

Improving the effectiveness of teaching vocabulary using pictures for elementary school students (an action research study in SDN Pondok 02 Sukoharjo)

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as the first foreign language in Indonesia is formally studied from Junior High School to university, but it is introduced in Elementary School as local content. Kasihani (2005) says that recently, learning English is not something new for elementary school students in Indonesia. More than ten years, there is a policy about the possibility to include English in the curriculum as local content subject.

Supported by Singleton (1989: 242-245), there are some reasons for teaching English at primary level, namely:

- § The need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others.
- § The need to link communication to the understanding of new concept.
- § The need for maximum learning time for important languages- the earlier you start the more time you get.
- § The advantage of starting with early second language instruction so that the language can be used as a medium of teaching.

Teaching English at elementary school will be the basis for the higher level. Huebener (1965: 198) explains that only by an early start, language mastery could be assured. It is mentioned that preadolescent besides can learn a foreign language without self-consciousness; they are also free of the inhibition of the adult learners. Moreover, the early start instills respect for other people and fosters tolerance.

In Indonesia, English is introduced in a number of elementary school into their curriculum as a local content. It is clearly stated in the curriculum of elementary education “.....memilih dan menetapkan bahasa Inggris sebagai mata pelajaran muatan local pilihan kabupaten untuk sekolah dasar. Untuk sementara diberikan di kelas IV, V, dan VI” (GBPP Muatan Lokal Bhs. Inggris, 2004).

From the Curriculum development point of view, English as local content is considered as important subject as a means of absorbing and improving knowledge, technology, and art. Based on the Decree of the Head of Culture an Education Department No. 308/103.a/ 1995, English is taught at elementary school to give students simple skills in understanding written and oral statement in English.

Basically, skills in English consist of listening, speaking, reading, and writing and the elements of language include vocabulary and structures. The learners are expected to have the language competences. As Quoted in *GBPP Muatan Lokal SD Bahasa Inggris* as follows:

Ruang lingkup pembelajaran bahasa Inggris di SD wilayah Kabupaten Sukoharjo adalah sebagai berikut :

- 1. Keterampilan berbahasa Inggris, yang meliputi keterampilan menyimak, membaca, berbicara, dan menulis sederhana.*
- 2. Unsur-unsur kebahasaan, yang meliputi tata bahasa, kosa kata, pelafalan, dan ejaan.*

3. *Topik dan fungsi bahasa (language function), yang meliputi topik-topik dan fungsi bahasa yang berkaitan dengan kehidupan keseharian para siswa baik di rumah maupun di sekolah.*

Especially for beginners, vocabulary mastery is the very basic knowledge to learn more about English. Zimmerman (1997) states that for young learners, vocabulary is central to language and words are the critical importance to language learning. It cannot be separated from the other language elements in the teaching and learning process because it influences the students' ability in learning English. Thus vocabulary mastery is very important to support other language skills.

Vocabulary is list of words in alphabetical order in dictionaries as symbols of ideas which are needed by people to express and to communicate their ideas both from the first language and the foreign language. Ur (1998: 60) adds that vocabulary can be defined as the words that teachers teach in the foreign language. A new item of vocabulary may be more than a single word which is made up of two or three words but express a single idea.

Hatch and Brown (1995: 1) add that vocabulary refers to a list or set of words that individual speakers of language might use. Since vocabulary is a list, the only system involved is alphabetical order in dictionaries. The choice in vocabulary selection and methods used in teaching vocabulary are important. It means that the choice of words and methods of teaching are important factors on vocabulary learning, especially formally at school.

In general, teaching vocabulary is not easy. There are many difficulties in teaching vocabulary, especially in elementary school students as the beginners. Many problems often appear during the teaching and learning process. The students' scores of

the vocabulary test also shows low achievement. It shows that the students' vocabulary mastery is poor. The causes of the problems are that: 1) the material is not interesting; 2) the limited time and teaching equipment; and 3) the technique of delivering material is not suitable and interesting.

Because of the causes, the learners are less motivated in learning vocabulary. It is indicated by the cases follow: 1) The students get difficulties in pronouncing words correctly; 2) The students get difficulties in remembering and grasping the meaning of words; and 3) The students' attention to learn English is decreasing. Each of the cases is explained below

Firstly, the students' difficulties in pronouncing words correctly. Pronouncing the word correctly is important part of teaching vocabulary because incorrect pronunciations will influent the meaning of the words. Moreover, by pronouncing the word correctly, it can help the students to remember the word longer and identify it more readily when hear or see it. In introducing new words, the teacher should pronounce every new word correctly and carefully, and then repeated in chorus by the class or by individual pupils. In fact, the students still get difficulties in pronouncing the words correctly. There are many real cases related to the students' mispronunciation, namely:

- a. The students tend to pronounce the letters of the words. It can be seen when the students are pronouncing words such us *tongue*, *know*, *who*, etc. The problem is caused not only by the differences in pronunciation system between the target language and mother tongue (Indonesian language) but also the teaching technique errors. In introducing the words, the teacher more tends to use written form first than oral.

- b. The students add the vocal sound when they find consonant cluster which does not appear in Indonesian language. For example when they pronounce the words such as *arm, school, student, study*, etc.
- c. The students replace the consonant sound which is difficult to pronounce with the nearest sound. It happens when the students have to pronounce the word which ends in consonant sound. For example the word *orange*, the last sound / d / is pronounced by the sound / /, so it becomes / ori /.

Secondly, the students' difficulties in remembering and grasping the meaning of the words often appear when they do the exercises. They cannot do the exercise perfectly. Most of them fill the wrong answers. That mistake is caused by translation method in teaching vocabulary. The teacher taught vocabulary mostly by translation at the beginning of the lesson or translation of the material containing new words or glossaries at the end. Therefore, it can be determined that the error in this case was to confuse translation with language use, and to assume that putting across the meaning was the whole of teaching vocabulary. Moreover, the teacher never uses self-defining context, definition in the target language, opposites, pictures, and dramatization as a number ways to put across the meaning of a new words to a class.

Thirdly, the students' attention in learning vocabulary is decreasing. It is caused by some factors, namely: (1) the limited time and teaching equipment; (2) the material is not interesting; (3) the teacher's technique of teaching vocabulary is monotonous, so that the students easily feel bored. (For example, on drilling, the teacher never uses games, dialogues, pictures, song, and dramatization as interesting ways in delivering material)

Understanding the problems above, it can be concluded that the problems in the teaching and learning vocabulary mostly come from the teacher. The factors are: (1) the teacher is not creative to use media as aids of teaching. Dealing with teaching foreign language to children, Scott and Ytreberg define that: “words are not enough. Most activities for the younger learner should include movement and involve the sense. The teacher will need to have plenty of objects and pictures” (1990: 5); (2) the teacher only gives a little time to practice in pronouncing the words correctly, whereas a little time to practice cannot create accurate pronunciation, especially for the beginners; (3) the technique of teaching vocabulary that the teacher uses seems ineffective for the students. The technique does not give the students great motivation to learn. In other words, students are passive in learning vocabulary.

Based on the background above, it is decided to conduct a research to solve those problems through this study. The research is based on the cause’s point of view. The one of the causes that will be taken in this study is about the technique of delivering material that is not suitable and interesting to the learners. Thus, the research will be concentrated on the improving technique of teaching vocabulary during the teaching and learning process through an action research.

Wiersma (2000: 11) defines “ Action research is a research usually conducted by teacher to solve a problem or to provide information for decision making at the local school. This research focuses on the solution of day-to-day problems at the local level”. The research designed to uncover effective ways dealing with real problems which is not confined to a particular methodology or paradigm.

Based on the features, there are natures of the action research proposed by Tinker Sachs, namely : (1) the duration is usually conducted over a short period time; (2) the size of the project is usually small-scale; (3) the context is classroom-based or school-based and may involve one or more school contexts usually within the same region; (4) the key investigator involves one or more teachers from a school or several school; (5) the ethical consideration is usually informal that is given as the student participants that are known to the teachers and purpose is beneficial to the parties involved; (6) the focus is investigating one or more practical teaching and learning factors; (7) practical and manageable in design to allow for teachers' workload and teaching purposes; (8) utilizing one or more tools to collect and analyze the data, and the data collecting procedures is usually simple and straightforward; (9) the result is usually localized to a specific teaching and learning in class community or context with practical implications; and (10) the sharing of the results may be formal or informal and reported in local or international refereed journals for the benefit of those who teach (2000 : 71).

From the natures' point of view, the action research in this study is implemented through the classroom action research which consists of four steps. According to the model developed by Kemmis and McTaggart (1985), the steps are as follows:

1. Identifying problems and planning the action.
2. Implementing the action and observing or monitoring the action.
3. Reflecting the result of the observation, and
4. Revising the plan for the following step.

The action research is carried out in the classroom by implementing the use of pictures in teaching vocabulary. The research was conducted at SD Negeri Pondok 02, Sukoharjo by involving seventeen students from the fourth grade. The research title is **Improving the Effectiveness of Teaching Vocabulary Using Pictures for Elementary School Students.**

B. The Problem Statement

In this study, it is focused on a certain problem related to the effort to overcome the difficulties of teaching and learning vocabulary. Based on the background explained, it is stated a problem statement:

How effective are pictures to improve the effectiveness of teaching vocabulary?

C. The Objective of the Study

The objectives of the study are to solve problems that appear in the teaching and learning vocabulary in order that: (1) the students can pronounce words correctly; (2) the students can remember and grasp the meaning of words easily, and (3) the students can improve their motivation in learning vocabulary. Besides that, the objective of the study is also to improve the effectiveness of teaching vocabulary.

D. The Benefits of the Study

After knowing the effectiveness of using pictures in teaching vocabulary, the study will:

1. solve the problems faced by the teacher in teaching vocabulary during the teaching and learning process.

2. improve the teacher's technique of teaching vocabulary, especially for elementary school students.
3. improve the students' motivation in learning vocabulary.
4. improve the students' achievement in vocabulary test.
5. improve the students' vocabulary mastery.



CHAPTER II

THEORETICAL REVIEW

A. Young Learners

1. The Nature of Young Learners

Philips (1996: 5) and Kasihani (2000) define young learners as children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. Scoot and Ytrebergh (1998:1) mention that there are two main groups of children. They are the five to seven years old and the eight to ten years old. Both of them are assumed as the beginners' stage.

According to Philips (1995: 7), "young learners respond to language depend on what it does or what they can do with it rather than treating it as an intellectual game or abstract system". Thus, it is important to consider that teaching something concrete is more useful than the abstract one.

