking or the prepositions from, on, to, etc. They are easy to explain through performing them. Mime and action are a great fun for children who like acting and moving very much.

All techniques introduced above are also good for presenting new vocabulary to students at the beginners' level because they are very interesting and involving them.

F. Rationale

PPP approach is one of the ways to help the students to obtain vocabulary mastery. It consists of presentation, practice and production phases. This approach is considered as a suitable way to improve the Elementary School students' vocabulary mastery because it leads and assists the students to learn new vocabularies easily. It makes them not to feel bored, afraid and reluctant to join the teaching-learning process. It has strengths in each of its phase.

Elementary School students are at the beginners' level. They need a model, an activity and a practice to use the English vocabulary. The reasons using PPP approach is described below.

In the presentation phase, the teachers need to do three things in presenting new vocabularies. They are as follows: (a) Creating a context; the new vocabularies should be presented in contexts that make their meanings clear. In other words, the teachers need to show the learners how the vocabularies are used and what they mean, (b) Focusing on form; after the meaning of new vocabularies are established, the teachers need to show the learners how they are formed and pronounced, (c) Checking comprehension; It is important to check that the learners have understood the new vocabularies. In this phase the teachers can use pictures and actions to assist their students in comprehending the meaning of the new words.

In the practice phase, students need to do a lot of practices with the new words, so that they can remember and use them or internalize the words in their mind. In this phase the teachers can use memory games, match jumbled pictures

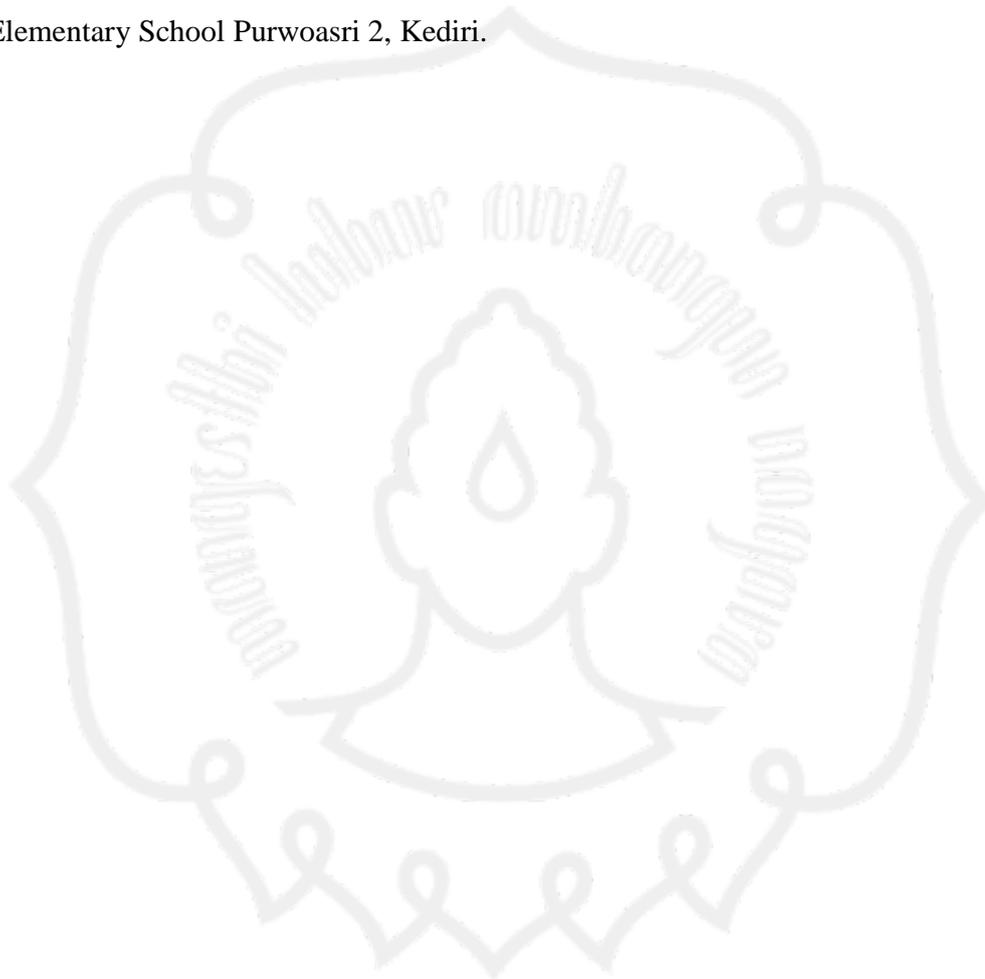
with words or simple sentences in order that students are able to pronounce, to write the new words, and to form simple sentences using the new words.

In the phase, there are a lot of activities for the students to use the new vocabularies both for speaking or writing. Filling in gaps, matching words or sentences with picture, and picture stories can be used in this phase to apply what they have practiced.

In this approach, vocabulary is completely contextualized. The courses are carefully designed with the scope and the spiraling sequence of the content that can be recycled.

G. Action Hypothesis

PPP approach can improve the vocabulary mastery of the fifth grade students at the Elementary School Purwoasri 2, Kediri.



CHAPTER III

RESEARCH METHODOLOGY

Research methodology provides method that is used to find the answer of the problem in this research. This chapter involves the setting and subject of the research, method of the research, technique of collecting data and technique of analyzing data. Each of them is discussed in the following section.

A. Setting and Subject of the Research.

This research is conducted from April 2008 up to January 2009 at the fifth grade students of Elementary School Purwoasri 2 Kediri in 2007/2008 and 2008/2009 academic year. The reason in choosing the fifth grade students as the subject of the research is the students' low vocabulary mastery, whereas there are twelve hours per month to learn English including vocabulary. This time allocation for learning English is more than the other Elementary Schools. According to the curriculum, English subject is only a local content which has eight periods per month. The other reason in determining the school as the location of the research is its educational atmosphere because it is surrounded by Kindergarten School, Junior and Senior High schools. The supporting facilities to conduct teaching and learning process are: library, English area, sport area, and religion area. The school consists of 7 classes of which each has 35 students averagely. The time schedule of the research that will be conducted in the school is described in the table below:

B. Research Method

In this research, the researcher wants to improve the vocabulary mastery of the fifth grade students of Elementary School Purwoasri 2 Kediri by using PPP approach. The researcher starts the research from the problems that the students have and after the research ends the researcher hopes that the problems can be solved. For those reasons the researcher will apply action research method. According to the North Central Regional Educational Laboratory, (21/08/2008 13: 07), action research is

“Inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It typically is designed and conducted by practitioners who analyze the data to improve their own practice. Action research can be done by individuals or by teams of colleagues. The team approach is called *collaborative inquiry*”.

According to Teacher Education Institute, 2003, action research is

“A specific process for problem solving, verification, and discovery. The process can be used by an individual, teacher or student, but experience indicates the process works best through cooperation and collaboration”.

While according to Mettetal (2001: 1), Classroom Action Research (CAR) is

“A method of finding out what works best in a class in order to improve student learning. CAR is more systematic and data-based than personal reflection, but is more informal and personal than formal research”.

