

CHAPTER 1

INTRODUCTION

A. Background of the Study

Learning English is one of the most important things in this sophisticated world. Almost all matters use English terms. Besides for communicating with other people from all over the world, we can get a lot of knowledge by learning English. Most of science books are written in English. In this globalization era, English is really needed. For example when we want to get information by browsing internet, English is the most language which is used to access it. Now, also available newspaper and magazines in English. There are so many reasons why English becomes the interesting thing in our life and we need to learn English from the early age.

Nowadays, almost all elementary schools and even kindergarten schools begin to introduce English as a foreign language although English is not a compulsory subject. Teaching English at the early age will be the basis for the higher level. Hueberner explains that only by an early start could language mastery be assured. Clark (1997: p. 322-326) stated that the proper age to study English or other foreign language is actually suitable when the learner is young age. In the third and fourth years, the process of natural acquisition continues to develop and become richer. This is a period of great creativity and imitation. Children begin to resemble closely the norm of the adults who surround them. Compared to the adult, children are more able to accept new things on their surrounding and they are quicker to learn something. If the children are introduced to English and use the English in their daily life regularly, they will be fluent to speak English. It means that at the early age is better for children to learn English.

The important element that cannot be separated from teaching English is English vocabulary. It will be difficult to learn English if we lack vocabulary mastery. Hardjono (1988: p. 71) states, “Dari semua aspek dasar bahasa asing yang dikuasai siswa dalam proses belajar, aspek kosakata yang paling penting, tanpa penguasannya tidak mungkin orang bisa menggunakan bahasa asing.” Meanwhile, Edge (1993: p. 27) in his book “Essential of English Language Teaching” gives the similar explanation about how important vocabulary is. He points out knowing a lot of words in foreign language is very important. The more words you know the better your chance of understanding or making yourself understood. Vocabulary is fundamental in language so teaching vocabulary earlier is better than teaching it later.

Teaching vocabulary to children is not simple and not easy. The teachers have to give the example how to pronounce the English words correctly and repeated some times in order children will remember long lasting. This is caused children learn English as a foreign language at the first time. Most of the English words are very different in letters and the way to pronounce. It is necessary to make them understand how to pronounce and how to write the English words. Every new word should be pronounced correctly by the teacher and repeated by the students and by each of the students to help the students remember it longer. It is to prevent students pronounce the words equal to the letters. Teaching foreign language must be introduced orally first, not in written to avoid the students pronounce the English words equal to the letters.

English in kindergarten can be a basic knowledge for children in learning English further. It is the appropriate age for children to accept new information. Nowadays, almost all kindergarten schools add English as an extra subject. So, it is appropriate for the writer to choose kindergarten school to conduct a research study.

Some kindergarten's teachers say that the failure of teaching and learning process in which the children became uninterested in learning English is that they think English is a difficult subject. During the process of teaching and learning, the students do not listen to the teacher's explanation. The teacher is difficult to make them interested in following the lesson. They like more laughing and talking with their friends even some children are walking in the classroom when the teacher gives the explanation. Only a few students who listen the teacher's explanation but they could not do the exercise well. All these matters happened because the teacher is not maximum in using the teaching technique to explore and increase the students' interest in learning English, teacher only uses books and pictures in presenting the words. Young children learn better in enjoyable situations. So, teacher should create creative teaching technique to motivate them so that they will feel fun and listen their teacher's explanation during the process of teaching and learning.

Teachers need an effective technique to teach English to children in order to stimulate and motivate the children in learning English as a foreign language. If the teachers' technique is monotonous, students will feel bored and not interested in following the lesson. It is the teachers' job to make the children fun and no burden when they learn the new language. Teachers also need media to make the process of teaching and learning easier and children are more interested in the lesson. Sadiman (1996: p.6) states "Media adalah segala sesuatu yang dapat digunakan untuk menyalurkan pesan dari pengirim ke penerima sehingga dapat merangsang pikiran, perasaan, perhatian, dan minat serta perhatian siswa sedemikian rupa sehingga proses belajar terjadi." Based on the Sadiman's statement, we know that media is important as teaching aids, to increase the students' interest and to help the students' understanding.

Teaching English to children is different from adult. There are many techniques to teach vocabulary. According to Cross (1991: p.5), there are several ways of making clear the meaning of a word, and these may be used alone or in combination. They are ostensive means, verbal definition, audio presentation and running context. Teacher should observe to find the best technique for their students.

One of the vocabulary presentations that bring many objects and pictures is ostensive. Ostensive means showing. It does not limit the ostensive technique to only those things which can be found in the classroom. There are also ways to show the meaning of words and concepts from the world outside the school. Children understand and retain the meaning better when they have seen some objects associated with it. It means that by using real objects, students will be more interested and easy to understand the meaning and able to remember on their mind long lasting. Learning by giving the examples directly to the students can make the students easier to understand because all the things that they have already seen automatically exist in their memory.

Learning a foreign language is a new experience for children. Teachers have to be creative so that children will feel fun and think that learning English is not difficult. And they will be easy to memorize the meaning of English words. Based on phenomena found in teaching English for children, the writer chooses a classroom action research focusing on the technique of teaching vocabulary using ostensive. The use of real object as visual materials is interesting and has purposive communications, as stated by Kemp (1963: p.3) as follows:

When such visual and also audiovisual materials as photograph, slides, film strip, overhead transparencies, and motion pictures are carefully prepared and properly used, they can:

- Increase understanding of a topic
- Add interest to a subject
- Lengthen the retention time of information
- Teach a skill effectively
- Contribute to a desirable attitude

- Stimulate people to action
- Offer experiences not easily obtained in other ways

Ostensive is teaching visual aid. Wittich and Sceuller (1979: p.30) say that children begin to develop a visual vocabulary that takes on meaning as they interact with and affect things or processes they see. This technique is to solve the problems during preliminary observation in the kindergarten school. Here are some problems which were observed during the process of teaching and learning in TK Dharma Wanita Gawanana:

1. The students could not remember the English words form well because the teaching and learning process is only once a week.
2. The students could not arrange the English words correctly. Their teacher still helps them to make a correct word arrangement when the teacher asked one of the students to come in front of the class to do their teacher's command.
3. Teacher could not make all the students active when she asked one of them to do the teacher's command. They laughed with their friends, walked in the class and did not pay attention the teacher.
4. They were not interested in English. They thought that English is a difficult subject because the way to pronounce and write is very different.

By using ostensive in the classroom action research, the writer hopes the problems in mastering vocabulary can be overcome. So, the writer would like to discuss:

Teaching Vocabulary Using Ostensive

**(A Classroom Action Research of Tk Dharma Wanita Gawanana Academic Year
2008/2009)**

B. Problem Identification

According to the background of the study above, there will be several problems related to improving vocabulary mastery in teaching English to children which can be identified as follows:

1. Do the students find difficulties when they learn English at the first time?
2. What kinds of technique can be used to improve the students' vocabulary?
3. How can ostensive make the students interested in learning English?
4. What are the problems faced by the teacher when they teach English to children?
5. Can the use of ostensive increase the students' vocabulary?

C. Problem Limitation

This study is conducted in order to investigate how far children can learn English as a foreign language at the first time especially vocabulary. This study identifies some problems but it is impossible to discuss all the problems. So, the writer would like to limit the problems and only focus on teaching vocabulary to kindergarten students in learning English using ostensive. Ostensive can be represented by the real objects around the environment of the children or by showing the objects not only in the classroom but also from outside the classroom.

D. Problem Statement

Based on the problem limitation above, the writer only focuses on a certain problem related to the efforts to overcome the students' difficulties in memorizing the meaning of English words. The problem can be formulated as follows: How far can ostensive help the students to master vocabulary?

E. The Objectives of the Study

The objective of the study is to find out to what extent the use of ostensive can help the students to master vocabulary.

F. The Benefit of the Study

The research result is expected to be able to give benefits to:

1. Teachers

It is expected that the research can help the teachers get the description about how to use the appropriate technique to teach English for kindergarten students and find out the possible ways to teach English more easily by using real object from their environment.

2. Students

It is expected that the result of the research can improve the students' interest to learn English as a foreign language. They will feel fun and no burden when they learn a foreign language for the first time. It is very important because it will make them feel that learning English is not difficult and can help them for the next level.

CHAPTER II

REVIEW TO THE RELATED THEORIES

A. Teaching English to Children

Young children are quick to learn words but slower to learn structure. This may be because words deal with the real thing and structures are less obviously useful. The development of vocabulary in the early years of the child's life is a part of the process of growing up. From one or two words at one year of age, the vocabulary increases to thousands as the child progresses. Nouns develop first. Relation terms, qualifying terms, and complex sentences come later. Vocabulary development is determined by environment, life patterns, and the influence of parents, teachers, and peers. The teacher's problem is to explore children's language backgrounds, to broaden and deepen experiences, and to help develop new words. Children delight in new words. And this is the teacher's opportunities to teach English as a foreign language to the children.. The ways to handling vocabulary development in school are found by observing more closely how vocabulary develops in the young child. It will be found that words grow out of needs for meeting real-life situations and that make their vocabulary become rich and varied.