Based on the workshop report in European Centre for Modern language (ECML, 2001), there are natures of learning used by young learners, which appear either implicitly or explicitly. Implicitly, the young learners' learning occurs without awareness, automatic, making sense of regularities, and it is having the knowledge without being able to talk about. Explicitly, the young learners' learning is hard to learn but it can be described, it is unique to humans, and it is encouraged in schools.

2. Characteristics of Young Learners

Kasihani (2005) says that the way of learning English for young learners generally based on the growing steps. The young learners respond the language based on what they are going to do or they can do with the language itself (Philips, 1995: 7).

Pahin and Power (1990: 80) as quoted by Kasihani (2005) explain that teachers need to focus their attention to the young learners' characteristics which include:

- § They like learning by playing.
- § They are able to tell what they do and hear.
- § They are able to debate something.
- § They always feel happy when they are playing and working by themselves, but there is other nearby.
- § They can join to the adult.
- § They learning English by listening, repeating, and spelling.
- § They know there are rules followed to make them save and happy.
- § They do not aware what for they learning foreign language, even though they like it.
- § They learn well when they are given the motivations to directly involve in the activities relate to them.

Children learning at Elementary School have some degree of understand about meaning. Result of the observations and experiences shows that children as the young learners often understand something we are saying to them even though they have not known the meaning of certain words. Something is like intonation, face expression, hand movement and certain behaves can help them to understand what we mean (Kasihani, 2005).

Children are creative enough in using limited language. As mentioned by Halliwell in Kasihani (2005):

They are creative with grammatical forms; they are also creative with concepts. Children also create words by analogy, or they even invent completely new words which then come into the family vocabulary".

In addition, here are some other characteristics of young learners mentioned by Birdal, namely:

- § In informal situations, young learners are beginners in the second language learning and they learn it in natural situation

- § Young learners pretend to understand and do what their teachers tell them to do. They also store the knowledge as their teachers impose to them.
- § The situation that is given to young learners is the basic resource in L2 learning.
- § Young learners exercise language skills without aware of the reality that they are implementing the rules of language. They have not acquainted with the existence of the language skills.
- § The intrinsic motivation of young learners that encourages them to pursue the learning process is related to the classroom environment. Thus, they have had nothing before they join in the teaching context.
- § Young learners are the pupils of long-term teaching process and they cannot decide what to learn for themselves.
- § Young learners are enjoying themselves with plays. They are doing these plays in best and seriously as if they were living in real world.
- § In teaching young learners, physical world is dominant. Visual aids also play a fundamental role.
- § Especially in primary school, young learners have a very short attention and concentration span, nevertheless, they are too active to concentrate on a specific subject for a long time
- § Young learners sometimes have difficulty in discriminating what is the fact and what is the fiction. The dividing line between the real world and the imaginary world is not clear.
- § Young learners in primary school are happy when they work in company because they like to share in learning process. Moreover they whose

age over 8 year- olds are able to work with others and learn from them. It shows their appreciation of group works.

§ In training step, young learners pretend to use objects which are available in teaching environment, such as class, school, house...etc.

(www.ingilish.com/vocab.htm)

In addition, one of the characteristics of young learners mentioned by Brewster (1991) that young learners have limited span of attention. Therefore, especially in giving a task to young learners the tasks given should be short, varied, motivating, interesting, and offering concrete perceptual support.

3. Teachers for Young Learners

Teachers have important roles in the teaching and learning process. The success of the teaching and learning process depends on the teacher in carrying out the process. As the English teachers, they should have knowledge and skills in teaching English. Moreover, they who teach English in the kinder garden and elementary school should be more concerned to have skills and knowledge in English, because they formally teach English as the basis, either academically or psychology. The teachers should have methodology and teaching English for Children. (Kasihani, 2005)

According to Ashworth (1985) as quoted by Kasihani (2005), there are four competences of the English teachers for young learners, namely:

- § The English knowledge is enough and must be improved
- § Having skills in teaching English and managing the class.
- § The affective quality of teachers (kind, patient, humorist, creative)
- § Professional, involved in many activities to improve and refine the work quality.

Kasihani (2005) adds that teachers need to master various techniques in teaching foreign language to be more interesting using suitable media. A teacher of English to young learners (EYL), especially teaching in the Kindergarten and Elementary School student should know the techniques of teaching practically, for example "listen and repeat", "read and write", "listen, say, and write", "question and answer", TPR (Total Physical Response) by directly involving the learners.(Linse, 2005).

B. Vocabulary

1. The Definition of Vocabulary

Hornby says vocabulary can be defined as the total number of words in a language and vocabulary as a list words with their meanings (1995: 131). As Hatch and Brown (1995 :1) argue that the term of vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use. Vocabulary is also defined as the words the teacher teaches in the foreign language (Ur, 1998 : 60).

According to Manser (1995: 461), vocabulary is defined as the total number of words in language, words known by person or used in a particular book, subject, or list of words with their meanings. Burns (1975: 295) explains that vocabulary is the stocks of words used by person, class or profession.

Based on the definition above, it can be concluded that vocabulary is a list of words in a particular language that individual speaker or group might use with their meanings.

2. The Kinds of Vocabulary

Haycraft (1978: 44) gives a distinction between active vocabulary and passive vocabulary. Active vocabulary is the words that the students can understand, pronounce correctly and use constructively in speaking and writing. Passive vocabulary is words that the students recognize and understand when they occur in context, but which learners cannot produce correctly themselves.

Added by Harmer (1991: 159), active vocabulary refers to vocabulary that students have been taught or learnt and which the students will recognize when they meet them but which they will probably not be able to produce. It means that active vocabulary is productive learning referring to speaking and writing, while passive vocabulary is receptive learning referring to reading and listening.

Nation (1990: 5) mentions two kinds of vocabulary learning. They are receptive learning and productive learning. The explanation is follows:

a. Receptive learning

Receptive learning is the ability to recognize a word and recall its meaning when it is met. Similarly explained by Hatch and Brown in Haycraft (1994) that receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. The words can be found in reading context but they are not used in speaking and reading.

b. Productive learning

Productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time. Hatch and Brown in Haycraft (1994) add that productive vocabulary is the words that the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for

receptive vocabulary supported by the ability to speak or to write the appropriate time. Thus, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought or idea to others.

In other words, receptive learning is the process of learning vocabulary through listening and reading, while production learning is the process of learning vocabulary not only through listening and reading, but also writing.

By mastering both receptive vocabulary and productive vocabulary, it can cover the whole range of language skills. Considering the productive learning and the quality development of the learning vocabulary are important; an intensity of practice in using vocabulary in speaking and writing is useful activity. If the receptive learning is important and the quality of vocabulary is the main goal, the techniques that give familiarity to target words are required.

In teaching vocabulary, it is necessary to consider aspects like denotation, polysemy, connotation and sociocultural aspects when teaching a second or foreign language so that learners are able to get meaning from texts. (<http://www.teachingenglish.org.uk/shtml>).

Brief descriptions related to denotation, polysemy, connotation, and sociocultural are presented as follows:

a. Denotation

Ur (1997:61) defines that denotation is the meaning of a word which primarily refers to in the real world. For example, the denotation of the word *cat* is *an animal with soft fur, and whiskers*.

b. Polysemy

Polysemy is defined as words that have many different meanings. It is found one word in English often has more than one denotation. For example, the word *issue*, it refers to a *subject that people discuss* or

argue about, but it also refers to a *magazine that is published at a particular time*. Therefore to determine the words that belong to polysemy, students need to see and practise words in context, since it is the context that allows them to understand the meaning of a word. (Ur,1997 :61)

c. Connotation

According to Ur (1997 : 61) Connotation refers to "the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition." This means that words can suggest different things depending on the context they occur in. A learner who fails to understand the connotation of a word will probably fail to get the message of the text.

d. Sociocultural

Gloria (2002) defines sociocultural context as the fact that the language used by a sociocultural group is closely connected with its values, attitudes and beliefs. Consequently, learning a language involves understanding and interpreting the culture of which it is part. Some of the activities suggested by O'Dell (1997) in Gloria (2002) to deal with sociocultural context are the following: "asking students to compare words and expressions used in various English speaking contexts with those used in their own L1 context. The students are given set of items with sociocultural associations quizzes focusing on sociocultural lexical items true or false questions explaining newspaper, headlines, adverts, graffiti. (<http://www.teachingenglish.org.uk/shtml>).

Proposed by Birdal (www.ingilish.com/vocab.htm), it is mentioned that the kinds of object which are used in young learners' vocabulary learning are available in teaching environment such as classes, schools, and houses. The experiences of young pupils are mostly centered on the school, the home, some sports and outdoor activities. Teaching the words on which the young pupils have experiences is not intricate task and they will find an opportunity to practice to take

advantage of these words pleasantly. For instance, they can practice them while they are playing a game with their friends, going to school, etc.

As soon as they realize that they can use the language in real life, they will be encouraged to learn more. To illustrate, if we teach the words as follows: 'toy', 'elephant', 'train', and 'nose', they will grasp the given knowledge eagerly or if we start from teaching words related with the class environment: 'ruler', 'pen', 'paper', 'desk', and 'table', children are welcome owing to the fact that they are able to read and talk about matters of daily life context. (www.ingilish.com/vocab.htm)

To summarize, by carrying the daily life context into the teaching environment, young learners can feel that they need 'the target language' and they can master the language rapidly, for they are motivated on learning process.

C. Effective Teaching

Teaching a foreign language is considered to be a complex process, since the teacher is expected to select and organize the course content and the materials of instruction to create a friendly environment, to stimulate and maintain interest, to plan varied activities and to give children a feeling of achievement and success during the lesson. (<http://www.uncwil.edu/cte/ET/Resnotes/Yiangou/>)

Wiseman, Cooner, and Knight (1999) describe teaching as a process of continuous development. At each stage, reflection on the improvement of the delivery of instruction is critical. They suggest that teachers should be concerned with improving delivery and methodology. Then, students should be both formally and informally

evaluated throughout the lesson. Mentioned by Olivia & Pawless (2001) that probing and monitoring seat-work are methods to informally evaluate. They explain that formal evaluations tend to occur at the end of a chapter or unit - tests, quizzes.

Approach plays crucial role in the success or failure of teaching. Brown (1994 : 74) says that an approach or theory of language and language learning takes great importance. An approach to language teaching methodology is a theoretical rationale that underlines everything done in the classroom. In addition, he explains that an approach to language teaching was obviously the keystone to all teaching methodology in the classroom. Approach can be effective when it can be applied to a certain situation or circumstance of teaching and learning process.