From those statements, it can be inferred that action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with

the aim of improving their strategies, practices, and knowledge of the environments within which they practice. Action research is an applied research done to answer a

specific practical problem, which results in action. Action researchers typically triangulate data, using both quantitative and qualitative data sources. Results are shared with those directly affected, so that they may take action based on the findings.

In line with those statements, Chamot, *et al.* (2006: 1) state that classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of teacher research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy/student learning. Reflective teachers do this every day, only not as carefully and systematically. With training and support, you can learn how to systematize your inquiry from informal reflection and teacher story sharing to formal research.

In short, action research is characterized by those constraints and strengths given a research methodology intended to be a workable technique for working classroom teachers.

Based on the above statements, it can be concluded that action research is a process of self-reflective inquiry in which participants examine their own social or educational practices systematically and carefully using the technique of research in order to bring about social change and effecting positive improvement. There is collaboration of researchers, practitioners in conducting action research.

In this research, action research is undertaken in order to improve the students' vocabulary mastery by using PPP approach, develop teacher's creativity in teaching

vocabulary and improve teacher's professionalism in teaching English. It is also aimed at giving positive changes of the social and educational situation on the fourth grade students of the Elementary School.

Kemmis and McTaggart in Burns (1999: 32) state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. They are as follows:

1. Planning

The activities in planning are:

- a. Contact the collaborator for interview, making lesson plan, and designing the steps in doing the action.
- b. Preparing students' list and scoring.
- c. Preparing sheets for classroom observation.
- d. Interviewing the students
- e. Sharing ideas with collaborator
- f. Designing treatment for each meeting.

2. Action

The activities in action are:

- a. Interviewing the previous teacher
- b. Interviewing the students
- c. Sharing ideas with collaborator
- d. Treatment

e. Giving post-test in every cycle.

3. Observation

The activities which are going to be observed are process of teaching and learning in the classroom and learning progress that students achieved. The field notes of both researcher and collaborator and the result of recording will be the main resources for this observation.

4. Reflection

The researcher and the collaborator will analyze what are going on during the teaching and learning process and the result of the speaking test. Through this activity, both researcher and collaborator will hopefully find the strengths and the weaknesses found during teaching and learning process. Both the researcher and the collaborator will discuss the weaknesses and try to look for the solution of the problems found during the observation for the benefit of betterment of students' speaking proficiency.

The figure of the classroom action research procedure adapted from Kemmis and Taggart (in Hopkins, 1993: 48)

In this research the four steps above are expanded into five steps, namely : 1) planning the action, 2) implementing the action, 3) observation or monitoring the action, 4) reflecting th result of the observation, 5) revising the plan for the following step. Those steps are form one cycle.

C. Procedure of the Research

The procedure of this research consists of six steps. The first until the last step form one cycle. The procedure is described as follows.

1. Identifying the Problems

The problems are identified first before planning the action. The problems refer to the factors causing the low vocabulary mastery of the students and their passive behavior during the teaching learning-process. The problems are identified using two techniques as follows :

a. Interviewing the Students

The interview is held in order to know the problems faced by the students and their learning attitude during the teaching-learning process.

b. Observing the Teaching-Learning Process

The observation is held in order to know the students' learning attitude during the teaching-learning process, to know the model of class management and student's vocabulary mastery.

2. Planning the Action

Based on the problems mentioned in the previous chapter, the researcher uses PPP approach to overcome students' and teachers' problems. To do this, the researcher implements a set of activities, as follows:

- a. Writing the lesson-plan and designing the steps in doing the action.
- b. Preparing materials, preparing sheets for classroom observation (to know the situation of the teaching-learning process when the technique is applied).

3. Implementing the Action

The researcher implements the action. The researcher applies PPP approach to improve the students' vocabulary mastery.

4. Observing the Action

The collaborator helps the researcher to observe and write all activities during the teaching-learning process in a field note.

5. Reflecting the Result of the Observation

The researcher and the collaborator make an evaluation of the observation result to find out the strengths and weaknesses of the action.

6. Revising the Plan

Based on the weaknesses which are found in the reflecting process, the researcher and the collaborator revise the action plan for the next cycle.

This research is conducted in cycles. Each cycle uses PPP approach to improve the students' vocabulary mastery. A pre-test is held at the beginning of the cycle to measure students' vocabulary mastery before implementing the

action. At the end of each cycle, there will be a post-test. Students' improvement will be known by comparing the results of the pre-test and the results of the post-tests.

D. Data and Data Source

1. Data

There are two kinds of data. They are the procedures and the activities during the teaching-learning process using PPP approach and the result of teaching vocabulary using PPP approach which is obtained by giving a pre-test and a post-test. They are qualitative and quantitative data.

2. The Sources of the Data in this Study are:

a. Qualitative Data

1) Event

There are activities in the English teaching-learning process, especially in teaching vocabulary using PPP approach to the fifth grade of Elementary School 2 Purwoasri-Kediri in 2008/2009 academic year.

2) Interview

Burns (1999: 188) states that interviews are widely used means of collecting qualitative data and interviews can be conducted through the varieties of participants. In this case, the researcher who is assisted by the collaborator will

interview his students and their English teacher in order to know their ideas, opinions, knowledge, difficulties, and experiences about English, especially vocabulary mastery. The technique that will be used is purposive sampling – the technique of choosing samples in which the samples must have general characteristics of the population. The students interviewed are from high, middle, and low level. So, they really represent all population. This method is chosen because it is the most effective and efficient one. It is impossible to interview all the population.

3). Questionnaire

It is a set of questions made in a systematic way used to gain students' ideas, opinions, knowledge, difficulties, and experiences about vocabulary. The researcher will use questionnaire to gain students' ideas and difficulties in learning English, especially in mastering vocabulary. This questionnaire will also be used to gain the teacher's problems in teaching vocabulary.

4). Document

In this study, the documents are the written material sheets of classroom observation, lesson plan, and list of students' achievement in vocabulary test.

b. Quantitative data

The result of teaching vocabulary using PPP approach is in the form of a post-test compared with a pre-test.

E. Technique of Collecting Data

1. Qualitative Data

The data of the research are collected by using some techniques of data collections including: interview, observation, research diary and document analysis. The implementaton of the research is also recorded in video-recording and photograph to provide more accurate data. The data which are collected in this study consists of the information obtained during this pre-research, the process and the results of action research implementation and the results of the discussion between the researcher and the collaborator. The whole application of data collection in this study is summarized in table 4.1.

Table 4.1 Table of Collecting Data

Steps of the Study	Participants	Techniques	Data
Pre-research	Researcher	Interview	Result of interview Field notes
	Collaborator	Observation	
Implementation	Researcher	Observation	Field notes
		Video-Recording	Notes of recording
		Photograph	Photograph of the teaching-learning process
		Document	Lesson plan documents Students' assessment
Result discussion	Researcher	Researcher's diary	Reflective notes
	Collaborator		

As shown in Table 4.1, the techniques of collecting data are Interview, Observation, audio recording, photograph, document, and diary.

