

**Improving children's vocabulary mastery
by using ostensive means
(an action research at the fifth year of sd negeri Wirosari 2 academic year
2006/2007)**



Thesis

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SEBELAS MARET UNIVERSITY

SURAKARTA

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**Presented as Partial Requirements for the Undergraduate Degree of
Education in Teacher Training and Education Faculty of
Sebelas Maret University**

**TEACHER TRAINING AND EDUCATION FACULTY
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APPROVAL

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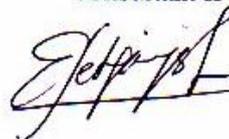
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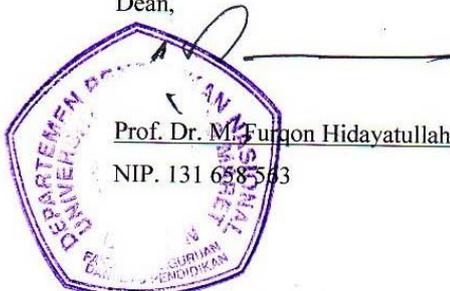


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ABSTRACT

Alia Fanny. IMPROVING CHILDREN'S VOCABULARY MASTERY BY USING OSTENSIVE MEANS (AN ACTION RESEARCH AT THE FIFTH YEAR STUDENTS OF SD NEGERI WIROSARI 2 ACADEMIC YEAR 2006/2007). Thesis, Surakarta: Teacher Training and Education Faculty. Sebelas Maret University, July 2007.

The fifth year students of SD Negeri Wirosari 2, Academic Year 2006/2007, had problems dealing with vocabulary mastery. First, they had difficulty to remember the meanings of words. Second, they had bad pronunciation. Third, they were not interested in English class. To overcome the problems, the researcher designed an action research using ostensive means to teach vocabulary. The purpose of the research was to investigate whether or not teaching by using ostensive means can improve students' vocabulary mastery.

The action research was conducted in two cycles. Each cycle consisted of four steps: planning, action, observing and reflection. To collect the data, the researcher used observational technique consisting of field notes, researcher's diaries and photographs. There were five steps to analyze the data. They were assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes. To find the improvement of the students' vocabulary mastery after the research implementation, the researcher conducted tests. The tests were pre-test and post tests. The researcher analyzed the mean scores of the tests. To analyze the significant differences between pre-test and post-test, the researcher used the non-independent t-test computation.

The result of the research showed that ostensive means could improve the students' vocabulary mastery. With ostensive means, the students showed great interest to be actively involved in the teaching learning process. In the classroom, they were eager to join all activities and practice pronunciation. Some students could pronounce words correctly. They also did all of their homeworks. The students could not only grasp the meaning of the vocabularies at the moment the words were taught but they could also remember the vocabularies at the following meeting.

The students' vocabulary improvement was reflected in the tests scores. The mean score between pre-test and cycle 1 post test improved from 5.1 to 8.6. It improved again in cycle 2 post test which was 9.4. From the analysis of t-test between pre-test score and cycle 2 post-test score (t_o), at the level of significant $\alpha = 0.05$, where $t_t = 2.02$, it was found that $t_o = 20.543$. Because t_o is higher than t_t , there was significant difference between the scores. It showed that there was a significant improvement of the students' vocabulary mastery before and after the research. Here, teaching vocabulary by using ostensive means does improve the students' vocabulary mastery.

MOTTO

And whatever of blessings and good things you have, it is from Allah. Then, when harm touches you, unto Him you cry aloud for help.