Beside an approach, a teacher is also plays crucial role in teaching and learning process. To be a good teacher is a fundamental case to make the teaching and learning become more effective. An adult student at a private language school stated in Harmer (1998) that a good teacher should :

- conduct the lessons become interesting.
- love and enjoy their job to make the lessons more interesting.
- have their own personality and do not hide it from their students.
- have a lot of knowledge and to be entertainers in a positive sense.
- have close relationship with the students. It can encourage the students to talk when they get problems and do not get a long the subject.
- try and draw out the quite students and the talkative ones.
- have ability to correct students without offending them. They prefer helping to shouting.

- be able to recognize their students, at least by knowing the names of each student.

Effective teaching is one of the means to ensure maximum students learning. According to Hornby (1995), effectiveness is an ability to bring about the result intended. He says that the most effective teaching is not only based on the approach, but also based on the teacher behavior and competences. Allan and Lasley (2000: 50) propose Ryans's critical teacher behaviors becoming effective teaching. The effective behaviors are quoted as follows:

- § Alert, appears enthusiastic
- § Appears interested in pupils and classroom activities
- § Cheerful and optimistic
- § Self-controlled, not easily upset
- § Likes fun, has a sense of humor
- § Recognizes and admits own mistakes
- § Is fair, impartial, and objective in treatment of pupils
- § Is patient
- § Shows understanding and sympathy in working with pupils
- § Is friendly and courteous in relations with pupils
- § Help pupils with personal as well as educational problems
- § Anticipates individual needs
- § Gives helps willingly
- § Foresees and attempts to resolve potential difficulties

Moreover, they claim that characteristics of effective teachers are that understanding, friendly, responsive, systematic, stimulating, imaginative, and original.

Beside having effective behaviors and characteristics, the teachers should have the competences as proposed by Allan and Lasley (2000 : 51-52) as follows :

- a. Plans instruction at a variety of cognitive levels
- b. Can state pupil outcomes in behavioral system
- c. Identifies and evaluates problems of students
- d. Knows how to organize and use appropriate instructional materials
- e. Uses a variety of instructional strategies
- f. uses convergent and divergent inquiry strategies
- g. establishes transitions and sequences in instruction that are varied

- h. modifies instructional activities to accommodate learner needs
- i. demonstrated ability to work with individuals, small groups, and large groups
- j. demonstrate knowledge in the subject area

To manage teaching and learning become more effective, teachers should consider several aspects that some of them proposed by Harmer (1998), namely :

- a. How to use physical presence in class

It is impossible to help students to learn a language in a classroom setting without making contact with them. The teachers have to be aware of what students are doing, and how they are feeling. The teachers should be able to move around the class and getting the level of proximity right.

- b. How to use voices in class

Voice is the most important instrument of teachers. The teachers must be sure that their voices can be heard clearly by the students at the back as well as those at the front. It is necessary to vary the quality of their voices and the volume they speak at based on the type of the lesson and activity.

- c. How to mark stages of lesson

The teachers first need to get the student' attention in changing direction so that the changes to be more effective. When an activity of the lesson has finished, the teachers should be able to make a summary of what has been discussed. Then, the teachers also give a prediction of what will be discussed in the next lesson.

- d. How best seating arrangement for a class

Generally, students sit in orderly rows in the classroom, even though it makes the class is easy to get bored. To make the class becoming more life and effective, the

teachers may rearrange the students' seat for various models, such as: circle and horseshoes, or separate tables.

e. How to organize the class

Whatever the arrangement of students' seat in the classroom, the teachers can organize the students in different ways, for instance: they can work in a whole class, in groups, pairs, or individually. The teachers can change from one way to other ways so that the class is not easy to get bored and the lesson become more effective.

f. How to evaluate the success or failure of the lesson

Teachers need to know how well their students are progressing. It can be identified through the scores of the tests, homework assignment, speaking activities that the teachers score from the participation of each student, etc. Good teachers should have record of students' achievement so that they always aware of how they are getting on. The teachers also need to be able to try out new activities and techniques to improve their teaching.

An effective lesson begins with introducing the lesson with a review of the previous lesson, an explanation of the reason for studying context, or an analysis of results of test taken in previous class meeting. It is essential for students to have the right frame of mind from the beginning of the lesson.

(<http://www.uncwil.edu/cte/ET/Resnotes/Yiangou/>)

Harmer (1998) suggests, it is important for the teachers to check whether the students have understood what they are being asked and explained. To achieve that, he gives examples by asking a student to explain after the teacher has given the instruction or by getting someone to show how the exercise works in the class.

Halliwell (1992) states that teaching language effectively means that the teachers should be able to help the students make the language theirs. She identifies two sorts of goals that are stated on most syllabuses. They are content goals and attitude goals. She explains that content goals are concerned with the elements of language and ways in which they are used. The parts which are described in the content goals are structures, topics and situation, and functions. Then, the attitude goals are assumed as the key part of the process by which the language develops. The teachers need them to motivate children to accept the content goals. (Halliwell, 1992)

Moreover, Halliwell (1992) gives priority to help students own the language. The priority is stating for “basing the teaching approaches on the natural capacities and instincts children bring to the classroom; developing a positive response to languages and to language learning (attitude goals) as well as to what they learn (content goals); and making sure that the set up various forms of real language use as part of the process of learning, and not just as the intended product”. (Halliwell, 1992 : 9)

The teaching and learning process runs majority based on the teachers' managing in class. Nevertheless, the learners should support it by becoming good learners that require certain characteristics of good learners. The characteristics are: having willingness to listen, to experiment, to ask questions, to think about how to learn and accept correction. (Harmer: 1998)

By so doing, it can be concluded that the teaching will be effective if the teachers have effective behaviors, characteristics and competences. The teachers are able to manage the class effectively and use the appropriate approach that can be applied to a certain situation and circumstance of teaching and learning process in the classroom.

Beside the teachers, the learners also have to require some characteristics becoming good learners so that the teaching and learning process runs effectively.

D. Vocabulary Teaching

1. The Importance of Vocabulary in Language Teaching

Vocabulary is crucial for getting meaning from a written or oral text. Without knowledge of key vocabulary in a text, a learner may have serious trouble understanding the message

Vocabulary is the very basic knowledge to study language. It plays important roles to support other language skills. In every lesson, teachers have to introduce new words and ask the students to practice them, making clear the meanings and the ways in which each can be used. It means that vocabulary has important role in English teaching including reading, speaking, listening, writing, and structure.

Teaching the meaning of individual words, however, will not ensure that learners can read a text with understanding. "Words enter into meaningful relations with other words around them..." (Sinclair 1996:76). To understand a text, learners need to know words, and "knowing a word involves knowing: its spoken and written contexts of use, its patterns with words of related meaning..." (Carter, 2001:43). Thus, learning vocabulary has important role to have basis in understanding texts.

There are some reasons why vocabulary is taught as proposed by Nation (1990: 2). The reasons are because of: (1) the considerable research about vocabulary informing that vocabulary related to useful words can give the learners in useful skill, especially speaking; (2) Teacher faced with learners who have small vocabulary; (3) The learners

and researchers who see vocabulary are very important in learning language. The learners feel that many of their difficulties in receptive and productive language use are the result of an inadequate vocabulary.

2. Techniques in Teaching Vocabulary

How much time to devote to vocabulary has been the question for many English teachers. Teaching vocabulary is quite important and a task that can not be done effectively in just one class and at one grade level. In as much as other language arts skills need to be taught in our classes too, vocabulary instruction should be carried on by all language teachers, and hopefully by teachers of other subjects such as history and science. (<http://teacher2b.com/strategies/vocab/.htm>)

The technique of teaching vocabulary refers to the way of teaching vocabulary that teachers use to deliver material to the students. It has important role, especially on vocabulary learning. The success of teaching and learning process depends on not only the teachers' and students' competences but also the technique of teaching, especially in this case is the technique of teaching vocabulary.

Not all techniques are helpful for the students. In this case, the teachers have responsible to choose and select the appropriate technique, so that the technique can be applied to a certain situation and circumstance in the teaching and learning process. The technique that teachers use must be as effective as possible to reach the students' vocabulary learning and achievement.

Nation (1990: 3) proposes four ways in vocabulary teaching, namely: (1) the material of vocabulary is necessary to pay attention; (2) Words are dealt with as they happen to occur. It means that if there is unknown word appears in reading passage, the teacher should give some attention to it at the moment it causes a problem; (3) Vocabulary is taught in connection with other language activities, for example. Reading; (4) Time is spent either in class or out of school on the study of vocabulary without an immediate connection with some other language activities.

Cross (1995: 5) presents two main ways in introducing new words, namely showing meaning in some ways and using language that students already know in order to make clear the meaning of the new lexical item.

While Celce and Murcia (1991: 298-300) mentions two techniques of teaching vocabulary as follows:

The technique of teaching vocabulary involves unplanned vocabulary teaching and planned vocabulary teaching. Unplanned vocabulary teaching is extemporaneous teaching of vocabulary items that come up without planning in the course of lesson, while planned vocabulary teaching is the teaching where the teacher goes into the classroom with an item or a set of vocabulary items that the teacher has decided beforehand. The planned vocabulary teaching can be described as "The vocabulary lesson" since the primary objective of the teaching activities is the presentation and practice of the lexical items themselves.

In other words, unplanned vocabulary teaching can be met not in vocabulary lesson such as reading, listening, and structure. While planned vocabulary teaching can be met in vocabulary lesson with vocabulary items that the teacher has decided before.

Here are the examples of the concrete techniques of teaching vocabulary and the suggestions in teaching and learning process:

- § Use two areas of the classroom. For presentation of new language, practice activities using individual children, storytelling and opening and closing of lesson. The teacher sits on a stool next to the board and half-faces the children. Children should sit on the floor at their teacher's feet, with a further row of children behind on chairs to form a closed circle. This avoids sitting on the floor and makes you feel more in charge.
- § Present new language at the board. Use lots of flashcards. Involve all pupils and ask individuals to perform a small task: pointing to something, choosing a picture or sticking it on the board. Children like to be picked, so make it fair. Ask the whole class a question, get them to repeat or drill.

For establishing routine, always sit round the board to begin, play a game touching heads when taking the register, sing 'hello' to characters or sing a song they know. Thus, everyone can start the lesson feeling confident and attentive. Surprise activities can help to settle a class if the children become too excited. Try a series of movements in sequence e.g. touch your head three times, then shoulders, then knees. Vary the count and see if they can follow. When changing activity, try using a rattle (e.g. rice in a box) rather than raising your voice to attract attention. This becomes a signal that children recognise. Start the activity, even if not all children are attentive. They will eventually join in with the others.