2. Quantitative Data

In this study, the writer will use written test to measure the students' achievement in vocabulary mastery. He will give a pre-test and a post-test to know the students' vocabulary mastery before and after teaching vocabulary using PPP approach. Its aim is to know whether the students' vocabulary mastery is improving or not.

3. Data Analysis

The data which are collected in this research can be classified into two major data which include reflective notes and document analysis.

a. Reflected Notes

Reflected notes consists of the result of interview, field notes, notes of recording, and reflective notes. In analyzing the data, the researcher reads his diary, pre-research observation report, and field notes. While reading the data, the researcher gives ticks on the data which are the answers of the research questions and other findings emerged during the research. The researcher writes them on separate paper. In particular, the data analysis involves reading the field notes combining with listening to the cassette of the data and reviewing the photographs.

b. Document Analysis

Document collected in this study including photographs, lesson plan, and student's assessment. The documents are analyzed to provide additional data, especially to show the result of student's vocabulary mastery improvement.

F. Technique of Analyzing Data

After collecting both qualitative and quantitative data, the next step of the research is analyzing the data. In this study, the techniques of analyzing data will be:

1. Qualitative data

The qualitative data will be analyzed using constant comparative method.

- a. Describing the procedure of teaching vocabulary using PPP approach in the fourth grade students of Elementary School 2 Purwoasri-Kediri in 2007/2008 academic year.
- b. Analyzing the result of observation are active or not in the teaching-learning process.
- c. Analyzing the result of interview.
- d. Analyzing the strengths and the weaknesses of Jigsaw technique when it is used to improve listening comprehension.

2. Quantitative data

- a. Analyzing every answer stated in the student's answer-sheets to determine whether they are true or false.
- b. Computing the student's correct answers.
- c. Calculating the percentage of the correct answers of each student by using percentage correction. The percentage is used to measure the students' vocabulary mastery. To find out the percentage the writer will use the percentage correction formula as:

$$S = \frac{R}{N} \times SM$$

Where:

S = the student's mastery in %

R = the student's right answer

N = the maximum score of the whole answer

SM = Standard mark (100)

(Arikunto, 1998: 38)

The writer, then, will use the result of the percentage correction of the student's answers to get the student's scores. After that, he will use the percentage correction formula to calculate the correct answer percentage of the whole students to measure the students' listening mastery.

The writer will also use the percentage formula to look for the students' vocabulary mastery level. In determining the level of the students' vocabulary mastery, the writer will use five categories, which are described in Arikunto's (1998: 38) category system as follows:

Table 5.1 The System of Score category

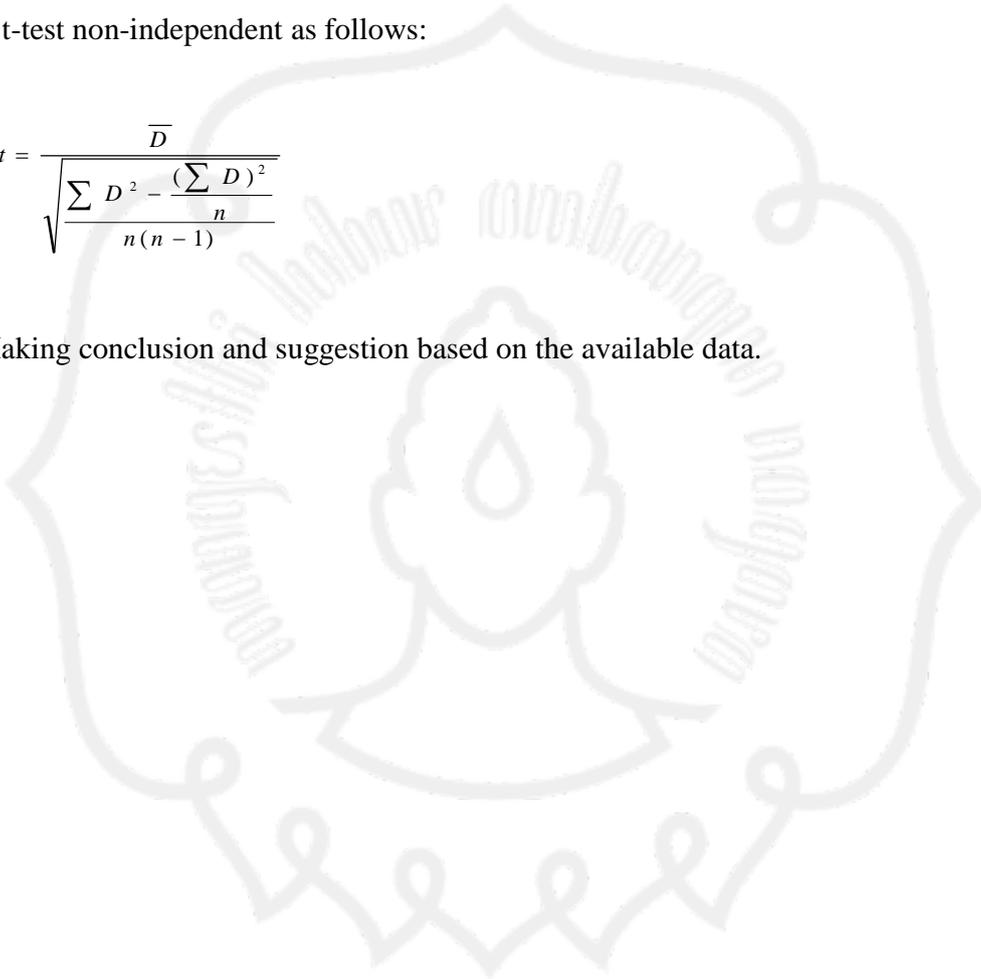
Percentage	Interpretation
81 - 100	Very Good
61 - 80	Good
41 - 60	Fair
21 - 40	Poor
0 - 20	Very Poor

From the percentage of the correct answer, the students' vocabulary mastery will be found.

- d. Using a statistical technique, finding the mean score of the students, and knowing the result of this research, the researcher will use a formula proposed by Sugiono (in Ngadiso 2006: 1-3) by comparing the mean score of the pre-test and the post-test. That is t-test non-independent as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}}$$

- e. Making conclusion and suggestion based on the available data.



BAB IV

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

1. Preliminary Observation

This chapter set out to describe the various stages of developed as part of implementing the PPP approach to improve the Elementary School students' vocabulary mastery. The objective of is to present the research findings which provide evidence answering the problem statement stated is in chapter I. The description of the finding is based on the data from the researchers' field notes, the interview, students' performance and the tests of the actions which are provided in two cycles.

a. Initial Reflection

The study began since the researcher realized that the students had problem in vocabulary mastery. Although SD Negeri Purwoasri 2-Kediri is located *in daerah kota Kecamatan* English is a new subject, as a local content, for the school. This is a great challenge for the teacher of English to improve the students' competence in English, especially vocabulary. The researcher was aware when asking the students to speak and write in English in front of the class. They were not able to speak and write well meaning that they were still confused and lack of confidence. They don't know the proper words to speak and to write.