QS. An-Nahl: 53

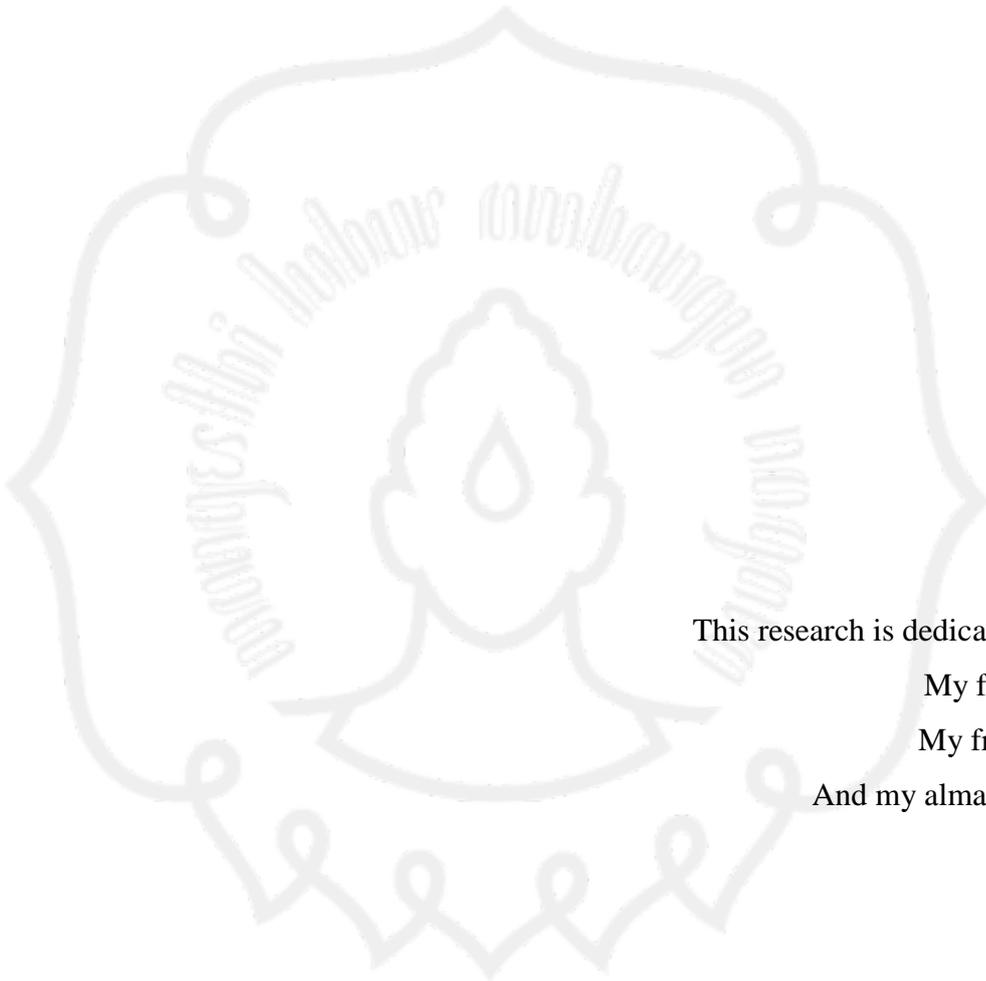
And whosoever fears Allah and keeps his duty to Him. He will make his matter easy for him.

QS. At Talaq: 4

The key to realizing a dream is to focus not on success but significance - and then even the small steps and little victories along your path will take on greater meaning.

Oprah Winfrey

DEDICATION



This research is dedicated to:

My family,

My friends,

And my alma mater

ACKNOWLEDGEMENT

Praise be to Allah SWT, The Lord of Universe, Who always blesses the researcher in finishing her thesis as a partial requirements for the Undergraduate Degree of Education in English Department.

The researcher wants to express special gratitude to those who had given their help, guidance and support in writing this thesis.

1. The Dean of Teacher Training and Education Faculty.
2. The Head of English Department.
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5. The lecturers in English Education Program.
6. The family of SD Negeri Wirosari 2.
7. Her family, friends, and those who are impossibly all mentioned.

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

Surakarta, July 2007

Alia Fanny

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

In Indonesia, English is the first foreign language taught in schools. It is taught in elementary, junior and high schools. Teaching English at elementary school will be the basis for that at the higher level. Heubener (1965: 198) explains that only by an early start, language mastery could be assured. It is mentioned that preadolescents 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.

Teaching English in Indonesian elementary schools is aimed at the following objectives. First, students have simple listening, speaking, reading and writing ability focusing on communication ability based on the chosen topic. Second, students have the ability to use the correct pronunciation, vocabulary, grammar, spelling and culture structure.