(www.teachingenglish.org.uk/think/methodology/manage_young.shtml)

E. Teaching Vocabulary through Pictures

Thinking about vocabulary lessons means that it should be aware of five facts

(Virginia F.A, 1983 : 9), namely:

- § Foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily
- § Teaching such words will require special skills because students often feel their native-language words for familiar objects and persons are all they really need.
- § Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language class.
- § When a student feels no real need to learn something, a feeling of need must be created by the teacher.
- § To create in students' minds a sense of personal need for a foreign word, it is not enough to say, "Here is a word to learn." "Here is what the word means." "The word will be useful to you someday "

Basically children like learning by playing, as Kasihani (2000) argues that learning by playing is fun activity for children and it is usually called *recreational time out activities*. Ur (1998) explains that there are three sources of young learners' attention in class, namely picture, story, and game. Children like to see interesting pictures, which is sharp and colorful.

Virginia French (1983) proposes for helping students to understand the meaning of a word, a picture is useful. A picture is big enough to be seen by all members of the class, for example picture of persons. In addition, teachers also like to use pictures for introducing new words. The sort of picture for this purpose is simple and impersonal line drawing.

Considering the techniques of presenting vocabulary lesson, pictures have many advantages (Virginia, 1983: 28), namely:

- § They cost little or nothing. Pictures can be made by students and most of teachers like to use pictures made the students themselves.
- § They are available even in places where no other pictures can be found.
- § They do not require space for storing and filling as pictures from other source do.
- § Sometimes students who are poor language-learners can draw well
- § When a student has drawn a picture of scene, he knows the meanings of the English words that the teacher will use while talking about parts of the scene. The meanings are in his mind before the English word given.

Pictures have contributions in vocabulary teaching proposed by Andrew Wright (1989, 2), namely: (1) giving interest and motivation, (2) making a sense of the context of the language, and (3) having a specific point or stimulus

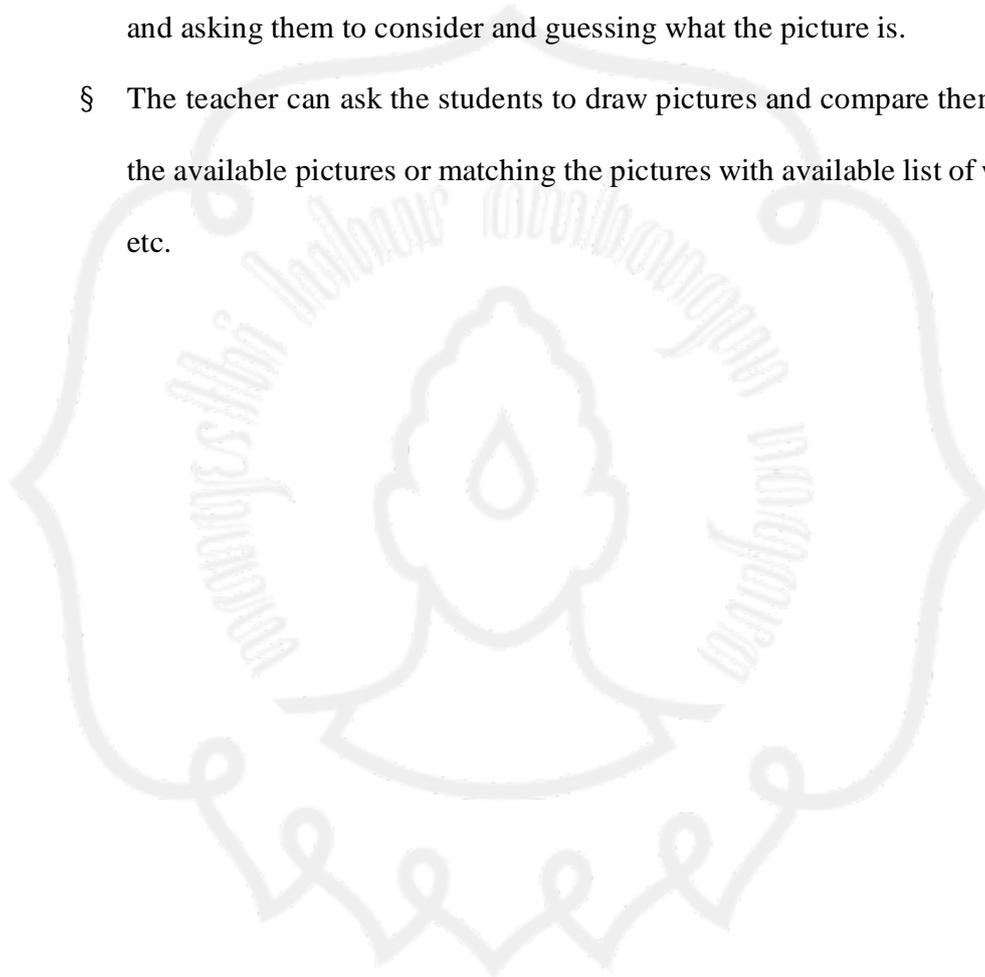
Pictures in vocabulary teaching can be derived from many sources. Linda Taylor says as follows:

Pictures for vocabulary teaching come from many sources. In addition to those drawn by students (or by teacher) there are attractive sets which are intended for schools. Pictures which have been cut of magazines and newspaper are also useful: many inexpensive books for children have attractive pictures which show meaning of basic words. It also helpful (especially for the beginners in English) to see a picture of the single object or person as the only focus of attention.

From the explanation above it can be concluded that the implementation of using pictures in vocabulary teaching can help the young learners as the beginners ease in learning vocabulary. The teacher or the students can make the pictures themselves, and the pictures can be derived from many sources. The pictures can present a single object or person. Suppose, there is a picture of each of the following: a mosque, a taxi, a bus, a part of human body, a policeman, a sailor, etc.

In teaching language, there are ways of presenting pictures used in the classroom, the examples as follows:

- § The teacher arranges the pictures along the ledge of the blackboard by pointing and saying the names of each of the pictures
- § The teacher can deliver pictures that are drawn on the paper to the students and asking them to consider and guessing what the picture is.
- § The teacher can ask the students to draw pictures and compare them with the available pictures or matching the pictures with available list of words, etc.



CHAPTER III

RESEARCH METHODOLOGY

A. The Method of the Research

The research used in this study is an action research. For a starting point it is necessary to give a definition of action research. Defined by Wiersma (2000: 11), "Action research is a research usually conducted by teachers, administrators, or other educational professionals for solving a specific problem or for providing information for decision making at the local level". The research designed to uncover effective ways dealing with real problems which is not confined to a particular methodology or paradigm.

McKernan considers the following definition which is stated on
http:

[www.erzwiss.Unihamburg.de/bilunt/indexneuDetein/infosDetein/Action%20research.ht](http://www.erzwiss.Unihamburg.de/bilunt/indexneuDetein/infosDetein/Action%20research.htm)

[m](#)

"... action research is the reflective process whereby in a given problem area, where one wishes to improve practice or personal understanding, inquiry is carried out by the practitioner - first, to clearly define the problem; secondly, to specify a plan of action - including the testing of hypothesis by application of action to the problem, evaluation is then undertaken to monitor and establish the effectiveness of the action taken. Finally, participants reflect upon, explain developments, and communicate these results to the community of action researchers. Action research is systematic self-reflective scientific inquiry by practitioners to improve practice." (McKernan 2000: 5)

There are several features of action research quoted by Tinker Sachs (2000: 71)

as follows :

Table 1. Features of Action Research

Features	Action Research
Duration	Usually conducted over a short period of time
Size of the Project	Usually small-skill
Context	Classroom-based or school-based and may involve one or more school contexts usually within the same region
Key Investigators	Involves one or more teachers from a school or several schools
Ethical Consideration	Usually informal consent is given as the student participation are known to the teachers and the purpose is beneficial to the parties involved
Focus	Investigates one or more practical teaching / learning factors
Design	Practical and manageable in design to allow for teacher (s)' workload and teaching purposes
Research Tools and Data Collection Procedures	Utilizes one or more research tools to collect and analyze the data. Usually simple and straightforward procedures.
Results	Usually localized to a specific class / teaching / learning community or context with practical implications
Sharing of Results	May be formal or informal and reported in local or international refereed journals for the benefits of those who teach

Kemmis and McTaggart in Nunan (1992: 17) state that there are three characteristics of the action research. Firstly, the action research is carried out by practitioners rather than outside researchers. Secondly, the kind of the research is collaborative, and thirdly the research is aimed at changing things. Meanwhile, Ebbutt (1985) in Hopkins (1993: 45) states that action research is about the systematic study of attempts to improve educational practice by groups of participants and by means of own reflection upon the effects of those actions.

Rapport in Hopkins (1993: 44) says that action research is aimed to contribute both to the practical concern of people in an immediate problematic situation and the goals of school science by joint collaboration within a mutually acceptable ethical framework. Issac and William (1971:14) also state that the action research is aimed to develop new skills or new approach and to solve problems with direct application to the classroom or other applied setting.

From the definition above, it can be summarized that action research is the systematic study of efforts to overcome education problems or to change things related to educational problem for improvement. It is conducted by practitioners or teachers, or in collaboration of teachers and researchers by means of their own practical actions and by means of their own reflection upon the effect of the actions.

Considering the background of the problems, the study is conducted in the classroom. The model of research belongs to classroom action research. Defined by Gwynn Mettetal (2001), Classroom Action Research (CAR) is a method of finding out what works best in a class in order to improve students' learning. CAR is more systematic and data-based than personal reflection, but is more informal and personal than formal research. CAR is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching.

(<http://academic.udayton.edu/FacDev/Newsletter/EssaysforTeachingExellence/PODV0114/TeV0114n7.html>)

In this study, the classroom action research is conducted to solve problems that appear in teaching vocabulary during the teaching and learning process in the classroom.

The purpose of the research is to improve the effectiveness of teaching vocabulary and can give the best solution from the problems that appear during the teaching and learning process. The teacher as the researcher conducted the research. The practical action is the implementation of using pictures in teaching vocabulary in the classroom. The reflection upon the effects of the actions can be known after using pictures in teaching vocabulary is presented. The reflection shows whether using pictures can improve the effectiveness of teaching vocabulary. It can be seen from the result of students' vocabulary learning and achievement that are better than before.

B. The Place and Time of the Research

The study is conducted in SD Negeri Pondok II, Sukoharjo 2005/2006 academic year. It involves one class consisting of seventeen students of the fourth grade. The research is conducted through teaching and learning process in the classroom. The research was carried out in October-December 2005 by implementing the use of pictures in teaching vocabulary.