Based on the result of the observation with the collaborators on April 11 2008 and 18 April 2008, ten students had shown unsatisfactory abilities in learning process before joining in the V-A class. In addition, the teacher as the researcher said the condition of V-A students were distressful. Although they were very energetic students, they seemed to

be unmotivated enough to learn. When teaching learning process was in progress, they seemed to be uninterested in joining in the teaching learning process; they were busy with their own activities.

b. Fact Finding Analysis

As having been discussed in chapter I, the teaching and learning process still needs an improvement so that in this chapter, the searcher would elaborate the related problems occurring in the teaching learning process. Before doing the action research with English collaborative teacher, the researcher set a unit of vocabulary test. The vocabulary test was held to know the nature of the students' vocabulary mastery. There are 28 students in V-A class, the mean score of the students' vocabulary mastery was 5, 9. It was indicated that the students have low ability in vocabulary mastery. The result of the pre-test was then analyzed to know the students' vocabulary mastery. Based on the observation in the field, the data analyzing, evaluating, and the result of the discussion with the English teacher on April 11 2008 and 18 April 2008, the main problem faced by the students was the vocabulary mastery.

This research consists of two cycles which were carried out four meetings a week of each cycle. The researcher taught a topic about introducing oneself and others, and study tour or recreation. Each of the cycle consists of six steps, namely identifying the problem, planning the action, implementing the action, observing the action, evaluating and reflecting the result, and revising the plan. Those steps can be explained as follows:

It has been clearly stated that the problem the students encountered difficulty to master vocabulary well. Matter was discussed in the first cycle because it was considered to be the most difficult aspect to master. This section describes in detail the process of

PPP approach to improve the students' vocabulary competence in mastering new vocabulary. This includes (1) general planning; (2) action; (3) observation; and reflection.

2. The main Phase of PPP Approach Applying Teaching Cycle of Vocabulary Mastery

This section presents activities and research findings which are covered in two cycles applying PPP Approach which covers presentation, practice and production.

a. CYCLE 1

1) Identifying the Problem

The problem referred to this study is the students' difficulties in mastering English vocabulary. There were some problems encountered which were caused by the students. The problems caused by the students are as follows: (1) they had difficulties in understanding the meanings of English words; (2) they were not able to pronounce the English words correctly, and (3) they were not so enthusiastic in joining the English class.

2) Planning the Action

In this step, the researcher conducted pre-observation of the English teaching and learning process. He also interviewed the students before the implementation of the action research. He planned to use of the pre-test and the post-test to know the students' vocabulary improvement before and after the action. The test was multiple-choice. The pre-test was conducted on Friday, October 12th, 2008. From the pre-test result, the mean of the students' score was

5, 9.

The researcher, then, made lesson plans for Cycle 1. He prepared teaching materials based on the new topics. He planned two topics. The topics were based on the curriculum. In deciding the topic, he discussed the teaching preparation with the collaborator. The topics were *Introducing Oneself and Others*, and *Describing a New Friend*. He then prepared pictures and students' work-sheets dealing with the topic.

3) Implementing the Action

In this step, the researcher, as the teacher of the class, conducted the action by teaching the fifth grade students of Elementary School Purwoasri 02 Kediri applying PPP approach using pictures, imitation, and real objects.

a) The first meeting (09.30 a.m. – 10.40 a.m.)

The first meeting was conducted on Friday, November 7th, 2008. The topic was introducing oneself and others. The researcher, as the teacher of the class, asked the students what they say if they meet their friends. They answered "hello" and others answered "selamat pagi". Then, he showed them a picture and asked a question about the picture. Three students answered the questions saying that the picture was about "perkenalan" and one student answered that it was "introducing". He told them that their answer was correct.

The researcher brought a set of pictures related to the topic in front of the class. He showed one of the pictures about introducing oneself to the students and asked questions about the picture. He, then, showed a model of *Introducing Oneself*. The model is as follows:

Good morning everybody.

My complete name is Rizky Amalia.

My nickname is Rizky.

I am Rizky.

Call me Risky.

The researcher wrote down the words “fine, introduce, complete name, nick name and call” on the blackboard and spelled the words with the students. He also pronounced and spelled the words repeatedly. He asked some students to introduce themselves.

After finishing introducing oneself, he showed a model of *Introducing Others*. The model is as follows:

Ikhsan : Jefry, this is Winda.

Winda, this is Jefry.

Jefri : How do you do. Nice to meet you.

Winda : Nice to meet you, too.

The teacher, then, gave a chance to two students to be models, one of them expressed *Introducing Oneself* and the other one expressed *Introducing Others*, both of them showed those expressions in front of the class. He pointed the student Riski Amelia to show the model of expressing *Introducing Oneself* and Ikhsan to show the model of expressing *introducing others*. He pointed them because they are used to be brave enough and good enough to pronounce the English words.

Riski Amelia expressed her complete name and her nick name. The next activity, the teacher asked her a question about her complete name and her nick name. He, then, asked all students to pronounce and to spell the word and the phrases as follows: *fine, complete name, and nick name*. Jefri expressed a model of introducing others using *this*

is. The model is stated above. Then, the teacher asked him a question about *introducing others* using *this is*. He, then, asked all students to pronounce and to spell the expressions as follows: this is, How do you do, Nice to meet you, Nice to meet you, too.

The researcher were listening the students' pronunciation intensively while they were pronouncing the words. He corrected their pronunciations after they finished pronouncing the words.

Then, he gave a chance to all students to practice introducing oneself and others.

After explaining and giving some chances to the students to write down the new words on their books, the teacher asked them to pronounce the words loudly.

In the next activity, the teacher gave a model of greeting, giving other example of introducing oneself and others, and asking where one lives.

1. A Model Greeting.

Teacher : Good morning, students.

Student : Good morning, Sir.

Teacher : **How** are you this morning?

Student : We are fine, thank you.

Teacher : Nita. Come here and **introduce** yourself!

Nita : Good morning, everyone. I am Ranita. **Call** me Nita.

2. A Model of Introducing Oneself and Others.

Andi : Do you know Priska?

Doni : No, I don't.

Andi : Priska. **This is** Doni. Doni, this is Priska.

Doni : Hello, Priska. Nice to **meet** you.

Priska : Hi. Nice to meet you, **too**.

3. A Model of Asking Where One Lives

Dewi : Hello, I'm Dewi. What's your name?

Dani : Hello, Dewi. I'm Dani Perdana. Please **Call** me Dani.

Dewi : Where do you live, Dani?

Dani : I **live** at 27 Achmad Yani Street.

Dewi : Oh, do you?

Dani : **Yes**, I do. (9)

Dewi : I **live** on Jl. Achmad Yani, too. So, we are **neighbor**.

Dani : Are we?

Dewi : Yeah. I live at 8 Achmad Yani Street.

The researcher showed a model of making sentences using key words given in bold-type. One of the examples is given in model number one above.

In the last activity of that day, the teacher reviewed the lesson and gave them homework. He asked them to write the new words given and to make simple sentences about their new friends using the new words.

b) The second meeting (09.30 a.m. – 10.40 a.m.)