Mata Pelajaran Muatan Lokal Bahasa Inggris di Sekolah Dasar ini memiliki tujuan sebagai berikut:

1. Siswa memiliki ketrampilan menyimak, berbicara, membaca dan menulis sederhana dalam bahasa Inggris dengan penekanan pada ketrampilan komunikasi melalui topic yang dipilih, yaitu kebutuhan lingkungan, antara lain: industri, pariwisata dan perindustrian di Provinsi Jawa Tengah.
2. Siswa memiliki ketrampilan menggunakan unsur-unsur Tata Bunyi, Kosa Kata, Tata Bahasa, Tata Tulis dan Tata Budaya (Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah, 2004: 4).

Cross (1995: 5) states that the major aim of most teaching program is to help the students to gain large vocabulary of useful words. In every lesson, the teacher has to introduce new words and ask the students to practice them, making clear the meanings and the ways in which each can be used.

There are many factors needed to be considered in teaching vocabulary. Among others are the teacher, technique of presentation, and media. Techniques of teaching vocabulary are varied. According to Cross (1995: 5), there are several ways of making clear the meaning of a word, and these may be used alone or in combination. They are ostensive means, verbal definition, audio presentation, and running context. The techniques or modes of vocabulary presentation have to be chosen by the teacher according to the situation or classroom context.

Teaching English to children is different from that to adults. It is not easy to teach English to children because children have certain characteristics and need certain treatments. Harmer (1991: 7) says that “More than anything else, children are curious, and this in self is motivating. At the same time their span of attention or concentration is less than that of an adult”.

In teaching English, including vocabulary, children are treated differently from adult. Children have to be involved in learning English. They also have to be given experience and experiment in learning. Vale and Feunteun (1998: 28) point out that as everybody knows children have many special characteristics in learning. They, as young learners, have specific learning needs. They learn best when they are involved and their work is valued and they have opportunity to experience and experiment for themselves.

In teaching vocabulary to children, the teacher should consider about the technique. It has to attract the children’s attention and involve the children in the whole activity as Scott and Ytreberg (1990: 5) also state that: “words are not

enough. Most activities for young learner should include movement and involve the senses. Teacher needs to have plenty objects and pictures”.

One of the vocabulary presentations which brings many objects and pictures is by using ostensive means. Here, the teacher shows objects in the classroom such as pen, beg, tallest boy, brown bag, my book. The kinds of ostensive means are realia, picture and body. This approach is widely used with beginner classes (Cross, 1995:6).

Ostensive means are teaching visual aids. Teaching vocabulary to children by using visual aids has some advantages. Wittich and Sceuller (1979: 30) say that children begin to develop a visual vocabulary that takes on meaning as they interact with and affect things or processes they see.

Based on the view that using ostensive means can be beneficial in teaching English especially vocabulary to children, the writer then tried to implement this technique in the fifth year students of SDN Wirosari 2. This technique is aimed at solving the problems that were identified during preliminary observation in the schools. Here are the problems which were observed during teaching-learning process of English in SDN Wirosari 2.

1. The students had difficulty to remember the meaning of words. They often forgot the meaning of a word after the teaching learning process.
2. They had bad pronunciation. They tended to pronounce the letters of word in the mother tongue style. For example for the word hour, who, close, school, sky, toys, cycling, roller skate, balloon, and ball, they pronounced it as /hɔ:ur/,

/wɔ:/, /clɔ:sə/, /səkul/, /səki/, /tɔ:yəs/, /si:kling/, /rɔ:lər səkət/, /balɔ:n/ and /bʌl/.

3. They were not interested in English class. They thought English was a difficult lesson. In the teaching learning process some students did not pay attention to the teacher. The class was very noisy. They were chatting in the class, daydreaming, playing pencils and drawing something in their book. They were back to focus to the lesson only when the teacher gave them warning or punishment. In every English class, there were many students, at least 5 students, who did not do their homework. The teacher sent them out of the class to finish it. This problem occurred because the teacher had difficulties to manage the class. There were 40 students. It was difficult to get the whole class attention.