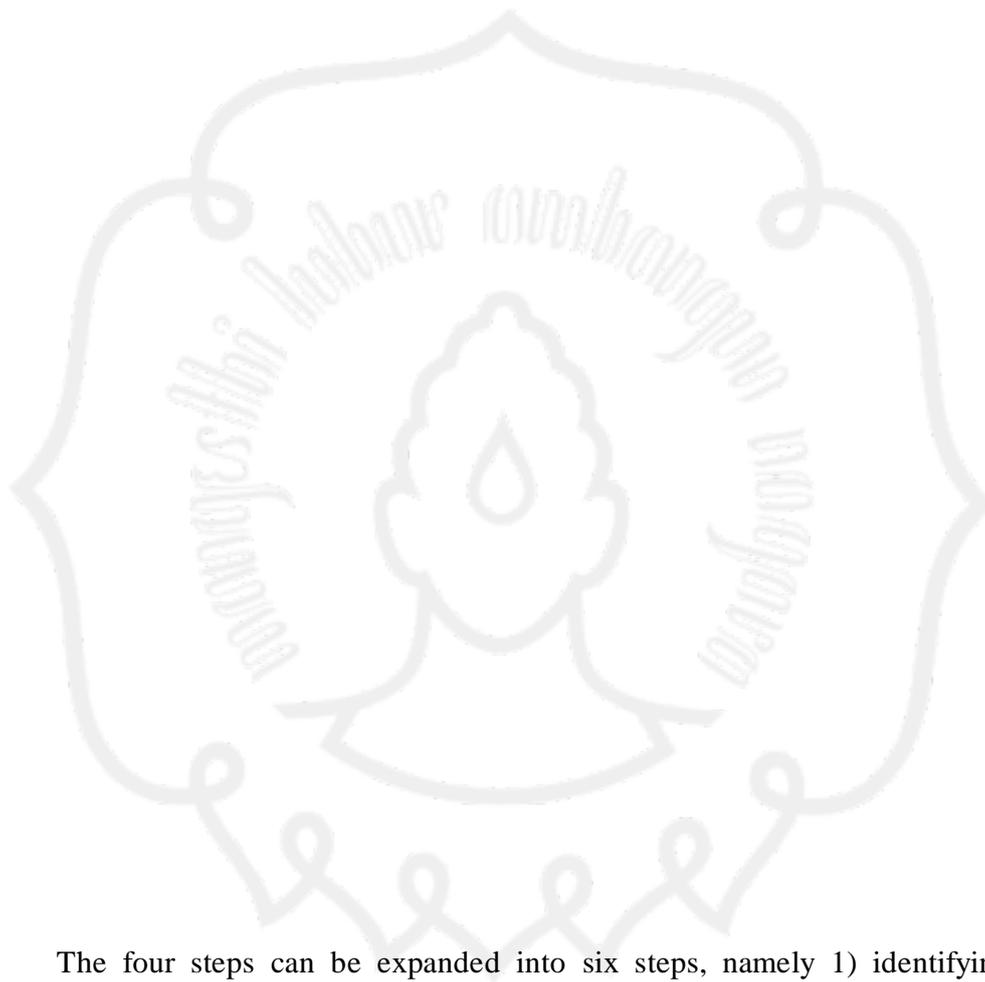
C. The Model of Action Research

The model of classroom action research used in this study is based on the model developed by Kemmis and McTaggart (1985). According to the model, the implementation of the classroom action research includes four steps in the following :

1. Identifying problems and planning the action.
2. Implementing the action and observing or monitoring the action.
3. Reflecting the result of the observation, and

4. Revising the plan for the following step.

Based on Hopkins point of view (1993: 48), this model can be illustrated as follows:



The four steps can be expanded into six steps, namely 1) identifying the problem; 2) planning the action; 3) implementing the action; 4) observing or monitoring the action; 5) reflecting the result of the observation; and 6) revising the plan for the following steps. Those six steps form one cycle.

In addition, to provide the procedures of action research, G. Mattetal in her essay (Vol. 14, No.7 2002-2003) mentions seven managable steps in classroom action research. The steps are as follow:

Step 1: Identify a question.

There are three major qualities to have a good question. First, the question is significant to the classroom situation. It means that it makes a difference in student learning. Second, the research findings will lead to action, such as keeping or changing a teaching strategy. Third, the question should be feasible in terms of time, effort, and resources.

Step 2: Review the literature.

A brief review of secondary sources is adequate for providing information background in indentifying question.

Step 3: Plan a research strategy.

Plan is made based on the research questions. It purposes to decide the best strategies for collecting data to answer the questions.

Step 4: Collect data.

The data could be quantitative that can be derived from such us test scores, grades, survey results or qualitative that can be taken from dialogue focusing groups or class discussions). From the data, the researchers already have such as assignments, exam scores, and teacher evaluations. The researhers can collect and analyze the data to find more information.

Step 5: Analyze data.

The goal of data analysis is to look for patterns whether the result of the teaching strategy shows better performance of the student on exams that is compared to their pre-tests or to another group of students

Step 6: Take action based on results.

The action is related to the teaching decision based on the research finding. If the result of new strategy shows that there is improvement in students learning, it will be continued to use it in the teaching context. But, if there is no improvement, it might come back to the old strategy.

Step 7: Share your findings.

Because teaching can be a solitary activity, with successes and failures rarely acknowledged to others, sharing the research finding is needed to provide an exiting forum for discussion on teaching. It is can be shared informally, through departmental or teaching center, or more formally at teaching conferences. (<http://www.iusb.edu/~josotl>)

D. The Procedures of Action Research

The model of the research above is the framework in undertaking a classroom action research. Those six steps are taken in each procedure that forms one cycle. They are as follows:

1. Identifying the problem

The teacher identifies the problems before planning the action. The problem refers to the students' difficulty in learning vocabulary. The problem is caused by the technique of delivering material which is not suitable and interesting to the learners.

2. Planning the Action

The teacher prepares everything related to the action as follows:

- a. Preparing material, 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's aids, for example pictures, chalk, blackboard, etc
- d. Preparing test. It is prepared to know whether students' vocabulary learning improves or not. Thus, it can be identified how effective of the technique.

3. Implementing the Action

The teacher implements the teaching and learning activity of vocabulary using pictures. The real implementations generally are presented as follow:

- a. The teacher prepares materials containing some exercises and practices that are presented on pictures.
- b. The teacher copies the material as the number of the students. Then the teacher distributes the material to the students.
- c. The teacher gives short explanation and guides the students to learn, practice, and do the exercises.
- d. The teacher gives the students chances to practice either one by one or together.
- e. In understanding materials, sometimes the teacher conducts a discussion with the students.

- f. The teacher groups the students into certain groups and asks them to discuss and learn materials together.
- g. The teacher reviews materials and gives the students some evaluations.
- h. The teacher gives the students some evaluations including materials that are not used in the research. The evaluations are given on some models in which the items of the test are presented using pictures and then the others are not.
- i. Parts of the activity are reported on cassette and pictures.

4. Observing / Monitoring the Action

The teacher as the researcher observes all activities in the teaching and learning process. The teacher also creates a conducive atmosphere in the classroom and makes collaborative efforts to explore teaching possibilities. It is proposed to create the students' motivation in learning. For example by giving advises to the students and having humorous thing in spare time in the class.

5. 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 pictures in teaching vocabulary. The weaknesses can be refined in the next cycle; so that finally it can be determined how effective pictures can improve the technique of teaching vocabulary.

6. Revising the plan

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

In this classroom action research took two cycles based on the topic stated in the English Curriculum for the fourth grade students (*GBPP*).

E. The Evaluation

To make sure whether there is an improvement of the effectiveness of teaching vocabulary, the teacher gives the students test involving certain numbers of item in the end of Cycle One and Cycle Two. The teacher also observes all activities during the teaching and learning process in which the technique of teaching vocabulary using pictures is implemented.

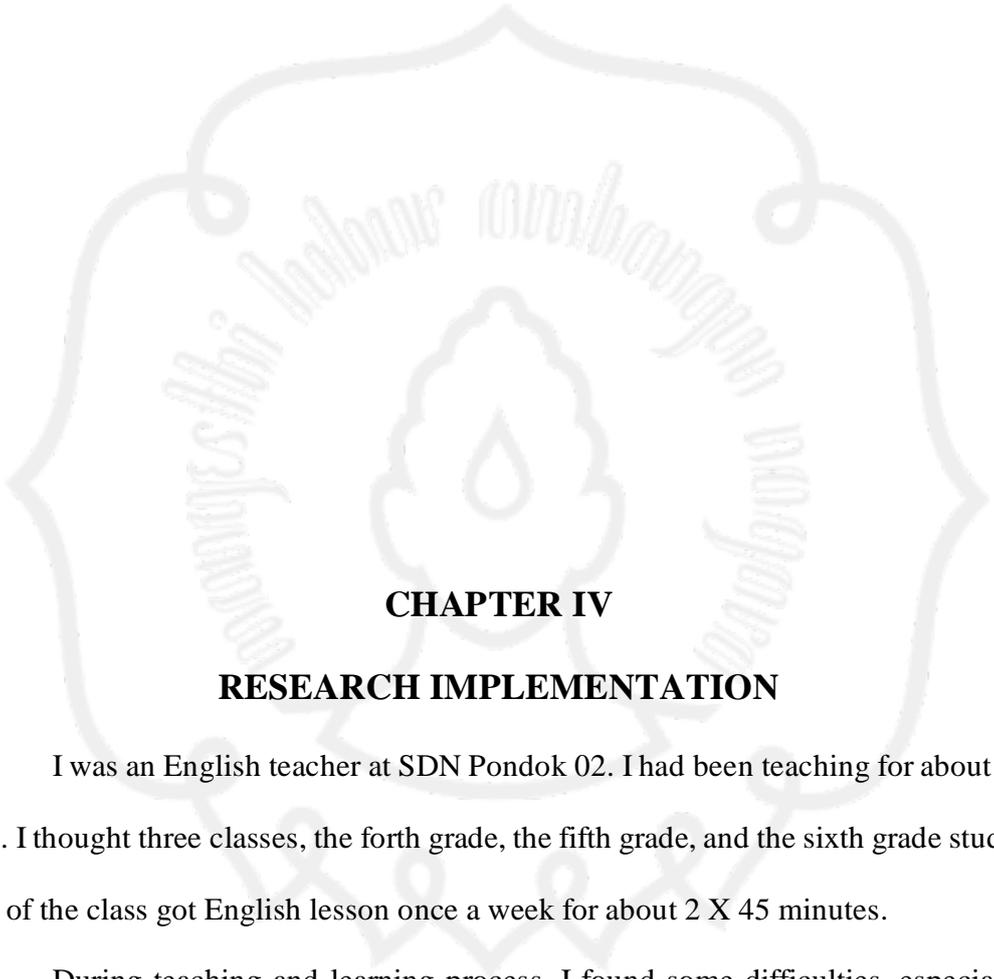
F. The Technique of Collecting Data

In the classroom action research, the techniques used for collecting data are by observation and tests. The researcher takes some information from the field note and report on the cassette. Then the researcher scores the test by looking for the mean score. After the mean of score is found from the tests, and it is supported by the data taken from the field note, the teacher can find how effective pictures can improve the technique of teaching vocabulary.