The second meeting was conducted on Friday, November 14st, 2008. The topic was *My Identity*. The activity was the continuance of the first meeting. The researcher checked their homework and asked them to write their identities on the blackboard. Sometimes, he corrected the errors made by the students. He also asked them to pronounce the words. There were some students who paid attention to the activity, but

there were also some students who were busy with their own activities. He tried to attract the students to pay attention to his way of teaching by presenting a cluster about *My Identity*. He asked them to find out words connected with the topic. It seemed that they were so enthusiastic to find them. In the presentation phase, the researcher gave a model of describing his own identity orally. The students paid attention to it. Then, he and one of the students stood in front of the class demonstrating a model of describing identities and the other students tried to catch the idea of the activity. He also asked the students repeatedly about the words used in describing identity orally and he wrote them on the board. In the end of the presentation phase, he gave a chance to the students to write their own identities in their books. They wrote down their identities enthusiastically.

In the early practice phase, he gave a chance to the students, represented by one student from all of the groups, to practice describing their own identities orally then written form. Every representative student practiced it in turn. Finally, he asked the students to practice it with their partners. The class was crowded, but they enjoyed doing the final practice.

In the Production phase, the researcher asked the students to describe their own identities based on the words provided on a piece of paper. He asked the students to ask any questions about the way how to describe an identity. The students who had difficulties asked questions to him and he answered their questions. He gave homework about describing identity.

At the end of the meeting, the researcher told them a new topic that would be discussed in the next meeting.

c) The third meeting (09.30 a.m. – 10.40 a.m.)

The third meeting was conducted on Friday, November 21st, 2008. The topic was *A New Friend*.

In the presentation phase, the researcher gave four cards which written with the connected and unconnected words with a new friend to each group. Every group received the two kinds of cards. He asked the students to find the suitable words with a new friend. He and all of the groups tried to find the suitable words connected with a new friend. Every group had to try to stick the suitable words with a new friend on board.

After finding the correct answers on the board, he pronounced and spelled the words. He, then, discussed the words with the students. The discussion was supposed to understand the meaning of the words.

The next activity, the teacher gave a model of how to complete closed test in the form of simple reading about a new friend with the suitable words. He, then, discussed the synonyms-antonyms and the content of the text with the students. In the end of presentation phase, he gave a text but different pronouns. In the practice phase, the researcher read a new friend text aloud and the students listened to what he read attentively. He asked them to read the text and they read it aloud. He corrected their pronunciation. He asked the students to answer his questions about the text. They tried to find the correct answers. He and the students discussed the vocabularies which were used in the text. He asked the students to do the tasks about a new friend. He gave them a chance to find the synonym and the antonym of the words which were underlined and to complete the text with suitable words.

In the Production phase, the researcher asked the students to fill the closed test of simple reading text about a new friend using suitable words provided in the box.

Before closing the lesson, he also asked them to repeat the pronunciation of the new words. He gave a short explanation related to the meanings of the new words. At the end of the teaching process, he gave them homework.

d) The fourth meeting (09.30 a.m – 10.40 a.m)

The fourth meeting was conducted on Friday November 28th, 2008. The topic was still *A New Friend*. After the researcher checked the students' homework, he repeated the vocabulary taught in the previous meeting to check their understanding.

In the presentation phase, the researcher showed a picture of boy to the students and they looked at the picture. Then, he read a text which describes the picture of boy and they repeated what he read. He discussed the questions related to the text with the students and they responded to his questions.

In the practice phase, the researcher asked some questions related to the boy's identity and the students answered his questions. He led them to pronounce and to read the words correctly and they repeated what he said. He and his students practiced describing the boy in picture.

In the Production phase, the researcher asked the students to write the description of the boy's picture on a piece of paper. They wrote down it based on the words provided.

In the last activity of that day, he reviewed the lesson and gave them homework. He asked them to write the new words given and make simple sentence about a new friend's identity using the new words.

4) Observing the Action

The result of the observation can be explained as follows:

a) The first meeting

In the first meeting, the class was rather noisy. They walked around and chatted a lot. Some students especially those who were in the back rows disturbed each other. There was much time wasted to warn the students to join the class. When the teacher showed a picture in front of the class, they began to pay attention to the researcher and tried to know what the picture was about. Generally, in the first meeting, there were some students who were not active in the teaching and learning process. He tried to attract their eagerness to know more about the material by showing pictures, asking some questions about the pictures, and giving them reward.

b) The second meeting

In the opening activity, the class was still noisy. There were some students who were still chatting. The researcher tried to lead them to review the past material and to connect it with the new one. When he gave a model of *Describing Identity*, there were some students who were not interested in it. The following activity was showing a model of *Describing Identity* done by both of the teacher and one student in front of the class. The others wanted to try and to describe their identities in front of the class. He asked questions to the students about *Describing Identity* repeatedly. The majority of them were so enthusiastic to answer his questions.

The students had some difficulties in writing and spelling words when they wrote down their identities. They were still ashamed when the teacher asked them to practice

describing their identities in front of the class. Actually the second meeting was better than the first meeting. There were some students who began to show up their interest in the English class.

In the end of the meeting, there were four students who were still confused about describing their identities and he guided them to do the exercise and they were able to do it.

c) The third meeting

The researcher distributed four cards about a new friend to each group and, of course, they wanted to know the English words on the cards. He asked the students to find the suitable words with a new friend. They were curious to know the four cards they received and competed to get the correct answers on the board. The researcher guided and supported them to find the correct ones. He checked the answers with them. They were satisfied in joining this activity. There were only three students who looked passive and confused to join it. He tried to help them to understand the goal of this activity. They started to catch the idea of that activity.

The researcher showed them how to spell and to pronounce the words about a new friend stated on the board. Then, they repeated to spell and to pronounce the words loudly. When he asked them to spell and pronounce the words individually some of them were still ashamed to do that. He motivated them to spell and to pronounce the words loudly.

The questioning technique which was done by the researcher made the students eager to know the answers. They were able to answer the questions. The way how to use words into phrases and sentences was also done by him. It was given so that the students understand how to make simple sentences. They were so interested in the process of finding the synonyms and antonyms. Then, they rearrange the jumbled words into sentences. They looked serious in completing the text. They assumed that the text was so difficult but after he explained and guided them, they were very pleased to find the correct words.

There were only two boys disturbing the girl who was sitting in front of them. The students' response was good. Although some students did not pronounce the answers correctly yet, they tried to answer the teacher's questions well.

In general in this meeting, the class ran well. The class was alive and the students enjoyed joining this class.

d) The fourth meeting

Some students did their exercises individually and some worked collaboratively with other students. Only three students were bored in doing the exercises, but the rest were enthusiastic in finding the correct answers. Eventhough, this meeting contained more difficult materials than the previous ones. They enjoyed joining this class. They competed getting the true answers from the teacher's questions. Most of them were active to respond all of the teacher's questions and explanation.