Basically, the important thing that the teacher must know is how to grow and increase the children interest in learning English. To reach the aims, the teachers should know the characteristics of their children so that teachers can choose the appropriate method and material for them. Suyanto (2007: p.15-20) stated the characteristics of young learners:

1. Children tend to relate the things they learnt in the class to themselves. For example, they are more interested if the lesson deals with their daily life and their environment.
2. Children are still difficult to differentiate the concrete and the abstract things, the difference between the real life and their imagination. So, teacher should introduce the concrete first. Besides, oral language is not enough for young learners. Cognitive aspect and body language must be involved in it. Teachers can use pictures to give the description of the objects from their environment.
3. Children are more imaginative and active. They enjoy learning through games so they will be motivated to learn English although indirectly. Learning language while playing is an activity that make children fun or can be so-called recreation time out activities.
4. Bored is identical with children when they learn in long period. Their concentration and attention is low. To overcome that problem, the teacher should create creative teaching and learning.
5. Children's life is cheerful. The interesting and colorful picture can interest the children to learn, they will be happy while learning.
6. Children like story and games. Through story, children can be trained to focus their attention for the whole context than for each word. While games will make the children more active and free in using English that sometimes they will pronounce some words with their own version.
7. They will enjoy more doing the exercises by themselves or sometimes with their close friends. They are difficult to share with their friends and tend to be self-centered.
8. Children are not realizing why they learn English although they are interested in learning English. Children can understand a conversation without having to

understand the meaning of each word. Intonation, gesture, facial expression and another body movement can help them to understand a word or sentence that they do not know.

9. The effective way for children to learn a language including English as a foreign language is using the language itself.
10. Last but not least, teachers must remember that children are generally active learners. They will be interested in learning something including foreign language by doing something (learning by doing). Teaching English to children orally is not enough. There are many activities that can use objects or pictures, body movement or expression that can help children to learn language easily. Those activities can help children understand new words or phrases which they have just learnt or heard.

While Brumfit et al (1997: p. v) list some of the characteristics of young learners:

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

B. Review on Vocabulary

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

1. The Definition of Vocabulary

There are many definitions of vocabulary. Here are some definitions of vocabulary proposed by some experts. Burns and Broman (1975: p.27) said that vocabulary may be defined as the stock of words used by person, class, or profession. They also state that almost every individual uses several different vocabularies; they are often designed as hearing, speaking, reading, and writing. Hatch & Brown (1995: p.1) state that the term of vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might used. Meanwhile Hornby (1995: p.1331) defines vocabulary as a total number of words in a language, all the words known to a person or used in particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook in a foreign language. Ur (1996: p.60) also supports those opinions. He says that vocabulary could be defined roughly as the words we teach in the foreign language.

From those definitions above it can be concluded that vocabulary is a list or set of words used in language to express ideas.

2. The Importance of Vocabulary

The result of recent surveys has demonstrated that there is a direct relationship between a successful career and a large vocabulary. People who had achieved distinction in a variety of fields were shown to have vocabularies much larger than the average. A large vocabulary cannot guarantee that people will become a skilled space scientist or an influential educator, but inadequate vocabulary minimizes chances for

success. For many years vocabulary was seen as incidental to the main purpose of language teaching-namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself. Both vocabulary and grammar need to be taught in context and the children should always be given plenty of opportunities to use the language that they have learned in class. This means that they do not just learn the rules superficially, but put them into practice in order to communicate.

Hockett (1958) in Nunan (1998: p.117), one of the most influential structural linguists of the day, went too far as to argue that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Proponents of natural Approach, Krashen and Terrell (1993) in “Language Teaching Methodology” point out that in the early stages of learning and using a second language one is better served by vocabulary than grammar. Meanwhile, Rivers (1983: p.125) has also argued that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Besides, Rivers argues that vocabulary augmentation seems to become easier as one matures, probably because one has a richer knowledge of the world on which to draw. In addition, the more words one’s vocabulary develops, the easier it is to add new words. Furthermore, Fox (1979) in Nunan (1998: p.117) argues that ‘minimum adequate vocabulary’ might be adequate for productive purposes, but that they leave learners seriously under-equipped to deal with authentic language.

From those definitions above, it can be concluded that the development of a rich vocabulary is an important element in the acquisition of a second language.

3. Kinds of Vocabulary

Brewton et al (1962: p.54) state that everyone has two vocabularies, recognition vocabulary and working vocabulary. Recognition vocabulary is made up of all those words one recognizes in written and oral contexts. And working vocabulary is smaller vocabulary consisting of the words one actually uses in everyday speaking and writing. The more one can extend his recognition of words, the greater his chances of enlarging his working vocabulary.

For clearer example, we already have a recognition vocabulary of about 65.000 words. If we were to examine this vocabulary, we would find that most of these words group themselves into areas of activity in which you have some interest and knowledge. We recognize words like *curriculum*, *study period*, and *semester* because of our interest in school activities. It seems safe to say then, that if you have a variety of interests and participate in many activities, we are constantly learning new words even though we may not consciously be trying to enlarge our vocabulary. The most natural way of enlarging our vocabulary is by acquiring groups of words from new experience. On the other hand, the person who has no hobbies or interests is stunting the growth of his vocabulary. He only tries to memorize a certain number of new words and definitions but before long he will begin to forget most of the words he originally memorized. These words will enter his working vocabulary but not as effective as that of the person who leads an active interested life.

Harmer (1998: p. 159) made a distinction between 'active' and 'passive' vocabulary. Active vocabulary is vocabulary that students have been taught or learnt and which they are expected to be able to use. Passive vocabulary refers to words which

the students will recognize when they meet them but which they will probably not be able to produce.

At beginner and elementary levels, it is a good idea to provide sets of vocabulary which students can learn. These words will be practiced so can be considered as 'active'. But at intermediate levels or above, the situation is rather complicated. Because it would be difficult to differentiate which are 'active' and which are 'passive'. For example, a word that has been 'active' through constant use may slip back into the 'passive' if it is not used. A word that students have in their 'passive' may suddenly become 'active' if the situation or the context provokes its use. In conclusion, vocabulary item does not seem to be a permanent state of affairs.

4. Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. One of the problems of vocabulary teaching is how to select what words to teach. The first thing to realize about vocabulary items is that they frequently have more than one meaning. A word may have many meanings and they represent a small fraction of all the possible words in a language. Harmer (1998: p.154) states that a general principle of vocabulary selection has been that of frequency. Teachers can decide which words they should teach on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones the teachers should teach first.

According to Across (1991: p.5), there are two main ways to present (introduce) vocabulary, show the meaning in some way or use language that the students already know in order to make clear the meaning of the new lexical item. The Natural Approach is based on the premise that vocabulary is acquired via comprehensible input; new words are acquired when they are heard in an utterance or in a sentence that is comprehensible. Words have form. The form is a word's shape, when written, and its

sound, when spoken. Some teachers believe that learners should always hear a new word before they say it before they read it. Learners remember best the vocabulary the teacher taught by repeating the words many times especially when they uttered themselves. Besides, Henning in Taylor (1990: p. ix) said that he has shown that when studying new vocabulary, elementary learners pay more attention to the acoustic factor, i.e. the sound of a word, than the semantic, i.e. meaning. In brief definition, vocabulary is central to language teaching and learning.

Notion (1990: p.2) proposed some reasons why vocabulary is taught:

- a. Because of the considerable research about vocabulary. It confirms that vocabulary that is directed toward useful words can give the learners practice in useful skill.
- b. Because teacher is faced with the learners who have limited vocabulary.
- c. Because the learners and the researchers see that vocabulary is very important in learning language.

According to Harmer (1998: p.161-162), there are many occasions when some forms of presentation or explanation is the best way to bring new words into the classroom.

- a. Realia

One way of presenting words is to bring the things they represent into the classroom-by bringing 'realia' into the room. The teacher holds up the object or points to it, says the word and then gets students to repeat it.

- b. Pictures

Pictures can be used to explain the meaning of vocabulary items. Teachers can draw things on the board or bring in pictures.

- c. Mime, action and gesture

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

d. Contrast

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

e. Enumeration

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

f. Explanation

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

g. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place even where translation is possible; it may make it a bit too easy for students by discouraging them from interacting with the words, where translation can

quickly solve a presentation problem it may be a good idea, but teachers should bear in mind that a consistent policy towards the use of the mother tongue is helpful for both teacher and students.