The preliminary observation also reveals the possible cause of the problems above: They are

1. The technique of teaching was only based on the book presentation. The students were passive. The teacher focused on the book and the students did the exercise from the book while teaching learning process. The teacher never used games, song, story and realia. The teacher explained grammar and translation a lot to the students. She explained the structure and translation of a sentence repeatedly instead of explained words meanings to students.
2. There was lack of time to practice pronunciation. The English class was only once a week, in addition the teacher led the students to practice pronunciation only in a few moments during whole teaching learning process. The frequency

of the English lesson which was one meeting a week also caused the students' bad pronunciation.

3. The material and teaching equipment were only from a book. The students were studying vocabulary only by seeing small pictures from the book. The teacher never brought other teaching aids such as attractive bigger pictures or realia that attracted students' curiosity to get their interest.

Considering the results of the preliminary observation and the theories of vocabulary learning especially to children, the writer noticed that ostensive means was the possible way out of the problem. Teaching vocabulary by using ostensive means has four procedures which are sound and the meaning, repetition, written form and illustrative sentence steps. The first three steps give a lot of words meaning understanding practices to students both in pronunciation and written form. The last step practices students how to use a word in a sentence. The use of realia, pictures and body movement in this teaching can attract students' curiosity to get their interest in learning. However, to see whether the use of ostensive means could really solve the problems, an action research was conducted.

Based on the reason above, the writer wrote a thesis with the title: "Improving Children's Vocabulary Mastery by Using Ostensive Means" (An Action Research at the Fifth Year of SD Negeri Wirosari 2 Academic Year 2006/2007).

B. Limitation of the Problem

This research is aimed only at knowing whether the ostensive means technique can improve the children's vocabulary mastery. The subject of the study is the student of fifth year in SDN Wirosari 2.

C. Formulation of the Problem

Based on background, identification, and limitation of the problem above, the writer formulates the problem as follows: Can ostensive means significantly improve the children's vocabulary mastery?

D. The Objectives of the Study

The objectives of the study is to find out whether or not teaching vocabulary using ostensive means can improve children's vocabulary mastery.

E. Benefit of the Study

The result of this research can inform teachers an alternative technique in teaching children vocabulary, which is by using ostensive means and the problems occurring in implementing the technique.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Teaching English as Foreign Language to Children

In Indonesia, English is the first foreign language taught as a compulsory lesson either in elementary, junior or senior high school. Stern (1996: 21) states language teaching is the activities, which are intended to bring about language learning. He adds that language most widespread occurs in educational settings: school, university, college, adult class, and so on. Language teaching is all activities that are done in process of knowledge transfer from the teacher to their students in language subject. Therefore, teaching English means doing the activities such as, giving instructions, providing with knowledge, showing or helping someone to learn English.

In Indonesia, teaching English as foreign language is conducted in schools based on a curriculum containing several syllabuses. Introducing English as foreign language begins at the elementary school. Teaching English at elementary school has important role. It is the basis for that at higher levels. It means learning English in elementary school is the preparation for that in Junior and Senior High School. Heubener (1965: 198) explains that only by an early start, language mastery could be assured. It is also mentioned that preadolescents learn a foreign language without self-consciousness. They are free of the inhabitation of the adult learners. In addition, the early start instills respect for other people and fosters tolerance.

Therefore, it is very important to teach English to children as early as possible. Brumfit et al (1997: vii) propose that children learn languages better at young age. The main explanations for this better learning are:

1. That the brain is more adaptable before puberty than after, and that acquisition of language is possible without self-consciousness at an early age.
2. That children have fewer negative attitudes to foreign languages and cultures than adults, and that consequently they are better motivated than adults.
3. That children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language.
4. That children devote vast quantities of time to language learning, compared with adults, and they are better because they do more of it.

It is not easy to teach English to children. It is different to teach English to children than that to adult. Harmer (1991: 7) points out "more than anything else, children are curious, and this in self is motivating. At the same time their span of attention or concentration is less than that of an adult".