5) Reflecting the Action

From the observation, the researcher noted that the process of teaching and learning vocabulary using PPP generally ran well. The students were interested in the

activities involving the use of PPP. Their high interest could be seen from their response when the teacher presented a pictures and a doll. When he showed them the pictures and the doll, he acted and asked questions about them. These activities made them at ease and enjoy joining the practice phase. Those activities assisted them in understanding the new vocabulary. The interesting conditions also made them easy to do the tasks in the production phase. Even though some students were bored and did not pay attention to those activities, the researcher assumes that the condition was caused or influenced by the monotonous activities in the previous teaching and learning process.

Thus, by analyzing the result of the observation, the researcher concludes that the uses of the three phases of PPP approach are generally appropriate to be applied in teaching vocabulary in Elementary school. However, it should be followed by various activities, so that the students will not be bored but be active in joining the teaching and learning process.

From the reflection of the observation above, the researcher concluded that Cycle I needs to be continued to Cycle 2. The teacher should motivate the students to join the class well although there was improvement in their vocabulary mastery. This can be seen from their average scores which increase 1, 2 points, from 5.9 to 7.1.

6) Revising the Plans

Based on the result of the evaluation above, the researcher then made some improvements in applying PPP approach to solve the problem arising in Cycle 1. First, the researcher replaced the previous pictures with colorful ones to attract their attention and to motivate them to join the teaching and learning process. Second, the researchers

conducted the teaching and learning process involving small group works. Bridal (2008: 3) states that “Children in primary school become happy when they are told to work in the company of others because of the fact that they like to work with others and learn from them, which show their appreciation of group works”. Third, the researcher did not force them

to be always correct in answering his questions but he gave them more chances to think and to do the activities in teaching and learning process. Finally, the clever students should be distributed evenly in all groups.

The activities will be implemented in the next cycle. It is hoped that those activities can be used to overcome the students’ problem in cycle 2 and to increase their vocabulary mastery and their role, especially in the practice phase.

b. Cycle 2

1) Identifying the Problem

The problem identified in cycle 1 was the students’ motivation and attention in learning English was not high. This could be seen from their responses to the teacher’s actions and explanation during the teaching and learning process. This problem needed to overcome in Cycle 2.

2) Planning the Action

Before doing the second cycle, the researcher prepared the action to overcome the problem in the first cycle. The preparation covered with lesson plan, students’ worksheet, and pictures about study tour. Because of the limited time, the researcher conducted two meetings a week.

3) Implementing the Action

This second cycle was principally not different from the first cycle. There will be an improvement in the application of PPP approach. The teacher, in teaching in Cycle 1 was in a hurry. It made the situation of the class less enjoyable. The members of the groups used in Cycle 2 were different from the ones used in Cycle 1. In Cycle 2, the researcher divided the students into small groups; every group only consists of five members, he gave more activities in the practice phase, and he distributed the clever students evenly in all groups.

a) The first meeting (09.30 a.m. – 10.40 a.m.)

The first meeting was conducted on Friday, December 5th, 2008. The topic was study tour. The researcher just reviewed the lesson for a few minutes. Then, he asked them to form themselves into groups. After the groups were formed, he distributed copies of the picture about going to the waterfall. He asked them to write in simple sentences the things and activities found on the picture. He also asked them to determine the first activity up to the latest one of going to the waterfall. In this activity, he sometimes helped them do the task. Then, he asked the students to come forward to write the answer on the blackboard. After finishing the task, they were asked to read the sentences loudly.

b) The second meeting (09.30 a.m. – 10.40 a.m.)

The second meeting was conducted on Friday, December 12th, 2008. The topic was *Study Tour*. The activity was the continuance of the first meeting. The researcher checked their homework. Most of the students paid attention to the researcher, but there were also some students who were busy with their own activities. He tried to attract the students to pay attention to his way of teaching by presenting a cluster about *a waterfall*.

He asked them to find out words connected with the topic. It seemed that they were so enthusiastic to find them.

In the presentation phase, the researcher gave a model of describing *a waterfall* orally. The students paid attention to it. Then, he and one of the students stood in front of the class demonstrating a model of describing *a waterfall* and the other students tried to catch the idea of the activity. He also asked the students repeatedly about the words used in describing identity orally and he wrote them on the board. In the end of the presentation phase, he gave a chance to the students to write their own identities in their books. They wrote down their identities enthusiastically.

In the practice phase, he gave a chance to the students, represented by one student from all of the groups, to practice describing their own identities orally then written form. Every representative student practiced it in turn. Finally, he asked the students to practice it with their partners. The class was crowded, but they enjoyed doing the final practice.

In the Production phase, the researcher asked the students to describe *a waterfall* based on the words provided on a piece of paper. He asked the students to ask any questions about the way how to describe *a waterfall*. The students who had difficulties asked questions to him and he answered their questions. He gave homework about describing identity.

At the end of the meeting, the researcher told them a new topic that would be discussed in the next meeting.

c) The third meeting (09.30 a.m. – 10.40 a.m.)

The third meeting was conducted on Friday, December 19th, 2008. The topic was *Study Tour*.

In the presentation phase, the researcher gave four cards which were written with the words related to *A Waterfall* to each group. He asked the students to find the suitable words with *A Waterfall*. He and all of the groups tried to find the suitable words connected with *A Waterfall*. Every group had to try to stick the suitable words with *A Waterfall* on board. After finding the correct answers on the board, he pronounced and spelled the words. He, then, discussed the words with the students. The discussion was used to understand the meaning of the words.

The next activity, the researcher gave a model of how to complete closed test in the form of simple reading with the suitable words about *Dholo Waterfall*; it is a famous waterfall in Kediri. He, then, discussed the content of the text with the students. In the end of presentation phase, he asked questions about the content of the text and they were so enthusiastic to answer the researcher's questions. Every students who were able to answer the questions, he asked them to give an applause.

In the practice phase, the researcher read *Dholo Waterfall* text aloud and the students listened to what he read attentively. He asked them to read the text and they read it aloud. He corrected their pronunciation. He asked the students to answer his questions about the text. They tried to find the correct answers. He and the students discussed the vocabularies which were used in the text. He asked the students to do the tasks about *Dholo Waterfall*. He gave them a chance to find the synonym and the antonym of the words which were underlined and to complete the text with suitable words provided in the box.

In the Production phase, the researcher asked the students to fill the closed test of simple reading text about *Dholo Waterfall* using suitable words provided in the box.

Before closing the lesson, he also asked them to repeat the pronunciation of the new words. He gave a short explanation related to the meanings of the new words. At the end of the teaching process, he gave them homework.

d) The fourth meeting (09.30 a.m. – 10.40 a.m.)

The fourth meeting was conducted on Tuesday, December 23rd, 2008. In this meeting, the students were still in groups. He distributed copies of a picture which was different from the one given in the last meeting. The topic was still *Dholo Waterfall*. After the researcher checked the students' homework, he repeated the vocabulary taught in the previous meeting to check their understanding.

In the presentation phase, the researcher showed a picture of *Dholo Waterfall* to the students and they looked at the picture. Then, he read a text which describes the picture of *Dholo Waterfall* and they repeated what he read. He discussed the questions related to the text with the students and they responded to his questions.