All of these presentation techniques either singly or in combination are useful ways of introducing new words. In vocabulary presentation it is necessary that pronunciation is just as important here as it is for structural material. Teachers should not introduce words without making sure that students know how they are said. Not only this mean that they can use the words in speech, but also it will help them to remember the words.

Harmer (1998: p.162-163) differentiates a number of ways of presenting the sound of words:

a. Through modeling

Just as with structures, the teacher can model the word and then get both choral and individual repetition. When the teacher is modeling the word, he or she can use gesture, etc to indicate the main stress in a word.

b. Through visual representation

When teachers write up new words on the board, they should always indicate where the stress in the word is. They can do this by underlining.

Example: photograph

c. Through phonetic symbols

Some teachers get their students to learn the phonetic symbols, at least for recognition purposes. Certainly, for more advanced students, a basic knowledge of the symbols will help them to access pronunciation information from their dictionaries.

Meanwhile, Cross (1991: p. 5-10) proposed several ways of making clear the meaning of a word, and these may be used alone or in combination.

a. Ostensive means

Ostensive means by showing. Obviously, teacher can hold up things or point to objects in the classroom. This approach is widely used with beginner classes. Teachers need not limit ostensive techniques to only those things which can be found in the room. There are also ways to show the meaning of words and concepts from the world outside the school.

1) Realia

The object of realia is real thing. Realia can often be brought to school or easily carried. Realia can create interest through imagination.

2) Picture

Objects that are not easily carried or which are unavailable can be represented pictorially. For presentation purposes, simple pictures are better because the focus is clearer and the meaning is less ambiguous. Teacher also can use imagination to help the students understand.

3) Body

Body can be used to get meaning across. These are the techniques that the teacher can use:

- a) Facial expression, to know feeling. Example: happy, hot, angry, etc.
- b) Gesture, using hands and arms to show a range of meaning. Example: fast, small, wise, etc.
- c) Mime and actions, to show many verbs and some adverbs. Example: to eat, to wake up, slowly, etc.

b. Verbal definition

There are several ways to define the meaning of a new word using teacher's explanation. Teacher can use any of the following means to help comprehension.

1) Word sets

Word sets are groups or related words. Teacher can use the words in a set that the students already know in order to continue new related words. Teachers can work in reverse to present a more specific word. For example, to present the word *canary*, could start from the already known concept of *bird*.

2) Synonyms

Synonyms are words that mean more or less the same meaning. Synonyms are best shown on the board using the mathematical sign for equals.

Example: shore = beach

unhappy = sad

3) Antonyms

Antonyms are words that have an opposite meaning. The sign to indicate an opposite meaning is an equal sign crossed through.

Example: hot \neq cold

full \neq empty

4) Cognates

Cognates are words in the students' own language that have the same, or very similar form as the English word. If the students' mother tongue or second language is related to English there will be many of such words available and readily comprehensible.

Example: book - buku

bus - bis

5) Illustrative sentences

Teachers can contrive a sentence or a sequence of sentences to create a linguistic context in which the meaning of the one unknown word is *illustrated* (becomes clear). Most words that cannot be explained in the easier ways above can be presented in this way.

Example: My father *hates* potatoes, but he loves rice. He likes carrot, beans and most other vegetables, but he refuses to eat potatoes. He *hates* them.

6) Build on general knowledge

Capitalize on what the learners know about the world. For example, the names of local towns and villages will help learners understand the difference between *near* and *not far from*. The names of local streets will enable the teachers to introduce *market place*, *roundabout*, etc. Teachers can make use, too, of the students' interests and their knowledge of music or sports to introduce new words.

7) Scales

Teachers can show the meaning of some types of words by sequencing them along a scale between two antonyms. For example between *horrible* and *wonderful*, they might have *nasty*, *unpleasant*, *pleasant*, and *nice*, in that order. Another example between *never* and *always*, they might have *never*, *sometimes*, *often*, *generally* in that order.

8) Translation

Translation can be used when no easy alternative suggests itself. It is sometimes better to give the mother tongue equivalent, rather than to spend a great deal of time trying to define or show the meaning.

9) Audio presentation

Many words are more easily presented by a tape recording than by the ways already described.

Example: a horse *galloping*, children *splashing* in the water, a river *gurgling*

10) Running context

Try to link all new words in some way. This adds interest, as the teachers tell what becomes a little story during or after the presentation stage. Supposing teachers were presenting flood, thunder, and collapse. The story of a storm with heavy rain which caused a house in the village to collapse would create interest as the three new words are introduced. Teachers would probably use a picture or might bring in a pack of playing cards and build a card house to demonstrate the meaning of to collapse. The important thing is to assist the process of memorization by linking the lesson's new words in an interesting way if possible.

5. Procedure of Presenting Vocabulary

In presenting vocabulary, teachers can bring in some or all of the ostensive and linguistic techniques. There are four steps to present a new vocabulary:

a. Sound and the meaning

Say the new word two or three times, pronouncing it clearly. Indicate the meaning at the same, ostensively or verbally. There is no point in making learners listen to strange noises which are meaningless.

b. Repetition

Get the class to repeat the new word a few times. Check the pronunciation carefully.

If the teachers are using a visual medium, keep it in front of them to ensure that they associate sound and meaning.

c. Written form

Write the new word on the blackboard and have the class read it aloud, without distorting the pronunciation. First, choose two or three individuals to say it, and then get a chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation.

d. Illustrative sentence

Put a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes afterwards. The students will enjoy trying to compose good illustrative sentences themselves. If the teachers have shown the meaning, stick the picture to the side of the board next to the illustrative sentence. Youngsters will enjoy drawing a similar one in their exercise books.

6. Vocabulary Mastery

Vocabulary plays an important role in the four English language skills. Rivers (1983) in Nunan (1998: p.117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, students will be unable to use the structures and functions they may have learned for comprehensible communication. Rivers adds that vocabulary augmentation seems to become easier as one matures, probably because one has a richer knowledge of the world on which to draw. The more one's vocabulary develops, the easier it is to add new words.

One of the ability of understanding the language depends on one's vocabulary mastery. In the process of teaching and learning foreign language, a learner need to master vocabulary. Swannel (1994: p.656) defines that mastery as comprehensive knowledge or use of a subject or instrument. While Hornby (1995: 523) adds that mastery is complete control or knowledge. It means that mastery is the ability to improve the knowledge. From these definitions above, mastery means the competency to learn or understand of something to improve the knowledge.

Cronbach (1942) in Schmitt and MacCharty (1997: p.315) states that vocabulary at that time focused only on the first two: generalization and application. In addition Schmitt and MacCharty (1997: p.326) state that receptive and productive knowledge; may prove the only realistic way to measure depth of vocabulary knowledge. Words that the learners recognize and understand when they occur in context called as receptive knowledge while productive knowledge related to words which the learners understand, can pronounce correctly and use constructively in speaking and writing. Further, Madsen (1983: p.12) states that the purpose of vocabulary test is to measure the comprehension and production of words used in speaking and writing. The meaning shows that the vocabulary mastery can be measured when someone is able to comprehend and produce the words used in speaking and writing. So, vocabulary mastery can be measured by the requirements of receptive and productive vocabulary. Students are expected to be able to understand and define the meaning of words in listening and reading, pronounce it correctly and then use it appropriately in speaking and writing.

Vocabulary mastery can be shown through four major language skills, which are defined as reading, listening, writing, and speaking. People who master vocabulary should be able to use the language both actively and passively. Active means if we can

produce the language to communicate with other people orally. Meanwhile passive means if we only use the language in written form. . Harmer (1998: p. 156-158) points out that there are four aspects of vocabulary that the teacher should consider when she introduces to the students, they are:

a. Meaning

Vocabulary items are frequently having more than one meaning. For example the word 'book' as a noun obviously refers to something you use to read but 'book' also has meaning as a verb and phrasal verb. So, we will have to say that the word 'book' sometimes means the kind of thing you read from but it can also mean a number of other things.

When we come across a word, then, and try to decipher its meaning we will have to look at the context in which it is used. For example if a woman in a theatre arguing at the ticket office saying 'But I booked my tickets three weeks ago', it will be obviously understood the meaning of the verb 'book' is different from a policeman (accompanied by unhappy-looking man at a police station) saying to his colleague 'We booked him for speeding.'. In other words, students need to understand the importance of *meaning in context*.

Words also have meanings in relation to other words. The meaning of 'vegetable' describes any one of a number of other things, e.g. carrots, cabbages, potatoes, etc. 'Vegetables' has a general meaning whereas 'carrot' is more specific. The word 'good' and 'bad' have opposites meaning or antonyms, 'bad' and 'evil' are have similar meaning or synonyms. Words seldom have absolute synonyms, although context may make them synonymous on particular occasions. As far as meaning goes, then, students need to know about *meaning in context* and they need to know about *sense relations*.

b. Word Use

What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. Word meaning is frequently stretched through the use of metaphor and idiom. For the example the word 'hiss' describes the noise that snakes make. But it can describe the way people talk to each other. ("Don't move or you're dead," she hissed). That is metaphorical use. At the same time we can talk about treacherous people as snakes ('He's a real snake in the grass'). 'Snake in the grass' is a fixed phrase that has become an idiom.