G. Data Analysis

The classroom action research analyzes the data from the observation that is taken from field notes and report on the cassette, and the result of the tests. The observation is described how the teaching and learning process of vocabulary runs in the classroom through qualitative methodology, and the tests are scored by looking for the

mean of the scores using quantitative methodology. From the analysis, it can be shown how effective pictures can improve the technique of teaching vocabulary.



CHAPTER IV

RESEARCH IMPLEMENTATION

I was an English teacher at SDN Pondok 02. I had been teaching for about three years. I taught three classes, the fourth grade, the fifth grade, and the sixth grade students. Each of the class got English lesson once a week for about 2 X 45 minutes.

During teaching and learning process, I found some difficulties, especially in my teaching. One of the difficulties was in vocabulary teaching. It came from my students' problems that were identified as follows: 1) the students got difficulties in pronouncing English words correctly; 2) the students got difficulties in remembering and grasping the meaning of words; and 3) the students' attention to learn English was

decreasing. The effect of the problems concretely could be seen from the low achievement of the students in either daily test or final test.

There were some cases that cause the problems above, namely: 1) the material was not interesting; 2) the limited time and teaching equipment; and 3) the technique of delivering material was not suitable and interesting.

Considering those causes, I realized that the causes mostly came from me myself as the teacher. I had responsible to overcome the problems by handling one of the causes. The cause that would be handled was improving the technique in teaching vocabulary through a classroom action research that was intended to solve the students' problems. The research was conducted for the fourth grade students as the beginners who learn English earliest. The class consisted of seventeen students. I had undertaken two cycles in which the first cycle, I used pictures in delivering materials in class meeting. The second cycle, I was teaching vocabulary using pictures by grouping the students. The pictures were derived from some picture dictionaries that were arranged on students' worksheets. Each of the cycles consisted of six steps. The steps were: 1) identifying the problem, 2) planning the action, 3) implementing the action, 4) observing the action, 5) reflecting the observation result, and 6) revising the plan. Those steps could be reported as follows:

A. Cycle 1

1. Identifying the Problem

The problem referred to the students' achievement and motivation in learning English that were still low.

2. Planning the Action

After considering the numbers of class meeting that were used in the research, I prepared material only for one unit. I took unit 4 of the students' hand book. The unit was divided into 4 topics.

Unit 4. Parts of Human Body

Topic : 1. Parts of Body

2. Parts of Head
3. Parts of Arms
4. Parts of Legs

Before the real action was implemented, I had prepared everything relate to the action. I looked for the sources of materials. I made students' worksheets that consisted of some tasks, and then they were copied as a number of the students. The lesson plan was made as guidance in the teaching. To get the result, I observed the whole process of teaching and learning English in the classroom.

3. Implementing the Action

The action was divided into four terms, namely: warming up, presentation, practice, and production. In these four steps, I presented one topic including a review and a quiz that spent 90 minutes in the first meeting and 45 minutes in the second meeting.

Topic 1 : Parts of Body

a. First Meeting

1.) Warming Up

After greeting, I asked students who were absent that day. The students were reminded to a topic that would be discussed in the meeting. I set a picture of human body on the blackboard and asked the students to pay attention to the picture.

2.) Presentation

I told the students that they were going to learn about “Parts of Body”. I asked the students to identify the picture set on the blackboard. Then, I mentioned some parts of human body by pointing the picture. The students were asked to repeat after me.

The next activity, I distributed copies of material to the students. I asked students to pay attention to the pictures presented on the copies and to guess the meaning of the words by considering the pictures. I gave some examples how to pronounce each of the words correctly, and then the students repeated after me. The students were practicing to pronoun many times, while I was checking students’ pronunciation randomly.

3.) Practice

I gave students chances to learn by hearth the form and meaning of the words. Then, they did task 2, task 3, and task 4. In task 2, the students were asked to write down the meaning of parts of body by considering the picture. In task 3, the students were asked to write down the name of parts of body based on the picture. In task 4, the students were asked to complete words with the suitable letters becoming correct words based on the meaning.

4.) Production

In this stage the students were asked to pronounce each of the word correctly including the meaning. The words are: ‘*head*’, ‘*face*’, ‘*shoulders*’, ‘*chest*’, ‘*stomach*’, ‘*arm*’, and ‘*leg*’. I checked the students’ answers in task 2, task 3, and task 4 by discussing together with the students. The students were hoped that they could do the tasks completely and correctly.

b. Second Meeting

1.) Warming Up

After greeting, I asked students what we had discussed in the previous meeting. There was still one task to be continued in this meeting. But, before continuing to do the task, I gave the students a quiz for reviewing and checking the students' understanding to the previous material.

2.) Presentation

I asked students to close their book and do the quiz on the paper that was distributed to them. After the students had finished the quiz, I checked the students' answers with the students, while reviewing the material.

The next activity, I distributed copies of material to continue the previous task.

3.) Practice

I asked students to discuss and do task 5 in pairs. In this task, students were asked to complete dialogues with suitable words based on the pictures. I gave some examples and explanation about the dialogues. Then, I gave the students chance to practice it in pairs.

4.) Production

In this stage the students were asked to practice dialogues in front of the class.

Topic 2 : Parts of Head

a. First Meeting

1.) Warming Up

After greeting, I asked students who were absent. I reminded students to the topic that had been discussed in the last meeting. I reviewed it for a moment, by having question-answer with the students.

2.) Presentation

I told students that they were going to continue discussing unit 4. The topic was "Parts of Head". I distributed copies of material to students. Then, I asked students to pay attention to the pictures presented on the copies and guess the meaning of the words by considering the pictures. I gave some examples how to pronounce each of the words correctly, and then students listened, pointed, and repeated after me. The students were practicing to pronoun the words many times, while I was checking students' pronunciation randomly.

3.) Practice

I gave students chances to learn by hearth the form and meaning of the words. Then, I asked them to do task 2, task 3, and task 4. In task 2, the students were asked to look at pictures, and then they were asked to complete sentences. Here, they were introduced to the use of pronoun "My" and "Your" and article "This" and "That". I explained directly and added the note written on the blackboard. In task 3, the students were asked to complete letters becoming a correct word which is suitable with the meaning listed beside. In task 4, the students were asked to complete dialogues with suitable words based on the pictures. Here, the students were practiced how to make

question and how to answer it, for example: “What part of body is it?”, the answer “It is head”.

4.) Production

In this stage the students were asked to pronounce each of the words correctly including the meaning. The words are: ‘*hair*’, ‘*forehead*’, ‘*eyebrow*’, ‘*eyes*’, ‘*nose*’, ‘*ears*’, ‘*cheek*’, ‘*lips*’, ‘*tongue*’, ‘*chin*’, ‘*neck*’, ‘*teeth*’, and ‘*mouth*’. I discussed the students’ answers in task 2, task 3, and task 4 together with the students. The students could do the tasks completely, although some of them still had mistakes. I asked students to practice dialogues randomly in front of the class.

b. Second Meeting

1.) Warming Up

After greeting, I reminded students to what we had discussed in the previous meeting. There was still one task to be continued in this meeting. But, before continuing to do the task, I gave the students a quiz for reviewing and checking the students’ understanding to the previous material.

2.) Presentation

I asked students to close their book and do the quiz on the paper that had been distributed to them. After the students had finished the quiz, I checked the students’ answers with the students while reviewing the material.

The next activity, I set a picture on the blackboard to continue the previous task.

3.) Practice

I asked students to make short dialogues in pairs as had been done in task 4. Then, they were asked to practice in pairs in front of the class by pointing the picture set on the blackboard.

4.) Production

The students made some short dialogues and they practiced the dialogues in front of the class.

Topic 3 & 4 : Parts of Arm & Parts of Leg

a. First Meeting

1.) Warming Up

After greeting, I asked students who were absent. Then, I reminded students to the previous material for a moment, while giving students some questions orally.

2.) Presentation

I told students that they were going to discuss two topics in unit 4. The topics were “Parts of Arm” and “Parts of Leg”. I distributed copies of material to students. Then, I asked students to pay attention to the pictures presented on the copies and guess the meaning of the words by considering the pictures. I gave some examples how to pronounce each of the words correctly, and then the students listened, pointed, and repeated after me. While the students were practicing to pronoun the words, I was checking the students’ pronunciation one by one.

3.) Practice

I asked students to do task 2, task 3, and task 4. In task 2, the students were asked to rewrite and separate the name of parts of arm and leg including their meaning. After that, they tried to learn by hearth the form and meaning of the words. In task 3, the

students were asked to rearrange the jumbled letters into correct names of parts of arm and leg according to the picture. In task 4, the students were asked to complete dialogues with suitable words based on the picture as the previous examples. They were asked to practice with their friends.

4.) Production

In this stage the students were asked to pronounce each of the word correctly including the meaning. The words of "Parts of Arm" are: *'upper arm', 'fore arm', 'wrist', 'elbow', 'palm', 'armpit', 'thumb', 'fore finger', 'middle finger', 'ring finger, and 'little finger'*. The words of "Parts of Leg" are : *'thigh', 'knee', 'calf', 'heel', 'ankle', and 'toe'*. I checked and discussed the students' answers in task 2, task 3, and task 4 together with the students. The students could do the tasks completely, eventhough they still had some mistakes. I pointed the students randomly to practice dialogues in front of the class.

b. Second Meeting

1.) Warming Up

After greeting, I asked students who were absent. I reviewed the previous discussion from topic 1 up to topic 4 for a moment. Then, I reminded the students that they had a test as had been informed in the previous meeting. The test involved the whole topic in unit 4, topic 1 up to topic 4. This test was also to measure the effectiveness of teaching vocabulary using pictures in cycle 1.

2.) Presentation

I asked students to close their book and pay attention to the test. I distributed papers of test material to students. Then, I asked students to do the test individually without looking at their preferences.

3.) Practice

The students did the test individually, and then I supervised their activity. After the test had finished I checked the students' answers with the students by exchanging one students' work to others.

4.) Production

The students could do the test well. The result of the test was good enough.