In Indonesia, children studying in the fifth year of elementary school are ten years old. Based on Scott and Ytreberg (1990: 3), children from eight to ten year olds usually share these characteristics:

1. Their basic concepts are formed. They have very decided views of the world.
2. They can tell the difference between fact and fiction.
3. They ask questions all the time.

4. They rely on the spoken word as well as world to convey and understand meaning.
5. They are able to make some decisions about they own learning.
6. They have definite views about what they like and don't like doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
8. They are able to work with others and learn from others.

Therefore, teaching English to children needs special techniques. The best way to add breadth and depth to child's vocabulary is by providing a variety of opportunities for new and interesting experience. For example, many kindergarten or first grade children will benefit from a visit to a farm. Activities that directly focus on words and language help to build children's vocabularies and expressional skills. For example:

1. The teacher can make a chart of pictured illustrating fruits, vegetables, furniture, animals, toys, numbers, colors, opposites, etc.
2. Children may retell stories read by the teacher.
3. Children may play word game.
4. Children may describe objects, each other, clothes, animals, etc.
5. Word games can also require listening and knowledge of concepts (Petty, Walter T. & Jensen, Julie M, 1980: 285).

B. Teaching Vocabulary

1. Definition of Vocabulary

There are some definitions of vocabulary proposed by linguist experts. Hatch and Brown (1995: 1) state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. It means vocabulary is a series of words used by individual speakers of certain language. Since vocabulary is a list, the only system involved is alphabetical order in dictionaries. Here, vocabulary is written in alphabetical order in dictionaries based on the system or rule of the foreign language.

Different from the definition above, Ur (1998: 60) says that vocabulary can be defined, roughly, as the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners. If a teacher teaches new words in foreign language, it means the teacher teaches vocabulary. An item of vocabulary may be more than a single word: for example *post office*, *mother-in law*, which are made up of two or three words but expressing a single idea.

Furthermore, McWhorter (1989: 311) says that vocabulary means the ability to recognize individual words and to associate meaning with the particular combination of letters that form a word. It means words formed by a combination of letters represent meaning. Here, vocabulary is the competence or skill in recognizing words and its meaning. Words are symbols, they are groups of letter that stand for, or represent, either a physical object or an idea. Recognizing words

means knowing its meaning or idea and how they are formed by a combination of letters. The word *chair* can call our minds a physical reality, an object with a flat surface, usually supported by four legs, and used to for sitting. The word *love*, on the other hand, does not represent a physical object. It symbolizes the feeling of one person toward another.

Based on Hatch and Brown, vocabulary deals with a series of words in particular language. Ur adds that vocabulary deals with word taught in foreign language. Meanwhile McWhorter states that vocabulary deals with the competence in recognizing words and its meaning. Based on the definitions above, vocabulary can be defined as a series of words in the foreign language used to express meaning. Here, words are symbols in the form of groups of letter represent, either a physical object or an idea. It can be formed from a single word or more than one word. In teaching vocabulary in foreign language, teacher considers the choice of words and the method used in teaching vocabulary.

2. Vocabulary Mastery

Coulson et al. (1987: 1050) say that mastery is skill, use or knowledge. It means mastery is the ability to use one's knowledge. Hornby (1984: 523) adds that mastery is complete control or knowledge. It means mastery is the whole power or ability to direct knowledge. Similarly, an article written by Educator's Visual Mentor, an on-line educators development site, states that mastery in learning is the ability to use knowledge (<http://www.educatorsvirtualmentor.com/conceptGuide.html>).

In addition, mastery is defined by Mastery Works, a on-line site about talent, profession and carrier development, as the ability to blend skills and knowledge in a specific area (http://www.masteryworks.com/newsite/whymastery/mastery_whatisit.htm). It means mastery is the ability to combine skill and knowledge in one certain area. Meanwhile, mastery is also defined by Pearson Educational Measurement as a level of performance that shows that a student has demonstrated the knowledge, skill and abilities for a unit of instruction or subject area as defined by recognized standard (http://www.personedmeasurement.com/research/faq_2b.htm). It means mastery is a position in rank of students' performance in showing their knowledge, skill and abilities in a subject area as defined by recognized standard. A subject area in teaching means a lesson taught. It is arranged by a standard of curriculum and syllabus in every aspect whether the topic or the test.