Word meaning is governed by *collocation*, that is which words go with each other. We can have a headache, stomachache or earache but we cannot have a throatache or legache. We often use words only in certain social and topical contexts. What we say is governed by the *style* and *register* we are in. If you want to tell someone you are angry you will choose carefully between the neutral expression of this fact ('I am angry') and the informal version ('I am really pissed off'). The latter would certainly seem rude to listeners in certain contexts.

Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in.

c. Word Formation

Words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. Thus, the verb 'run' has the participles 'running' and 'run'. The present participle 'running' can be used as an adjective and 'run' can also be noun.

Students also need to know how suffixes and prefixes work. How the words potent and have opposite meaning. Why the words are prefaced with *im-* and the other with *in-*.

Besides, students need to know how words are spelt and how they sound. Indeed the way words are stressed (and the way that stress can change when their grammatical function is different, for example 'nouns and verbs') is vital if students are to be able to understand and use words in speech. Part of learning a word is learning its written and spoken form. Word formation means knowing how words are written and spoken and knowing how they can change their form.

d. Word Grammar

Words change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns.

There is a distinction between *countable* and *uncountable* nouns. The former can be both singular and plural. We can say 'one chair' or 'two chairs'. The latter can only be singular; we cannot say 'two furnitures'. This difference, then, has certain grammatical implications. 'Chair' can collocate with plural verbs whereas 'furniture' cannot. There are also nouns that are neither countable nor uncountable but which have a fixed form and therefore collocate only with singular or plural verbs, for example 'people,' the news', etc.

Verbs trigger certain grammar too. 'Tell' is followed by an object + to + infinitive. For example 'He told her to wake up him at six'. And so is 'ask'. But 'say' does not work in the same way. Knowing modal verbs like 'can','must',etc. means also knowing that these verbs are followed by a bare infinitive without 'to'

There are many other areas of grammatical behavior that students need to know about phrasal verbs and how they behave, how adjectives are ordered, what position

adverbs can be used in, without this knowledge can we really say that students know vocabulary items such as 'look up' (as in a dictionary).

Knowing a word means far more than just understanding its meanings. Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. According to Harmer (1998:p. 158), students will be more receptive to the contextual behavior of words when they first see them in texts, etc. and they will be better able to manipulate both the meanings and forms of the word. Children who learn English as their first experience will be better for the teacher to present the meaning of English words and word form. So, in this research the writer focuses the study of vocabulary meaning and word form.

From the explanation above, it can be concluded that vocabulary is an essential part in teaching English as a foreign language. It cannot be denied that it will be hard to master language without mastering vocabulary.

Teaching vocabulary in early age or in primary school is very important. The young learners tend to learn vocabulary dealing with the real things, meeting-real situation that make their vocabulary increase. These real things are the things surrounding the children that visible at present, not in past or in future.

There are four aspects of vocabulary in knowing a word, namely meaning, word use, word formation, and word grammar. Furthermore, the indicators of vocabulary mastery that appropriate to the young learners are: (1) meaning, that is, meaning in context; and (2) word formation, that is, spelling and pronunciation.

C. Review on Ostensive

Teaching English vocabulary at primary school is not easy because many children learn new words relatively quickly but they also forget them quickly too. The teacher has to introduce the words step by step without any mistakes. For that purpose, the teacher needs an appropriate media for the children as teaching aids that will help the children easy to follow the lesson during teaching and learning process. Vocabulary is best learned when the meaning of the word is illustrated, for example by a picture, an action, or a real object. Then, the children meet and use the word in relevant context, in order to fix them in their minds. This helps establish their relationship to other words, so that a vocabulary is built up.

Language teaching should be concerned with real life. Experiments on vocabulary seem to suggest that students remember best when they have actually done something with the words they are learning. Teachers should get students to interact with words, adopt words that they like and they want to use, to do things with words so that they become properly recognized with them. Vocabulary needs the 'deep experience'.

Cross (1991: p. 5) says that ostensive means by showing. It means that in teaching English vocabulary, teacher can hold up things or point to objects in the classroom. Meanwhile, Ellis and Girard (1992: p. 90) say that much of the vocabulary of children's learning will consist of concrete nouns. This means that there are plenty of objects that can be used to show meanings. Objects in the classroom can be used or things brought to the classroom. Introducing a new word by showing the real object often helps pupils memorize the word through visualization. Instead of using real pictures, a word or the contents of a passage may be visualized. This is more effective

than mere repetition (Steingart and Glock, 1973; Satz and Dunnenworth-Nolan, 1981) in Wenden and Rubin (1987: p. 45). Another expert (Delaney: p. 1978) in the same book adds that since individuals with low verbal ability benefit more from visual than from verbal elaboration, the visualization method may be particularly helpful for these learners. Visuals help supplement the input provided by commercial and teacher-produced material, they can help to stimulate motivation and interest, and they can help to show learners how language is used in genuine contexts of use. In short, they can help to bring the language classroom to life.

Ostensive is widely used with beginner classes, but its potential with mature learners should not be neglected. Teachers need not limit ostensive techniques to only those things which can be found in the room. There are also ways to show the meaning of words and concepts from the world outside the school.

1. Realia

Heaton (1979) in Celce and Hilles (1988: p. 87) characterizes realia as an associative bridge between the classroom and the world, an old and versatile resource of language teachers. Meanwhile Kelly (1976) in Celce and Hilles (1987: p. 87) states that there are some disagreement in the literature as to exactly what constitutes realia. It can refer either to objects in the learner's own environment used to illustrate vocabulary in the L2 or to objects specific to the culture of the L2 used for the same purpose. In the spirit of the former definition, teachers shall use the term to refer to objects of any origin used to illustrate vocabulary and structure in the L2. Realia has many uses in the classroom, not the least of which are promoting cultural insight and teaching a life-skills lexicon. Realia can also be used effectively in teaching grammar, especially for a form-meaning match.

The objects of realia deal with the real things. These objects can often be brought to schools which are easily carried in order to create children's interest. Cross adds that imagination can be used too. Halliwell (1998: p. 7) says that language teaching should be concerned with real life. But it would be a great pity if we were so concerned to promote reality in the classroom that teacher forgot that reality for children includes imagination and fantasy. The act of fantasizing, of imagining, is very much an authentic part of being a child. If teachers accept the role of imagination in children's lives, they can see that it provides another very powerful stimulus for real language use. Teachers need to find ways of building on this factor in the language classroom too. They want to stimulate the children's creative imagination so that they want to use the language to share their ideas

2. Picture

Pairing pictures with word in L2 results in better recall than pairing them with their L1 equivalents. This has been shown to be effective with such diverse languages as Russian (Kopstein and Roshal, 1954) and Indonesian (Webber, 1978) in Wenden and Rubin (1987: p. 45). Objects that are not easily carried or which are unavailable can be represented pictorially. Teachers can collect useful pictures from magazines as a matter of course, but often teachers will not have the one they need, or the one they have may contain too many unnecessary details. For presentation purposes, simple pictures are better because the focus is clearer and the meaning is less ambiguous. Abstract concepts such as *last week*, *tomorrow*, *late* or *early* can be conveyed by use of a cardboard clock and a calendar.

3. Body

Our body and those of the students can be used to get meanings across. Experience for young learners is able to understand what is being said to them even before they understand the individual words. Gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably mean. These are the techniques that teachers can use:

a. Facial expression

To show our feeling, examples: happy, hot thirsty, angry, tired, etc.

b. Gesture

Using hands and arms to show a range of meaning, examples: fast, small, wide, etc.

c. Mime and actions

To show many verbs and some adverbs, examples: to eat, to slip, to wake up, slowly, angrily, etc.

In presenting vocabulary, teachers can bring in some or all of the ostensive and linguistic techniques. There are four steps to present a new vocabulary:

a. Sound and the meaning

Say the new word two or three times, pronouncing it clearly. Indicate the meaning at the same, ostensively or verbally. There is no point in making learners listen to strange noises which are meaningless.

b. Repetition

Get the class to repeat the new word a few times. Check the pronunciation carefully.

If the teachers are using a visual medium, keep it in front of them to ensure that they associate sound and meaning

c. Written form

Write the new word on the blackboard and have the class read it aloud, without distorting the pronunciation. First, choose two or three individuals to say it, and then get a chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation

d. Illustrative sentence

Put a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes afterwards. The students will enjoy trying to compose good illustrative sentences themselves. If the teachers have shown the meaning, stick the picture to the side of the board next to the illustrative sentence. Youngsters will enjoy drawing a similar one in their exercise books.