4. Observing the Action

When the technique of teaching vocabulary using pictures was being carried out for unit 4 with four topics, I observed all activities. Generally, the teaching and learning process using this technique run well. The activities of the teaching and learning process became life. The voices heard in class were students' voices who were studying not playing. There was interaction between teacher and students. "*Bu, ini gambar apa?*", whose mean: "What picture is it, mom?", "*Ini dicari artinya kan bu?*", whose mean: "It is looked for the meaning, isn't it?", "*Bu, mengerjakan task selanjutnya nggih!*" whose mean: "May we do the next task, mom?". Those were students' commands to me as their teacher when the teaching and learning process run.

In addition, the students became more motivated and enthusiastic in learning vocabulary. There were shown from the students' responses when they had learning activities. The students were active in asking what they had not known and also active responding my commands. They also tried hard to guess and find the meaning of words by looking at the pictures. "*aku ngerti, iki kuping, berati ear artine kuping, telinga, ayo*

tulis". It was one of students' statements when he was having discussion with his friend. When I asked the meaning of words orally, they were enthusiastic in guessing continuously until they got the correct meaning.

Most of the students were able to do exercises in the students' worksheets completely and practice well, even though there were still some mistakes. Moreover, the result of the last test from the whole topics was good enough. The mean score was 8.13. From seventeen students, there were seven students who got scores lower than the mean score. And, there were ten students who got scores higher than the mean score.

Nevertheless, I was not satisfied with the result because the situation was not continually occurring. From the further observation in the teaching and learning process, the students' motivation and attention in having lesson were decreasing. They seemed to be boring with the monotonous activities. Consequently, they became uninteresting and did not give fully attention to the next presentation even most of them played by themselves or disturbed each other. When I asked them to do exercises or practice by themselves, they usually came to other table for joining to do the exercises. They were easy to give up if they found difficulties in doing task in students' worksheet. If there was no more improvement, I worried it could influence their achievement in the next learning and test.

5. Reflecting the Observation Results

From the observation, I got the results as follows: the activities of teaching and learning vocabulary using pictures generally run well, but only in the beginning. In the next activities, the students' motivation and attention was decreasing because the

activities seemed to be monotonous. The result of the test showed that the mean score is 8.13. This result was regarded as good.

Thus, by analyzing the result of the observation, I concluded that pictures was good enough and suitable for the forth grade students in learning vocabulary, eventhough sometimes made the students were bored and could not maximize the students' motivation in learning English. I assumed that the condition was caused by the monotonous activities in the teaching and learning process. I had to make variation in my teaching, so that the students were not easy to get bored.

From the reflection of the observation result above it could be stated that Cycle 1 did not give a satisfactory result because the students' motivation in learning English was decreasing, although the result of the vocabulary test had shown good achievement.

6. Revising the Plan

To solve the problem that appeared in Cycle 1 in which the students' motivation and attention in having lesson were decreasing, I improved the activities of the teaching and learning process with the various activities. *“Children in primary school become happy when they are told to work in the company of others because of the fact that they like to share in learning process. Moreover the children over 8 year- olds are able to work with others and lea rn from them, which shows their appreciation of group works”.* (www.ingilish.com/vocab.htm). Based on the theory and the observation in class, I considered to have teaching by grouping the students. • Beside, it was easy monitored, it also could make the students more relax and enjoy in having lesson. By so doing, the students were not easy to get bored and they kept in attention. The activities were implemented in the next cycle.

B. Cycle 2

1. Identifying the Problem

Based on the result of Cycle 1, it was necessary to solve problem that was found in Cycle 1. The problem was the students' motivation and attention in learning English that were decreasing. It could be seen from the students' responses in having the lesson. They were less attention to my explanation. In addition, they were easy to give up in finishing their exercises if it was done individually.

2. Planning the Action

Before doing second cycle, I prepared lesson plan and students' worksheet that relate to the topic so that the action could be done well and my objectives could be achieved. I also prepared some picture dictionaries as media for learning vocabulary. Because of the limited time, I only took one topic in the action. The topic was "Things at School".

3. Implementing the action

As stated in Cycle 1, I used pictures in transferring material, especially to introduce new words. In Cycle 2, I still used pictures in transferring material for different topic, but in this cycle, I conducted various activities by grouping the students into some groups. In implementing the action, I divided the action into four terms, namely: warming up, presentation, practice, and production. In these four steps, I presented one topic including a quiz and two tests. The activities spent 90 minutes in the first meeting, 90

minutes in the second meeting, 45 minutes in the third meeting, and 45 minutes in the fourth meeting.

Topic : Thing at School

a. First Meeting

1.) Warming Up

After greeting, I asked students who were absent. I had a joke with students for a moment. I told students that we were going to move next unit whose topic was “Things at School”.

2.) Presentation

I divided students into four groups. Each of the groups chose the members by themselves. I asked the groups to set their seats so that they were comfortable to have discussion. Then, I distributed some copies of students’ worksheet to the members of the groups. I also lent some picture dictionaries to the groups.

3.) Practice

Each of the group was conducted to pay attention to the pictures presented on students’ worksheet and discussed it with the members the groups. They were asked to discuss the name of things that were presented on pictures and to guess their meaning by looking for in the picture dictionaries.

I gave some examples how to pronounce the new words correctly, and then I asked the groups to listen, repeat and read loudly. I asked each of the groups to practice

with their own members. I conducted a game in which the groups had competition each other.

Before the game was begun, the groups were asked to do task 3. In task 3, the students were asked to match and write down the name of things at school with suitable pictures. After that, each of the group was allowed to practice, learn by hearth the form and meaning of the words, and then made some questions that would be asked to other group. The other group counted how many mistakes were made the group, whereas I refined the students' mistakes. A group asked the meaning of some words to other group, and then the mistakes were counted by the other else.

4.) Production

The discussion and a game run well. Each of the groups had competition to have a good result. I got a note about the result of the game that showed which one was best.

b. Second Meeting

1.) Warming Up

After greeting, I asked students who were absent. I told students that they were going to continue the previous topic, while reviewing the material for a moment.

2.) Presentation

I asked students to have activities as had been done in the previous action. The students had a group with the same members and they set their seats to have discussion. Then, I distributed students' worksheets to the members of the groups. I also lent some picture dictionaries to the groups.

3.) Practice

Each of the group was conducted to discuss task 4 and do task 5. In task 4, there were some examples of short dialogues. Here, the students were introduced to the pattern of “W-question”, “yes/no question” and how to answer it correctly. For example: “*What is this?*”, the answer “*This is...*”; “*Is this a ruler?*” the answer “*Yes, it is*” or “*No, it is not*”. I gave more notes written on the blackboard and gave explanation orally. In task 5, the groups were asked to practice as be done in task 4 by completing the dialogues based on the pictures. Then, each of the groups practiced the dialogues with their own members.

4.) Production

The students were conducted to have a game to practice task 5. The real activities were a group showed a picture by asking “*what is this?*” or “*Is it.....?*”, and then the other group answered “*This is.....*” or “*Yes/No, it is.....*”. I observed and monitored the activities.

c. Third Meeting

1.) Warming Up

After greeting, I asked students who were absent. I reviewed the previous discussion for a moment. I reminded the students that they would have a test for topic “Things at school” as had been informed before. This test was also to measure the effectiveness of teaching vocabulary using pictures in cycle 2 in which I made variation in teaching and learning process by grouping the students.

2.) Presentation

I asked students to close their book and pay attention to the test. I distributed material of the test to students. I asked students to do the test individually without looking at their references.

3.) Practice

The students did the test individually, and then I supervised the activity. After the test had finished, I checked the students' answers with the students by exchanging one students' work to others.

4.) Production

The students could do the test well. The result of the test was good. The mean score was 8.01

d. Fourth Meeting

1.) Warming Up

After greeting, I asked students who were absent. As I had informed before that I would give the students a test involving the whole materials from unit 4 that was used in Cycle 1 and Unit 5 that was used in Cycle 2. This test was aimed to make sure that pictures themselves could improve the effectiveness of teaching vocabulary.

2.) Presentation

I asked students to close their book and pay attention to the test. I distributed the material of the test to students. And then, I asked students to do the test individually without looking at their references.

3.) Practice

The students did the test individually, and then I supervised their activity. After the test had finished, I checked the students' answers by exchanging one students' work to others.

4.) Production

The students could do the test well. The result of the test was good. The mean score was 8.18

4. Observing the action

When the technique was implemented, the class became more life than before. The students were enthusiastic in having the lesson. They were more active and motivated in creating their learning. They shared what they do not know each other. They seemed to be enjoy and happy in learning together. The students could enjoy the game. The results of the learning process were also better than the previous activities.

When I asked some questions orally, the groups competed each other to answer the questions. When I asked the groups to do and practice the works in the worksheet, they were enthusiastic in doing and practicing together. When I asked to have question-answer, a group competed to get better than other groups. Basically, they liked to have discussion and share opinion to others. They also liked having competition. "*Bu kelompok nggih bu, seperti kemarin!*" was the students' asking when I entered the class to begin a lesson. Moreover, they were disappointed when I said "*Tidak, duduk di tematnya sendiri-sendiri*". It showed that they like having lesson in group.

Good atmosphere were created in the class. The students were active by themselves, and I only became a facilitator. This condition made me more enjoy in

having my teaching. This condition also brought about a change that could be felt by other teachers in SDN Pondok 02. One of them said “*Wah, kelas 4 sekarang rajin sekali, sejak dipakai penelitian bu Nanik, masuke jadi 2 kali seminggu*”. Moreover, when I asked the students what they felt after learning with the new technique, most of them answered that they were happy and easier in learning English. I asked “*Kalau menurut kalian ngapalke kata-kata berbahasa Inggris melalui gambar gampang tidak?*”, they answered “*Gampang Bu, gampang banget malah*”. Then, more I asked “*Kalau mengerjakan berkelompok begini bagaimana kalian senang tidak?*”, they answered “*Senang no bu, asyik kok...bisa tirunan lagi*”. Especially in doing test, I noticed that most of the students tended to answer items of the test without considering the context. Moreover, they answered them without reading the questions.

5. Reflection the Observation Result

By observing the result of the monitoring, I concluded that teaching vocabulary using pictures made the students easier in understanding the form and meaning of words. Many practices could encourage them to pronounce English words, although there were still some mistakes. They also became more motivated in learning English in which they did not tend to play or disturb their friends anymore. In every test either from Cycle 1 or Cycle 2 showed a good result. It could be seen from the mean score of the tests. In cycle 2, the mean score of the first test was 8.01 and the mean score of the second test was 8.18. Nevertheless, the success of the activity more concerned to the vocabulary mastery than the implementation to the context. It could be seen from the activities when the students had tests. They tended to answer the items of the tests only looking at the

pictures, without considering the context. It would be one of the weaknesses of using pictures in teaching vocabulary.