The first three definitions have the same idea that mastery is the ability to use skill or knowledge. The fourth definition adds that it is the ability to combine skill and knowledge in one certain area. The fifth definition adds that vocabulary deals with students' rank in performing knowledge, skill and abilities in a subject area based on recognized standard. Therefore, mastery may be defined as the ability to use skill or knowledge in one subject area based on recognized standard. Meanwhile, vocabulary can be defined as a series of words in the foreign language used to express meaning. Thus, vocabulary mastery can be defined as the ability to use skill or knowledge dealing with a series of words in foreign language to express meaning based on recognized standard.

3. The Importance of Vocabulary

Vocabulary is an important aspect in our life. Tailor (1999: 1) says that in order to live in the world, we must name objects. Names are essential for the construction of reality for without a name it is difficult to accept the existence of an object, an event, and a feeling. Naming is the means whereby we attempt to order and structure the chaos and flux of existence which would otherwise be undifferentiated mass. By assigning names we impose a pattern and a meaning which allows us to manipulate the world.

In language learning and acquisition, vocabulary also plays an important role. In teaching reading, vocabulary is one of the key elements that learners must possess. Edge (1993: 27) states that knowing a lot of words in foreign language is very important. The more the words you know, the better your chance of understanding or making yourself understood. Cross (1995: 14) states that a good store of words is crucial for understanding and communication. The major aim of most teaching programmes is to help students to gain a large vocabulary of useful words. In addition, a strong vocabulary can be a valuable asset, both in college and later in our career. Considerable research evidence suggests that students who are the most successful in school are those with the largest vocabularies. Other research ties job advancement to vocabulary level. In one study, successful business executives were occupational group (Mc Whorter, 1989: 313).

According to the statement of some linguists above, it can be concluded that vocabulary is very important in learning language. Vocabulary mastery will facilitate someone in using language in communication.

4. Techniques in Teaching Vocabulary

There are many techniques of teaching vocabulary. Not all the techniques are helpful for the students. In this case, the teacher has to choose the appropriate techniques. The technique must be as effective as possible to improve the students' vocabulary mastery.

Harmer (1991: 159) states that there are ways in which we can encourage students to really learn a word, which are:

a. Active and Passive

Active vocabulary refers to vocabulary that students have been taught or learnt-and which they are expected to be able to use. Passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce. At beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which students can learn. Most of these early words will be constantly practiced and so can, presumably, be considered as 'active'.

b. Interaction with Words

Experiments on vocabulary seem to suggest that students remember best when they have actually done something with the words they are learning. There is a definite advantage in getting students to do more than just repeat them. Tasks such as changing them to mean their opposites, making a noun, an adjective, putting words together, etc. help to fix the words in the learners' minds.

c. **Discovery Techniques**

Discovery techniques are the techniques where students have to work out rule and meaning for themselves rather than being given everything by the teacher. This is certainly true of vocabulary learning where students will often be asked to ‘discover for themselves’ what a word means and how and why it is being used. At the beginner level, the teacher may want to ask students to try to work out what words mean, rather than just handling them the meanings: when students ‘had a go’ with the words we can lead feedback sessions to see if they have understood the words correctly. Discovery techniques used with vocabulary materials allows students to activate their previous knowledge and to share what they know (if they are working with others). They also provoke the kind of interaction with words which is desirable.

Learners will select the words they want to learn. The words they have acquired seem to move between active and passive status.. Involvement with words is likely to help students to remember them. In other words, if the teacher provides the right exposure to words for the students and if we provide opportunities for students to practice these words then there is a good chance that students will learn and remember some or all of them.

Harmer also gives examples of vocabulary teaching. They are:

a. **Presentation**

Presentation can be done by using realia, pictures, mime, action and gesture, contrast, enumeration, explanation, translation. According to Cross (1999: 11), there are four steps to follow in presentation. They are:

1) **Sound and The Meaning**

In this step, the teacher says the new word two or three more times, pronouncing it clearly. He also indicates the meaning at the same, ostensively or verbally. There is no point in making learners listen the strange noise which are meaningless.