D. Rationale

English as a foreign language has been taught not only to the students in Senior High School but also to the young learners especially for kindergarten students. Vocabulary is the most important element for children in learning new language. It will be difficult to learn English if the students lack of vocabulary mastery.

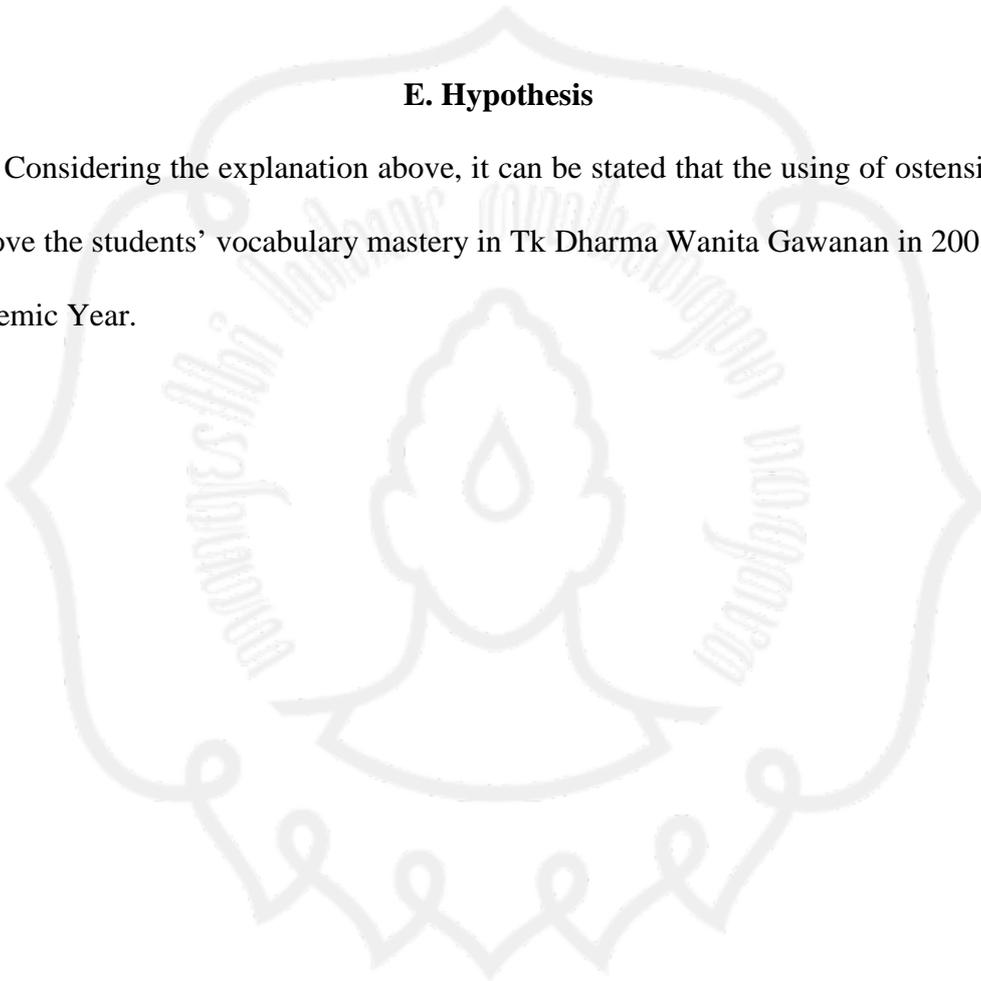
English words are different in letters and pronunciation. Based on the background of the study, children can't pronounce the English words correctly and remember the meaning because they learn a foreign language at the first time.

Much of the vocabulary of children's learning consists of concrete things. Ostensive means by showing. It means that in teaching vocabulary to the children, there are plenty of objects that can be used to show meaning. Teacher can bring or point to objects in the classroom but teacher can also point to objects outside the classroom. Introducing a new word by showing the real object often helps pupils to memorize the word through visualization than mere repetition. Ostensive has a concept to overcome

the children's difficulties in learning English especially vocabulary. The concept is to provide the activities that are meaningful through deep experience during teaching and learning process. It has close relation with children because children remember best when they have done something with the words they are learning. So, it will be beneficial if ostensive is conducted to improve the students' vocabulary mastery and it is assumed that using ostensive can improve the students' vocabulary mastery.

E. Hypothesis

Considering the explanation above, it can be stated that the using of ostensive can improve the students' vocabulary mastery in Tk Dharma Wanita Gawan in 2008/2009 Academic Year.



CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The study is conducted in TK Darma Wanita Gawan, Kecamatan Colomadu, Kabupaten Karanganyar in 2008/2009 academic year. The research was carried out in January 2009 until March 2009 by implementing the use of ostensive in teaching and learning process. The research was held once a week on Saturdays from 07.30 a.m to 08.30 a.m.

B. The Subject of the Study

The subject of the study is the students of class B of TK Dharma Wanita Gawan in 2008/2009 academic year that consists of 20 students, 11 boys and 9 girls.

C. The Method of the Research

This research uses an action research. It is form of research which is becoming increasingly significant in language education. This research has been defined in a number of different ways. Kemmis and McTaggart (1998) in Nunan (1992: p.17) argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than

outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things. The real point about action research is that it is closely tied to the particular interests and needs of particular teachers-but these require the same kind of

careful support as any other serious investigation. Cohen and Manion in Richards and Nunan (1997: p. 63-64) draw a distinction between applied research and action research. They suggest that applied research is more rigorous and does not claim to contribute directly to the solution of problems. Action research, on the other hand, is less interested in obtaining generalisable scientific knowledge than knowledge for a particular situation or purpose. Action research is situational, or context-based, collaborative, participatory, and self-evaluative. They go on to suggest that action research can be utilized towards five general ends:

1. As a means of remedying problems diagnosed in specific situations, or of improving in some way a given set of circumstances.
2. As a means of inservice training, providing teachers with new skills and methods and heightening self-awareness.
3. As a means of injecting additional or innovative approaches to teaching and learning into a system which normally inhibits innovation and change.
4. As a means of improving the normally poor communications between the practicing teacher and academic researcher.
5. (Although lacking of rigour of true scientific research) as a means of providing an alternative to the more subjective, impressionistic approach to problem solving in the classroom.

Mills (2000: p. 5) states that the action research as systematic inquiry done by teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operate, how they teach, and how all their students learn. Meanwhile, Ebbutt (1985) in Hopkins (1993: p.

45) states action research is about the systematic study of attempts to improve educational practice by groups of participant by means of their own practical actions and by means of own reflection upon the effects of those actions.

Cohen and Manion (1985) in Nunan (1992: p. 18) offer a similar set of characteristics. They argue that action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context. They also identify collaboration as an important feature of this type of research, and state that the aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out.

From the definitions above, it can be concluded that action research puts the role of the teacher at the center of the process to develop educational problem-solving in order to improve the quality of education.

Burns (1999: p. 30) makes some characteristics of action research which are:

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

In this study, the classroom action research is conducted to solve the problems that appear during the process of teaching and learning in the classroom. It is done collaboratively. The researcher is as an observer teacher who implements the plan of the

action research and her collaborative observer is as an observer of the research. The purpose of the research is to overcome the students' difficulties in improving vocabulary mastery. The researcher collaborated with the teacher to watch and observe the teaching and learning process to make the decision for the next cycle. The study only focuses on the use of the real objects and pictures. The reflection will show whether ostensive can help the children to improve their vocabulary mastery.

D. The Model of Action Research

This study use the model of action research that developed by Kemmis and Mctaggart (1985: p.14) in Nunan (1989: p. 12-13). They suggest that the growing interest in action research is a result of a move towards school-based curriculum development and a growing professional awareness among teachers. Kemmis and Mctaggart's procedure for carrying out action research concists of four developmental phases. They are as follows:

1. Planning

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

2. Action

Act to implement the plan.

3. Observation

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

4. Reflection

Reflect on those effects.

E. The Procedures of Research

In this classroom action research, each procedure takes six steps that form one cycle. They are as follows:

1. Identifying the Problem

The teacher identifies the problems first before planning the action. The problems refer to the factors that making the students difficult to master vocabulary during the previous lesson. To know the problems, the teacher uses 2 techniques, namely:

a. Using test

In this test, the teacher uses oral test and written test. Oral test is to know whether the students' pronunciation is correct or not. While the written test as pre-test and post-test to know the students' ability to master vocabulary.

b. Observation and interview

The teacher observes the students behavior during the lesson and interview with the teacher of class B to know the model of class management and the students' competence.

2. Planning the Action

The researcher makes five lesson plans for two cycles. One lesson plan is for one meeting. The first cycle consists of three meetings and the topics are numbers, colors, and fruits. The second cycle only consists of two meetings and joins the topics from the first cycle; numbers and colors, fruits and colors.