In the practice phase, the researcher asked some questions related to *Dholo Waterfall* and the students answered his questions. He led them to pronounce and to read the words correctly and they repeated what he said. He and his students practiced describing *Dholo Waterfall* in picture.

In the Production phase, the researcher asked the students to write the description of *Dholo Waterfall* on a piece of paper. They wrote down it based on the words provided.

In the last activity of that day, he reviewed the lesson and gave them homework. He asked them to write the new words given and make simple sentence about *Dholo Waterfall* using the new words.

4) Observing the Action

a) The first meeting

The class was rather noisy, especially, when the students formed groups but, the activities generally ran well. They focused their attention to their own group. They discussed the task together. They tried to do what the teacher told them to do.

b) The second meeting

The class was not too noisy. They were sitting in groups. Because the picture was rather complex, no one was noisy. They enjoyed the discussion activity. They asked the researcher if they found difficulties.

c) The third meeting

As in the previous meeting, they were in groups and ready to join the lesson. It can be said that the teacher could manage the class well. To make the students in order and pay attention to the activity, he moved around and checked them from one group to another group. They were so happy when the teacher asked them about their activities in the study tour.

d) The fourth meeting

In the last meeting, the students were able to arrange the jumbled words into the correct sentences in the topic of *Dholo Waterfall*. They worked in groups and the groups

were alive; they enjoyed doing the task although they seriously did it. Most of the students were able to do the task well.

5) Reflecting the Action

After analyzing Cycle 2, the researcher found that the students still remembered the vocabulary taught. They were able to answer the teacher's questions well and they also were able to do the discussion well. It means that they were able to grasp and to memorize the meanings of the words taught to them.

In Cycle 2, although the class was still noisy, the class was more in order. The students, who seem to be ashamed, began to have the courage show up their ability. The observer said that the teacher had tried very hard to manage the class. In Cycle 2, the researcher used some different activities from those in Cycle 1. The activities used in Cycle 2 made the students behave more orderly and pay more attention to the lesson.

At the end of Cycle 2, the researcher, based on the data, conducted the post-test. The mean score of the pre-test was 5, 9 and the mean score of the post-test was 8, 1. There was an improvement of the students' vocabulary mastery after Cycle 2 was conducted.

(a) The Strengths and the Weaknesses of PPP Approach in Improving Vocabulary Mastery for Beginners Based on the Research Findings

(1) The Strengths of PP Approach in Teaching Vocabulary for Beginners

The students enjoyed joining in teaching-learning process because PPP approach can be done in the fun situation, using picture, action, imitation, and real object. And, the

teacher is easy to prepare and apply the concept of PPP approach because he can use the classroom environments to teach the vocabulary of school context.

Exposure, in the presentation phase, is used to introduce the new words so that the students have preparations to join in practice and production phases. This makes the teacher easy to make the students understand and memorize the new words.

The three phases of PPP approach, especially in practice phase, the students can improve their vocabulary mastery that will be used to communicate with others, in this phase they have a chance to practice communication with others after they have a model in the presentation phase. This makes the teacher easy to ask a question the new words and guide them to communicate with others because they have preparation in the presentation phase.

In the practice and production phases, the students can perform and transfer their improvements of their vocabulary mastery in reading and writing activity because they get a model from their teacher. This makes the teacher easy to correct their pronunciation and to make them understand in reading and writing activity because they get a model from presentation phase.

(2) The Weaknesses of PPP Approach in Teaching Vocabulary for Beginners

The students sometimes feel confused to see the model done by the teacher in presentation phase. And, It is also difficult for the teacher to be a model of all vocabularies.

The students cannot get the new vocabulary a lot because it must be presented in the presentation phase that needs more time to do it.

It seems that PPP approach, using a very controlled practice that makes the students and the teacher are not free to do it.

B. Discussion

This section presents the discussion of the research finding concerning with the improvement of the students' vocabulary mastery, the students' responses to the vocabulary teaching using PPP approach and problems faced by the researcher during the research.

There was improvement dealing with the students' vocabulary mastery in each cycle. The students' improvement in Cycle 1 and 2 was satisfactory. It can be seen from the result of the students' exercises in each meeting. Most of them were able to do them well. Their grades improved in each meeting. The students could grasp and remember the vocabulary. It was proved by the computation of the test scores. The mean score of the post-test conducted in Cycle 1 was 7.1 while in Cycle 2 was 8, 2. It was better than the mean score of the pre-test, which was 5, 9.

The researcher noticed that some students had good improvement in their pronunciation. After the students were given certain vocabulary, they were able to name and pronounce the vocabulary in the following meeting. They were interested in answering the teacher's questions. They were also able to do the exercises that the teacher gave. They were more active in joining the teaching and learning process. They enjoyed working in groups to discuss the exercises that the teacher gave.

The researcher faced some problems during the action. The pictures which were used sometimes were incomplete. To support the activity, the researcher gave other pictures in different copies. The teacher's material and the book which was used were

limited. So, the researchers used other supporting books to overcome this problem. In Cycle 1, he had difficulty to present the vocabulary that was able to attract all students' attention. Because there were too many students in the class, the students did not follow the activities well. The researcher could not manage the students easily. The class was so noisy. The students chatted and moved around, especially in the discussion activity. Not all of them focused on their explanation. To solve this problem, the researcher asked them to do the exercises randomly.

In Cycle 2, although the class was still noisy, the class was more in order than in Cycle 1. The researcher did the activity in groups. It made the students focused on the lesson. They discussed the questions to each other to answer the task.

Based on the explanation above, it can be seen that H_0 is rejected. It can be concluded that teaching English vocabulary for Elementary School students using PPP approach can improve the students' vocabulary mastery. This is also supported by the result of the tests. In the pre-test, the mean of the students' scores is 5, 9. In the post-test of Cycle 1 the mean of the students' scores is 7, 1. And in the post-test of Cycle 2, the mean of the students' scores is 8, 2. It means that there is a significant different between the results of the pre-test and the post-test of cycle 1 and 2. From the analysis, it is found that the t-test computation between the pre-test and the post-test 1 (21, 11), the t-test computation between the post-test 1 and the post-test 2 (12, 67), and the t-test computation between the pre-test and the post-test 2 (20, 23). They are higher than the table (2.05). This means that there was a significant improvement of the students' vocabulary mastery. The students' behavior and ability when joining the

English class also indicate that there is an improvement of the students' vocabulary mastery.



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The result of this action research shows that PPP approach can significantly improve students' vocabulary mastery. From the observation, it was showed that the students were able to understand and use the vocabulary. Teaching vocabulary using PPP approach was able to attract the students' interest in learning English. Some students were able to pronounce words correctly. They also did all their homework. The students were not only able to grasp the meaning of the vocabulary but also able to memorize the vocabulary in the following meeting.