Last Reflection

From the observation results of Cycle 1 and Cycle 2, it could be concluded that using pictures in teaching vocabulary can improve the effectiveness of teaching vocabulary for elementary school students in this case the fourth grade students of SDN Pondok 02 Sukoharjo. It could be seen from the increasing of students' motivation and attention in learning English and the mean scores gotten from the tests that showed a good achievement. Eventhough, there was a weakness that had been mentioned in the reflection of the observation result above. Especially in doing tests, the students tended to concentrate on the pictures only, without understanding the context. Thus, it could be concluded that the activities of teaching vocabulary using pictures could improve more to the students' vocabulary mastery than their ability to use the vocabulary in context.

CHAPTER V

THE RESULT OF THE STUDY

A. Conclusion

As mentioned in the previous chapter, I am an English teacher at SDN Pondok 02. During the teaching and learning process I faced some challenges in my class, especially in teaching vocabulary. After some informal observation, I noticed that my students: 1) got difficulties in pronouncing English words correctly, 2) got difficulties in remembering and grasping the meaning of words, 3) got difficulties to concentrate in the class as the students' attention to learn English was decreasing. Those problems affected their achievement, as their English's scores were decreasing.

After the problems were analyzed, there were some cases as the causes of the problems. The causes were determined as follows: 1) the material was not interesting; 2) the limited time and teaching equipment; and 3) the technique of delivering material was not suitable and interesting.

To solve the students' problems, I made some attempts to improve my technique of teaching vocabulary through an action research. In the action research, I was using pictures in transferring material that were presented on students' worksheets. The pictures were derived from pictures dictionaries.

The research was undertaken two cycles. The real implementations were as follows:

Cycle 1

I used pictures in transferring material that were presented on students' worksheet. I took one unit that consisted of four topics, namely: 1) Parts of Body, 2) Parts of Head, 3) Parts of Arm, and 4) Parts of Leg. In presenting those materials, I spent 6 meetings in which the duration of each meetings about 2 X 45 minutes including the quizzes and test.

In implementing the action, I divided the action into four terms, namely: warming up, presentation, practice, and production. The activities were begun by distributing copies of students' worksheet to the students one by one. In introducing new English words, I started from asking the students to identify pictures and guessing the meaning of the words based on the pictures. I gave some examples how to pronounce the words correctly, and then I asked the students to repeat and practice. I asked students to do some exercises in the students' worksheet and practice it.

The results of the activities were good enough. The students were active and motivated in learning English. They were interested in the pictures given and enthusiastic

in guessing the meaning of the new words by identifying the pictures. Moreover, the result of the test showed a good achievement. The mean score was 8.13.

Nevertheless, I had not satisfied with the result. The students' motivation and attention were decreasing because of the monotonous activities. Because of it, I considered to improve the technique by having various activities in teaching and leaning process that were implemented in cycle two.

Cycle 2

The activity in this cycle was proposed to improve the students' motivation and attention that were decreasing because of the monotonous activities that were found in cycle one. In the activity, I was teaching vocabulary using pictures by grouping the students into some groups. I took only one topic. The topic was "Thing at School".

In this cycle, I spent four meetings that were divided as follows: 90 minutes in the first meeting, 90 minutes in the second meeting, 45 minutes in the third meeting, and 45 minutes in the fourth meeting. Doing exercises and practices were conducted in the first and the second meeting. In implementing the action, I divided the action into four terms, namely: warming up, presentation, practice, and production. Then, I gave test 1 and test 2 that were given in the third and the fourth meeting.

The realization was I grouped the students into some groups. I distributed copies of students' worksheet to the students, and then I asked them to discuss and learn with their own group. I asked the students to do and practice the exercises presented on students' worksheet with their groups. I had discussion with the groups in having the lesson. I also conducted games that involved all the groups and they could follow them well. Each of the groups competed to get the best.

The results of the activities in this cycle were good and satisfied. A good atmosphere was created in the classroom. The students became more active, creative, and motivated in learning English than before. Their attention to the lesson also increased. They were happy to have discussion and do the worksheet together. They were encouraged themselves to practice in pronouncing English words, even though they still made some mistakes. The result of the test was also better than before. The mean score in the first test was 8.01, and the mean score of the second test was 8.18. Beside the students, I also could enjoy my activity in teaching. I was more comfortable in having the lesson

Although the result of the study was inspiring, there were some aspects that should be refined. From the students themselves, they tended to concentrate on the pictures only, without considering the context, particularly in doing a test. They answered items that were presented with pictures easier and faster than without pictures. Moreover, they answered them without reading the questions.

Outside the teaching technique's weakness above, facility was the most important aspect that should be concerned more. The facilities available in the school, SDN Pondok 02, were not sufficient to have qualified teaching. There was nothing that could be used as media on learning. I had to prepare everything related to the teaching and learning myself, such as material, teaching aids, and media for learning (dictionary, pictures,). The other aspect was the time that was short and limited in transferring the whole material based on the implementation of the English Curriculum for the fourth grade students, whereas as the beginners in studying L2, they needed much time to study.

B. Discussion

The results of the study showed that the use of pictures as aids in teaching vocabulary could overcome the students' problems effectively. Specifically, the students could pronounce new English words better than before; the students could remember and grasp the meaning of words easier; and the students' attention to learn English were increasing. They became motivated and enthusiastic in learning vocabulary.

The students seemed to be active in asking and answering what I command. They liked to have discussion and tried hard to find the meaning of new words through pictures. They also were active in doing exercises and practices. The mean score also showed that the students' achievement was good.

Nevertheless, in teaching and learning vocabulary using pictures, there was weakness in which the students tended to concentrate on the picture forms without understanding the context. For example, when doing a test they could do the items that were presented with pictures easier and faster than without pictures. In addition, they only saw the pictures without reading the questions.

For the teacher, in this case me, I could enjoy the activities. I felt more relax and happy when I saw my students could enjoy the activities. By grouping the students and allowing them to discuss the available materials, I could save time and energy. Eventhough, I had to spent more money to prepare the material, because the facilities were not completely available at school. Moreover, in the class where I had teaching,

there were not aids and media for learning that supported the teaching and learning activities. I had to prepare them by myself at home.

To the other teachers, the change of this teaching and learning activity encouraged them to have such an improvement in their technique of teaching as I had done. They could feel that there was a change of students' habit in learning. They asked I what I had done and how the results. It meant that they were interesting to what I had done during the teaching and learning process.

C. Suggestion

After carrying out the research and obtaining the conclusion, some suggestions could be put forward as follows:

1. To teachers

Not only for the English teachers, all teachers should learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so that the students feel at ease and comfortable in their class.

Especially for the English teachers, they must be creative to use various techniques in teaching vocabulary in order that students are interested and are not easy to get bored in teaching and learning process.

2. To students

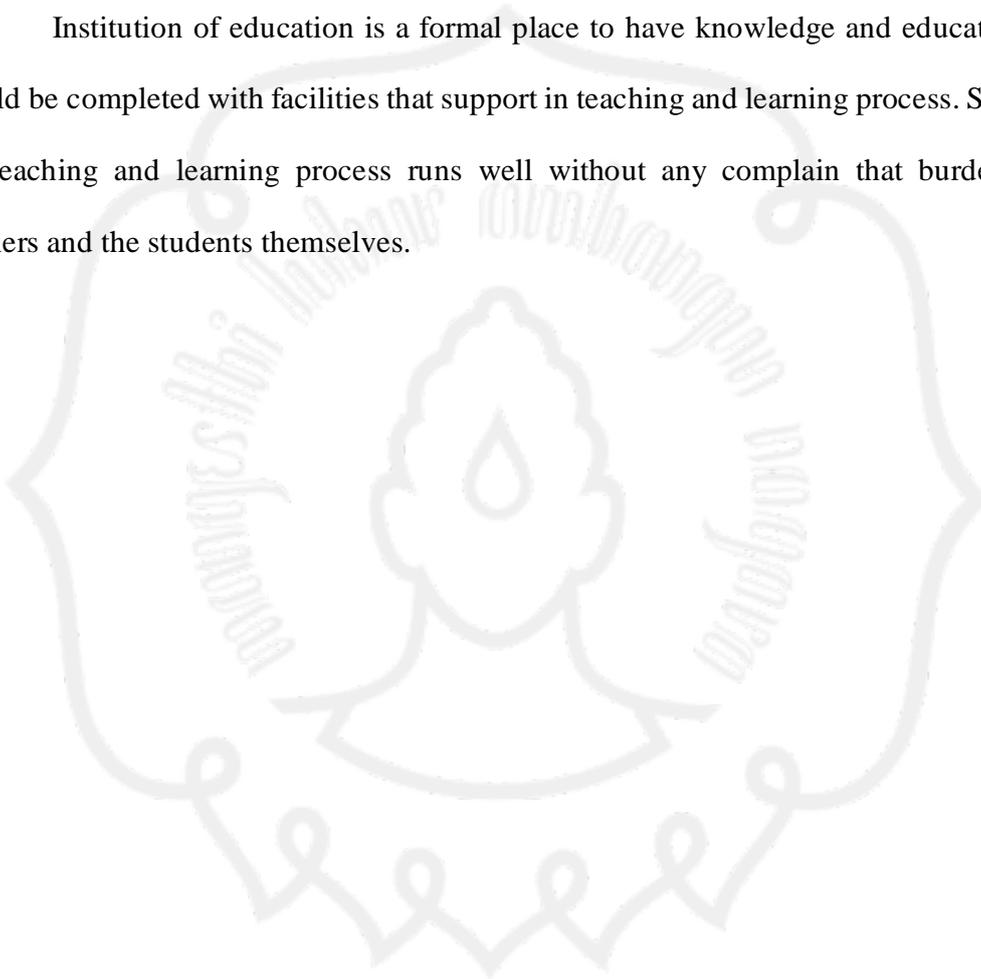
Studying English as second language is not difficult if there is a will and motivation to learn it. The students who study L2 should be active and creative in learning and practicing not only at school, but also in everywhere they have chances.

They should be more creative to find the easiest way in learning English based on their ability.

Students in general, they should encourage themselves to study more, to ask what they do not know, and to learn as many as possible.

3. To the institution of education

Institution of education is a formal place to have knowledge and education. It should be completed with facilities that support in teaching and learning process. So that, the teaching and learning process runs well without any complain that burden the teachers and the students themselves.



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