- a. Preparing materials, making lesson-plan, and designing the steps in doing the action.
- b. Preparing sheets for classroom observation. It is prepared for knowing the situation of teaching and learning process when the technique is applied.
- c. Preparing teaching aids, for example pictures, doll, tape recorder, chalk, blackboard, etc.
- d. Preparing test. It is prepared to know whether the students' achievement in learning English improved or not. So, it can be identified how effective the technique of ostensive to improve the students' vocabulary mastery in teaching vocabulary

3. Implementing the Action

The teacher implements the teaching and learning activity of vocabulary using ostensive.

4. Observing/Monitoring the Action

The teacher as the researcher observes all activities in the teaching learning process while the technique of teaching English using ostensive is being carried out. The teacher also creates a conducive atmosphere in the classroom and makes collaborative efforts to explore teaching possibilities. It is useful to evaluate the teacher's teaching and create the students' motivation in learning English, for example inserting with the humorous thing in spare time in a class.

5. Evaluating and Reflecting the Result of the Observation

The teacher makes an evaluation based on the observation to find the weaknesses of the activities that have been carried out in using ostensive in teaching vocabulary. The weaknesses can be refined as a basis for the further planning in the next cycle.

6. Revising the Plan

Based on the weaknesses found from the previous activities, the teacher revises the plan for the next cycle

F. The Technique of Collecting Data

In this classroom action research, the techniques of collecting the data are observation and test. Arends (1998: p.535) states that observation is a research procedure in which the researcher watches and records behaviors. In other words, observation is a technique of collecting the data based on the students' activities during teaching and learning process in the classroom in the form of field notes. The researcher also uses researcher's diaries and photographs. While test is given in the form of pre-test and post-test. The test is used to prove whether teaching vocabulary using ostensive can improve the students' mastery or not. They can find how effective the use of ostensive to help the kindergarten students to increase their vocabulary mastery.

G. The Technique of Analyzing the Data

The writer analyzes the data through qualitative and quantitative analysis. The qualitative is used to analyze the data from the field note during the process of teaching and learning in order to know the improvement of students' vocabulary mastery. Besides, quantitative is used to analyze the data from written test as the result of teaching and learning process in order to prove whether teaching vocabulary through ostensive can improve the kindergarten students to master vocabulary or not. The results of the test are analyzed using non-independent t-test. It is to answer the problem that claimed whether there is significant differences between the students' achievement before and after the action. The formula is stated as follows (Ary et. al, 1979:150):

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

$$x = \frac{\sum x}{N} \quad y = \frac{\sum y}{N}$$

Notes:

x = means of pre-test scores

y = means of post-test scores

N = the number of sample

- b. The t-test is to compare the result of pre-test and post-test and the formula as follows:

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

Notes:

t = the t-value for non independent (correlated) means

D = the difference between the paired scores

\bar{D} = the mean of the differences

$\sum D^2$ = the sum of the squared difference scores

N = the number of pairs



CHAPTER IV

THE RESULT OF THE STUDY

This chapter presents the result of the action research conducted in class B of TK Dharma Wanita Gawan that consists of two cycles. The purpose of the research is to improve the students' vocabulary mastery using ostensive. There are four aspects of vocabulary mastery. They are meaning, word use, word formation, and word grammar.

A. The Description of the Research

The researcher observed the teaching and learning process to know the problems of the students' vocabulary mastery. She also did the observation by interviewing the English teacher of class B to know the condition and the competence of the students. From the observation and the interview, the researcher found that the students have some problems in learning English as their first foreign language. First, the students have difficulties in pronouncing the English words. They tend to pronounce the English words as the way they pronounce the Indonesian words. Second, they have difficulty to remember the meaning of English words because the teaching and learning process only conduct once a week. Third, the students had low motivation in learning vocabulary when the material did not attract the students. In other words, the less creative of the teacher caused the students were passive during the teaching and learning process. Therefore, the researcher implements ostensive to overcome the problems of students' vocabulary mastery.

Beside, the researcher planned pre-test and post-test to know the students' vocabulary mastery before and after the action research. The kind of test was multiple choice tests. The pre-test was conducted on Saturday, January 17, 2009. From the pre-test result, the mean of the students' score was 5.6. It was identified that the students' vocabulary mastery was still low.

After identifying the problems faced by the students and the result of the pre-test, the researcher selected ostensive as the technique in teaching vocabulary to solve the problems and to improve the students' vocabulary mastery. In presenting vocabulary using ostensive, there were four steps to present a new vocabulary. They were sound and the meaning, repetition, written form and illustrative sentence. She planned two cycles, three lesson plans for the first cycle and two lesson plans for the second cycle. The topics were numbers, colors, and fruits. One lesson plan was for one topic. The researcher decided the topics by discussing with the teacher. On the first cycle, she taught the topics independently and on the second cycle, she taught the topics by joining the topics from cycle 1. The meeting was conducted on Saturdays. Every cycle consisted of six steps. They were identifying the problem, planning the action, implementing the action, observing the action, reflecting the result of the observation and revising the plan.

1. Cycle 1

a. Identifying the Problem

From the previous explanation, the students' vocabulary mastery was still low. It was caused by the students' difficulties in pronouncing the English words, difficult in remembering the meaning of the English words and their low motivation in learning vocabulary.

b. Planning the Action

Knowing that the students' vocabulary mastery was still low, the researcher would improve it by teaching vocabulary using ostensive. In this research, the researcher as the teacher and she was helped by Miss Ima, the English teacher of class B, to observe the class during the process of teaching and learning. She made three topics for three lesson plans or one topic for one meeting. The topics were numbers, colors, and fruits.

c. Implementing the Action

The implementation of teaching vocabulary using ostensive was described for each meeting.

1. The First Meeting

The first meeting was conducted on Saturday, January 31, 2009. The lesson started at 07.30. The topic was numbers. For the teaching aid, the researcher using pencils. She explained number one until ten. There were four steps in presenting a new vocabulary using ostensive. They were sound and the meaning, repetition, written form and illustrative sentence. The researcher began to deliver the material. She held some pencils and invited the students to count the pencils together with her. She took one pencil and showed to the class while she said /wʌn/. Then, she asked the class to repeat. She wrote the word 'one' on the blackboard in order that the English words were different in spoken and written. The last step in presenting a

new word was illustrative sentence. She wrote a short sentence on the blackboard 'I have one pencil' below the word 'one' to clear the meaning. She pronounced the sentence and translated it then asked the students to repeat. She did the same presentation until the last pencil. Next, she divided the class into three groups. Each group consisted of 6-7 students. She would make a game. She distributed ten papers that had been written number one until ten in English letter. She asked the students to count the pencils that she held and let them to choose the correct word according the amount of the pencils. After finish playing the game, she distributed the students' worksheet to know their understanding about the topic. She walked around to help their difficulties.

2. The Second Meeting

The second meeting was conducted on Saturday, February 7, 2009. The lesson started at 07.30. The topic was different from the first meeting. The topic of this meeting was colors. Before presenting, the researcher asked the students to mention many kinds of colors that they knew in Indonesia. She took a red paper and showed it in front of the class while she said the color in English. She asked the students to repeat the word after her for many times until they pronounced correctly. After that, she wrote the word on the blackboard. She asked the students to pronounce the word once again so that they familiar with the word not only spoken but also written. To clear the meaning, she wrote a short sentence 'This paper is red' on the blackboard. She also pronounced the sentence and gave the meaning before they were asked to repeat the sentence. She delivered all the color papers that she had in the same procedure. Then, she invited the students to play the game by dividing the class into three groups. Each group consisted of 6-7 students. She distributed the color papers for each group. When she wrote a word

on the blackboard, each of the group had to give the correct color paper to the researcher in front of the class. At last, she gave the students' worksheet to every student. The researcher walked around to help their difficulties.

3. The Third Meeting

The third meeting was conducted on Saturday, February 14, 2009. The lesson started at 07.30. The topic for this meeting was fruits. The researcher led the students to the topic by asking many kinds of fruits in Indonesia. She showed the picture of fruit in front of the class and pronounced it. She asked the students to repeat many times to make sure all of the students correct in pronunciation. Then, she wrote the word on the blackboard and asked them to repeat once again. She wrote a short sentence 'I like apple' on the blackboard. She gave the example how to pronounce and gave the meaning of the sentence. The students repeated after her. She delivered five fruits in the same way. Next, she divided the class into three groups. Each group consisted of 6-7 students. She invited the students to play a game. She gave the picture of fruit to each group. When she wrote the word on the blackboard, each of the group had to give the correct [picture according to the word that had been written by the researcher. Before the time was up, she distributed the students' worksheet. After conducting three meetings for three topics, the researcher conducted the first post-test on Saturday, February 14, 2009.

d. Observing the Action

1. The First Meeting

In the first meeting, the students still wrong in pronunciation especially number five, eight, and nine. They pronounced with /fev/, /ek/, and /nen/. The

researcher had to ask the students to repeat the words many times until they pronounced the correctly. They did not have difficulty to say number one until ten in English in a good order even though they still wrong in pronunciation. They were difficult to memorize the English letters. In the middle of the presentation, there was a little problem. One of the students cried. It took a little time and the class became noisy. The researcher spoke louder and warned them to control the situation. She invited the students to play the game and divided the class into three groups. Actually, their seat had been arranged in groups so that it did not take much time to divide the class into three. She only asked some students to move and join with their friends in the others group. But the class became so noisy when the researcher helped the students to divide the class. Some of them walked around in the classroom, played with their friends, and spoke loudly. They became uncontrollable. To attract them she began explaining the rule of the game. They were interested listening her explanation. The game did not run well. They did not cooperate with their friends in the group. They tended to do individually. Almost all of the students came in front of the class to give the paper to the researcher even though they took the wrong paper. To overcome this matter, she explained the rule of the game once again. After that, the game ran better than before. At last, the researcher distributed the students' worksheet to know whether they understood or not.