The students' vocabulary improvement can also be proved by the result of the test scores computation. In Cycle 1 the mean score improved from 5, 9 (the pre-test) to 7, 1 (the post-test). In Cycle 2, it improved, become 8, 2 (the post-test). From the analysis of the t-test, the result of the computation between the pre-test and the post-test 1 is (21, 11), between the post-test 1 and the post-test 2 is (12, 67), and between the pre-test and the post-test 2 is (20, 23) those values are higher than the value of t-table (2.05). The t-test result showed that there was a significant improvement of the students' vocabulary mastery before and after the research was conducted. It means teaching vocabulary using PPP approach can improve the students' vocabulary mastery.

C. Implication

In teaching vocabulary to children, it is important to implement appropriate techniques and teaching aids. The use of PPP approach in teaching vocabulary to children has proven to be an effective way of improving young learners' vocabulary mastery. It should be remembered; however, that teaching vocabulary using PPP approach will be effective and efficient if the PPP approach is applied using appropriate techniques. Selecting a way of teaching vocabulary should be based on the class situation and the students' condition. An appropriate technique that has been proven to be an effective way of teaching vocabulary using PPP approach especially is in Elementary School.

D. Suggestions

In accordance with the conclusion above, the researcher gives some suggestion. It is hoped that the research can, at least, become an input in determining the appropriate teaching technique, which can improve the students' vocabulary mastery.

1. To the Teachers

In the process of teaching and learning, every teacher always hopes that the objective of teaching can be achieved successfully. Based on the result of this research, the researcher would like to give a suggestion, in the hope that, it will be useful in improving Elementary School students' vocabulary mastery.

In teaching the four language skills, the teacher should concentrate to the way how to master the vocabulary using presentation, practice and production. Based on this research finding, it makes the students easy to understand the material in the four language skills.

2. To the Students

It is important for the students to pay attention to the three phases of the PPP approach while learning English in the class. They should practice their pronunciation in order to be more fluently. Using learning aids such as pictures, songs, imitations, and real objects will help them to understand new words and memorize them when they learn English themselves.

3. To the Institution

As a formal place to have knowledge in the field of education, it is better for Sebelas Maret University Surakarta to make a regular program of learning innovation in the form of workshop to improve the capability of English teacher, especially for Elementary School English teachers. It is an important thing to conduct because the reality of Elementary School English teachers usually uses conventional approach, for instance explanation much in teaching English. This does not involve the steps of exposure or presentation, practice or learning to do, and production or to produce what the students get after practice.

The workshop program is a place for English teachers to have good competency and it is hoped they are able to apply it in their real teaching-learning-process.

4. To other Researchers

This research studies the use of PPP approach in teaching vocabulary to children. It is hoped that the result of the study can be used as an additional reference for further researches in different contexts.



BIBLIOGRAPHY

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineksa Cipta
- Baker, S. K., Simmons, D. C., & Kameenui, E. J. 1995. *Vocabulary Aquisition Synthesis of the Research*. (Tech. Rep. No. 13). Eugene: University of Oregon, National Center to Improve the Tools of Educators.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*. United Kingdom: Cambridge University Press.
- Byrne D. 1976. *Teaching Oral English*. London: Longman
- Coulthard M. 1985. *An Introduction to Discourse Analysis 2nd Edition*. London: Longman
- Crystal, D. 2003. *Cambridge Encyclopedia of the English Language*. Cambridge University Press. ISBN 0521596556.
- Dakin J. 1973. *The language laboratory and language learning*. London: Longman
- Depdiknas. 2003. *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Dasar* Jakarta.
- Elliott, J. (1996) *Action Research for Educational Change*, Open University Press.
- Gower, Roger. Philips, Diane., & Walters, Steve. 1995. *English Language Teaching*: Heinemann
- Gairns, Ruth; Redman, Stuart. *Working with Words*. Cambridge : Cambridge University Press, 1986. ISBN 0-521-31709-6.
- Gu Yongqi and Johnson, R. K., 1996. *Vocabulary learning strategies and language learning outcomes*. *Language Learning*, 46(4), 643-679.
- Harmer, Jeremy. *The Practice of English Language Teaching*. London : Longman, 1991. ISBN 0-582-04656-4.
- Hatch, Evelyn; Brown, Cheryl. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press, 1995. ISBN 0-521-47942-8.
- Huckin, T., Haynes, M. and Coady, J., 1993. *Second Language Reading and Vocabulary Learning*. Norwood, N.J.: Ablex Publishing Corporation.
- Kemmis S and McTaggart R. 1982. *The Action Research Planner*, Deakin University Press.
- Kim, F. 1996. *A Book About Semiotics*. New Jersey: Ablex Publishing Company.
- Lewin, K. .1946. Action Research and Minority Problems, *Journal of Social Issues*, Vol.2.

- Matthews A. et al 1985 *At the Chalkface: Practical Techniques in Language Teaching*. Ed. Arnold
- Lee, W.R. 1985. *Language Teaching Games and Contests*. London: Oxford University Press.
- Melvin, L. Siberman. 2004. *Aktif Learning, 101 Cara Belajar Siswa Aktif*. Bandung: Nusamedia dan Nuansa.
- Maera, P. 1980. *Vocabulary Acquisition. A Neglected Aspect of language Learning. Language Teaching and Linguistics.*: Abstract: 221- 46.
- Morgan, John; Rinvoluceri, Mario. *Vocabulary*. 2nd Edition. Oxford: Oxford University Press, 2004. ISBN 0-19-442186-4.
- Nation, P. 1991. *Teaching and Learning Vocabulary*. New York: Newbury House.
- Nation, I.S.P. (2001). *Language Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nunan D. 1988 *Syllabus Design* OUP _ 1989 *Designing Tasks for the Communicative Classroom* CUP.
- O'malley, J. M. and Chamot, A.U., 1990. *Learning Strategies in second Language Acquisition*. Cambridge University Press.
- O'malley, J. M., Chamot, A.U., Stewner-Manzanares, G., Kupper, L., and Russo, R. P., 1985. *Learning Strategies Used by Beginning and Intermediate*.
- Oxford, R. and Scarcella, R. C., 1994. *Second Language Vocabulary Learning among Adults: State of the Art in Vocabulary Instruction*. System, 22(2), 231-243.
- Oxford, R. L., 1990. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.
- ESL students. *Language Learning*, 35(1), 21-46.
- Quirk, R.S. 1991. *Longman Dictionary of Contemporary English*. London: Longman.
- Richards, J. C. (ed.), 1998. *Beyond Training*. Cambridge University Press.
- Richards, J. C. and Pennington, M., 1998. *The First Year of Teaching*. In J. C.

Rokeach, M., 1968. *Beliefs, Attitudes, and Values: A Theory of Organization and Change*. San Francisco: Jossey-Bass.

Thornbury, S. 2002. *How to Teach Vocabulary*. Series Editor: Jeremy Harmer. London: Longman.

Ur, P. 1996. *A Course in Language Teaching, Practice and Theory*. Cambridge: Cambridge University Press.

Wenden, A. and Rubin, J. (eds.), 1987. *Learner Strategies in Language Learning*. Englewood Cliffs, N.J.: Prentice-Hall.

Willis J. 1981. *Teaching English Through English*. London: Longman