2. The Second Meeting

Almost all of the students knew the colors in English. The problem was they still pronounced incorrectly in some words. White, brown, and purple were three words that the students could not pronounce and memorize the meaning well. The researcher had to repeat those words much more than before. They always

pronounce /wet/, /br :n/, and /prepl/. The class became so noisy when the researcher divided the class into three groups. In this meeting, one student refused the researcher's command to join with their friend in the others groups. She wanted to sit next to her close friend but there was no empty space to put her chair. Fortunately, a student had no problem if he had to move to the others groups. Suddenly, there was a student cried. These two unexpected events had wasted the time. She continued the lesson and started the game. The students looked so enthusiastic listening the researcher' explanation. The game ran well. Then, she distributed the students' worksheet. They got difficulties when they had to write the English letters.

3. The Third Meeting

The students still pronounced the words incorrectly. Although only five vocabularies, the researcher needed a lot of time to make the students correct in pronunciation and remembered the English letters. In this meeting, the researcher's voice louder than usual. Every Saturday, when the class B learnt English, the class A had a subject that usually do outside the classroom. But this time the class A learnt in the classroom because the teacher of class A was absent. When the class A sang a song, some students of class B followed to singing. It needed more energy to control the situation. The students tended to pronounced /[^]pl/, / əuɪŋ /, and /meɪo/. As usual, the class became noisy when the researcher divided the class into three groups. In the third meeting, no one of the students cried during teaching and learning process. The game ran well even though the class A was so noisy. Then, the students had to do the students' worksheet. They felt difficult to finish the exercise because they had to write the English letters. So, the researcher helped them to finish it.

e. Reflecting the Result of the Observation

After analyzing the observation's result in cycle 1, the researcher noted the improvement of the students' vocabulary mastery because the mean of pre-test was 5.6 and the post-test 1 was 7.2. Besides, the researcher also found some problems in conducting action research in cycle 1. It was hard to make the students cooperating with their friends in the group. They tended to do individually. The students always make noisy when the researcher tried to divide the class into three groups. They walked around in the classroom, chatted with their friends who sat near them, and even they shouted in the classroom. Actually, it did not need much time to arrange them in three groups because their seat had been arranged in groups. The researcher only asked some students to move to the others group to make the students became three groups. But, sometimes the unexpected things happened. For example on the second meeting, a student refused the researcher's command to join with their friends in group that had been pointed by the researcher. She only wanted to sit next to her close friend. On the first meeting and the second meeting, there must be a student who cried. Of course, it would waste the time. The researcher had to ask the student who made her friend crying to shake hand with his friend who cried. It was their good habitual to apologize. In playing the game, they looked very enthusiastic. They paid attention the researcher' explanation well. Most of them wanted to participate in the game but they could not follow the rule of the game. The class became so noisy when one of the students of each group should give the correct answer in front of the class. Almost all of the students wanted to come in front of the class by taking the paper that had been distributed although they did not know that they brought the correct answer or not. In fact, they enjoyed playing the game but it took much time in dividing the class in groups. Besides, the class became crowded because almost every

student wanted to come in front of the class. Considering that English was only taught once a week in 60 minutes and the weaknesses of cycle 1, the researcher decided to conduct the second cycle by overcoming the problems that she faced in the first cycle.

f. Revising the Plan

Based on the observation of the first cycle and the result of the post-test, the researcher found the improvement of students' vocabulary mastery. Although the students' vocabulary mastery could improve in the first cycle but there were still the weaknesses during the process of teaching and learning. Making the class into groups was not appropriate to the children. They could not cooperate with their friends in groups. They tended to do individually. Besides, it needed much time to divide the class into three groups and the class became so noisy. They walked around in the classroom, chatted with their friends and even they shouted in the classroom. Sometimes, they refused to join with the group that had been chosen by the researcher because they wanted to join with their close friends. Games could attract the students but it was not effective if they did the game in groups. To solve these problems, in the second cycle, the researcher replaced the games and work in groups into drawing and coloring activity. The researcher still used the same topics from the first cycle and but she would join the topics on cycle 2. There were two meetings. The topics were numbers and colors for the first cycle and for the second meeting were fruits and colors. The second cycle tended to let the students use their imagination and their creativity individually. The researcher prepared the papers for each student to draw

2. Cycle 2

a. Implementing the Action

1. The First Meeting

The first meeting was conducted on Saturday, February 28, 2009. The lesson started at 07.30. The topics were numbers and colors. The researcher asked the students to draw pencil based on their creativity and then asked them to color their pictures. The researcher limited the amount of the pencils not more than ten pencils. At first, they were confused how to draw the pencils. They began to draw after the researcher reminded that they could draw the pencils based on their creativity. After the students finished their job, the researcher submitted the paper and began to discuss together with the students. She took one of the papers, showed it in front of the class, and asked the students to count the pencils and the color. She asked the students to repeat the word after her and then wrote the word on the blackboard. Next, the researcher asked one of the students to help her writing the word on the blackboard.

2. The Second Meeting

The second meeting was conducted on Saturday, March 7, 2009. The lesson stated at 07.30. The topics were fruits and colors. The researcher gave the paper to the students and asked them to draw their favorite fruits according to their own creativity. They could draw the fruits based on the previous lesson. The researcher reminded the students kinds of fruits that they had learnt before. After all of the students finished, she submitted the papers and discussed their pictures together. She took one of the papers and asked them about the picture and the color. She did not forget to correct them in pronunciation and wrote the word on

the blackboard. Then, she asked one of the students to write the word on the blackboard to know their understanding.

After conducting two meeting for the second cycle, the researcher conducted the second post-test on Saturday, March 14, 2009.

b. Observing the Action

1. The First Meeting

The students were confused when the researcher asked them to draw pencil. They did nothing for some time because they did not know how to draw the pencil. After the researcher said that they could draw pencil based on their creativity, they began to draw. The researcher limited the amount of the pencils not more than ten pencils but there were some students who drew pencils more than ten. She had warned them but they neglected. In this meeting, the situation could be control well. They were busy with their own picture. Only some of them walked around in the classroom to borrow eraser or color pencils from their friends. The researcher did not warn them because they did not disturb each others. When the researcher asked one of them to come in front of the class to write the word on the blackboard, only certain students who did the researcher's command. The denied because they were shy and could not write the word. They did the researcher' command after she persuaded them but it did not work entirely.

2. The Second Meeting

The students still felt confused when the students were asked to draw their favorite fruits based on the previous meeting that they had learnt before. The researcher helped them by reminding the students about kinds of fruits from the

previous lesson. They could choose one of them. At first, they draw the small fruit. Then, the researcher asked them to draw bigger than before. They tried to do her command but their pictures were still small. They were busy drawing the picture and walked around in the classroom to borrow the eraser or color pencils from their friends but they did not beach others. Some of the students still did nit want to write the word in front of the class even though the researcher had persuaded them. Not every student who wanted to come in front of the class could write the word well.

After the second meeting, the second post-test was conducted and the mean score was 8.4.

c. Reflecting the Result of the Observation

Based on the result of the observation and the test, there was an improvement of the students' vocabulary mastery. The problems faced in the first cycle could be solved in the second cycle. The class could be controlled well because the students were busy with their own creativity to draw and color the picture. Although some of the students walked around in the classroom, they did not disturb their friends. They only borrowed eraser or color pencil. Besides, no one of them who cried during teaching and learning process. They could pronounce the difficult words and still remembered the meaning even though they still felt difficult to write the English letters by themselves. Certain students were very enthusiastic when the researcher asked them to write the word on the blackboard.

The mean score of the first post-test was 7.2 while the mean score of the second post-test was 8.4. So, it can be concluded that the students' achievement increased based on the students' score.

B. Discussion

This section presents the result of the action research concerning on the result of the observation in teaching vocabulary using ostensive and the problems faced by the researcher during the action research.

The result of the observation showed that there is the improvement of the students' vocabulary mastery. The mean score of post-test1 was 7.2 while the mean score of pre-test was 8.4. In the first cycle, the researcher invited the students to play the game by dividing the class into three groups. They were interested and participated in playing the game. They could grasp the meaning well. Besides, some of the students still remember how to pronounce and the meaning of certain words for the next meeting because in every meeting the researcher always ask the students to repeat the difficult words for many times. Although there was improvement, there were still some problems in the first cycle. Dividing the class into three groups was not effective for kindergarten students. It took not only much time but also they could not cooperate with their friends in the groups. Besides, the class became so noisy when the researcher divided the class into three groups. They walked round in the classroom, chatted with their friends who sat near them, even they shouted in the class. Actually, it was not a big problem to divide the class into three groups because basically their chairs were arranged in groups. The researcher only asked some students to join with their friends in others group so the class became three groups. The problem was sometimes they only wanted to join with their close friends.

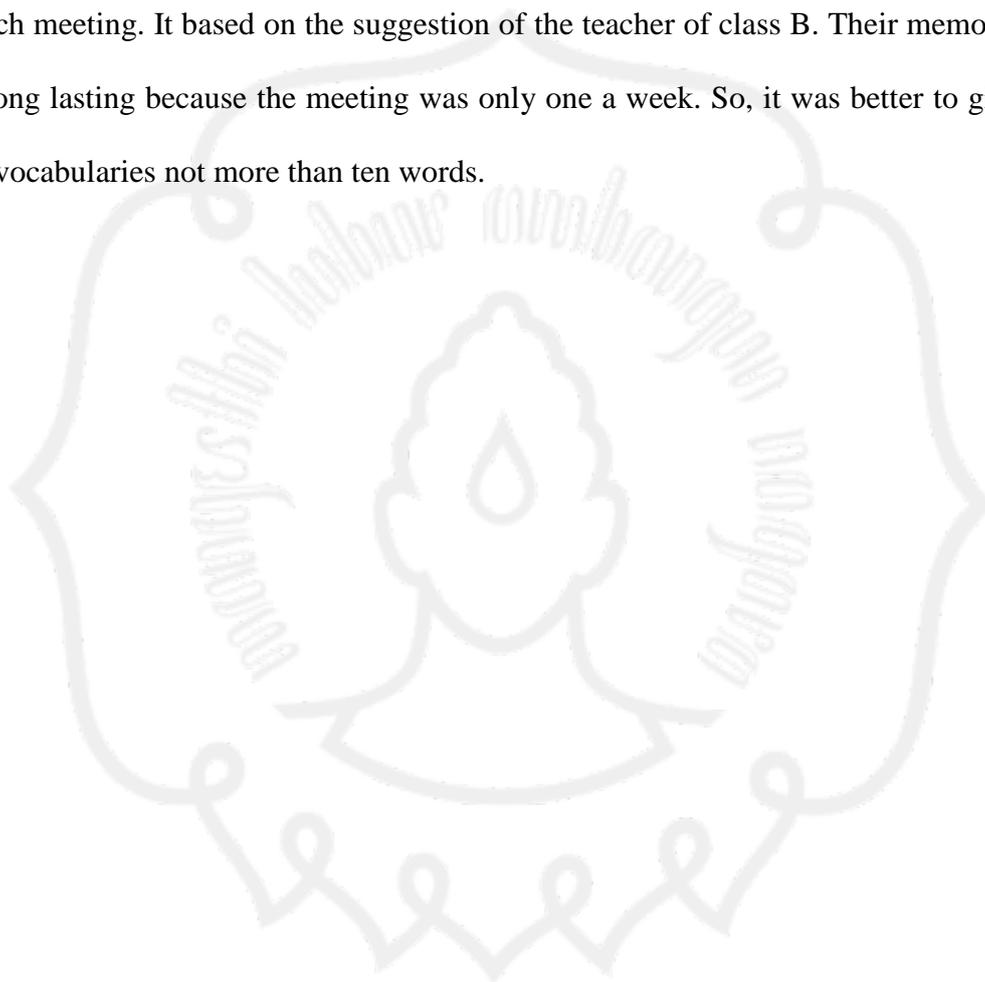
To overcome the problems, the researcher tended to make them work individually through drawing and coloring. They were busy with their own creativity. The class could be controlled well, they did not shout in the class. They only walked in

the class to borrow eraser or color pencils from their friends but they did not disturb their friends. By discussing their pictures together made the students paid attention. They also looked enthusiastic when the researcher asked one of them to come in front of the class to write the word on the blackboard after discussing. Some of them wanted to come in front of the class although they did not know how to write the English letters correctly. The important thing was they involved in the teaching and learning process. The result of the second cycle was satisfying. It can be shown by the computation of the test score. The mean score of post-test 2 was 8.4. It means that there was a result improvement from cycle 1 to cycle 2.

The improvement of students' vocabulary mastery also can be seen in the level of significant of the score (t test). The level of significant between pre-test and post-test 1 (t_0)₁ was 7.005. t_t for 20 students was 2.145. Because (t_0)₁ is higher than t_t , it means that there is a significant different between the score in pre-test and post-test 1. If the level of significant $\alpha = 0.005$, it can be concluded that cycle 1 can improve the students' vocabulary mastery. The level of significant of the improvement between post-test 1 and port-test 2 (t_0)₂ was 6.564. Because (t_0)₂ is higher than t_t , it means that there is a significant different between post-test 1 and post-test 2. It can be concluded that cycle 2 can improve the students' vocabulary mastery. The level of significant of the improvement between pre-test and post-test 2 (t_0) was 11.245. Because (t_0) is higher than t_t , it means that there is significant different between pre-test and post-test 2. So, it can be concluded that teaching vocabulary using ostensive can improve the students' vocabulary mastery. The computation of t-test (t_0)₁ and (t_0)₂ is presented in the appendix.

The result of the study was satisfying but there were some problems faced by the researcher during the process of teaching and learning. Even though only

consists of 20 students, the researcher could not control the class well. Sometimes, the students did not care about the researcher's warning. In playing the game, all of them wanted to involve in the game but it just made the class became noisy. They did not know the rule of the game well. When the researcher was busy dividing the class to play the game, the students used the situation to walk around in the classroom, shouted and chatted with their friends. The researcher only delivered not more than ten vocabularies in each meeting. It based on the suggestion of the teacher of class B. Their memory was not long lasting because the meeting was only one a week. So, it was better to give the new vocabularies not more than ten words.



CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

Based on the result of the research, the writer concluded that ostensive can improve the students' vocabulary mastery. The result of the final test showed that there was an improvement of the students in mastering vocabulary after the research was conducted. Teaching vocabulary using ostensive helped the students grasp the meaning and they were more interested in teaching and learning process. They learnt the new vocabularies with the real objects and they can be replaced by pictures that attracted them. The writer also used game in teaching and learning process in order to make them active by participating in the game.

Besides, the result of the test scores computation can be stated that there is the improvement of students' vocabulary mastery. The improvement of the mean score between pre-test and post-test 1 can be seen from 5.6 to 7.2. And the result of post-test 2 also improves to 8.4. T-test computation between the score of pre-test and post-test 2 was found that $t_o (11.245) > t_t (2.145)$. This result states that there was a significant improvement of the students' vocabulary mastery before and after the research. It can be concluded that teaching vocabulary using ostensive can improve the students' vocabulary mastery.

B. Implication

Teacher has an important role in selecting materials that are appropriate to the kindergarten students in teaching vocabulary. The vocabulary should be selected based on their development. The real things should be delivered first to the students who learn English for the first time. Teacher should create the creative teaching so that they will feel fun and no burden during the process of teaching and learning. Involving a game in the teaching and learning process could motivate the students in learning vocabulary. It is not effective to divide the class into group. Students can not cooperate with their friends in the group. Therefore, ostensive is appropriate in teaching vocabulary for the beginner level. It is better to make the students work individually through drawing and coloring activity.

B. Suggestions

After carrying out the research, the writer would like to give some suggestions to the teachers and to the other researchers in improving the students' vocabulary mastery.

1. Teachers

The English teachers should know the characteristics of their students and know the problems that they faced in teaching vocabulary. So they can choose the suitable way in presenting the vocabulary to improve their motivation and the purpose of teaching can be reached. Besides, the English teachers should enhance their ability to create a good atmosphere in the classroom and motivate the students that learning English as a foreign language is not difficult. By knowing the weaknesses and the problems that may rise during teaching and learning process, teachers are expected become the creative teachers.

2. Others Researchers

This research studies about teaching vocabulary using ostensive. The writer hopes that the result of the research can be used as an additional reference for further research on similar problem and will give contribution to the others researcher in order that the effectiveness in teaching vocabulary to young learners can be reached.