2) **Repetition**

In this step, the teacher gets the class to repeat the new word a few times and checks the pronunciation carefully. If we are using a visual, keep it in front of them to ensure that they associate sound and meaning.

3) **Written Form**

The teacher writes the new word on the blackboard and has the class read it aloud, without distorting the pronunciation. First, the teacher chooses two or three individuals to say it, then gets chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation.

4) **Illustrative Sentences**

In this step, the teacher puts a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes

afterwards. Students will enjoy trying to compose good illustrative sentences themselves, but prepare our short one in case their own are too wordy or not clear enough for the blackboard example. If we have shown the meaning by use flashcard, stick the picture to the side of the board next to the illustrative sentence. Youngsters will enjoy drawing a similar one in their exercise books.

b. Discovery

Discovery techniques are the techniques where students have to work out rule and meaning for themselves rather than being given everything by the teacher. The activity can be from simple matching task to more complex understanding of connotation and context. For example, students can be given numbered pictures and the teacher can write words on the boards which they have to match with the pictures. This is the activity for elementary students.

c. Practice

In this section we will look at the activities designed to encourage students to use words in an involving way. We can give many exercises to students. According to Cross (1999: 12), it is not enough just to present words and have them repeated. The students must use words if they are to internalize them. It is a simple matter to ask some extension questions. These are asked after the words have been presented and are all on the board, but before the text is seen. The idea is to make the students hear a word more frequently and to make them use it.

According to Cross (1999: 5), there are five of mode of presentation, which are:

a. Ostensive Means

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

1) Realia

Realia is the way of presenting vocabulary by bringing the things into the classroom. The objects of real things can be in the class or probably through the window. A toy, egg, stick, marble, flower are easily carried. The teacher holds up the object, says the word several times and gets the students to repeat it.

2) Pictures

Pictures can be board drawing, sketches, wall pictures, wall charts, flashcards, magazines pictures etc. For presentation purposes, simple pictures are better because the focus is cleared and the meaning is less ambiguous. We use blackboard to make rapid sketches of simple things such us a tyre, a cabin or a cat.

3) Body

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

- (a) Facial expression, to show feeling (e. g. happy, smiling, thirsty, angry, tired etc.)

(b) Gesture, using hands and arm to show a range of meaning (e. g. fast, small, curving, wide, rolling etc.)

(c) Mime and action, to show many verbs and some adverbs (e. g. to stagger, to eat, the slip, to wake up, slowly, angrily etc.).

b. Verbal Definitions

Verbal definition is the way of teaching vocabulary by using teacher's talk. The kinds of verbal definition are word sets, synonyms, antonyms, cognates, illustrative sentences, build on general knowledge, scales, and translation.

c. Audio Presentation

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

d. Running Context

Running context is the way of teaching vocabulary by linking the new words that are already known, the asking to deduce or guess the meaning of such new words.

e. Developing Guesswork Strategies

Developing guesswork strategies is the way of teaching vocabulary by guessing the unknown words in a sentence by seeing the grammatical category.

Among the five modes that is proposed by Cross, ostensive means is likely to be the suitable one for children especially in improving their vocabulary. Cross

(1995: 6) states it is widely used with beginner class. Beside, the use of realia, pictures and body movement can give visual imagery about the vocabulary meaning to children. It can help them to grasp meaning easily. Ostensive means are teaching visual aids. Teaching vocabulary to children by using visual aids has some advantages. Wittich and Sceuller (1979: 30) say that children begin to develop a visual vocabulary that takes on meaning as they interact with and affect things or processes they see. Teaching by using ostensive means also gives expressional vocabulary learning. Activities that directly focus on words and language help to build children's vocabularies and expressional skills. For example, the teacher can make a chart of pictured illustrating fruits, vegetables, furniture, animals, toys, numbers, colors, opposites, etc (Petty, Walter T. & Jensen, Julie M, 1980: 285). We need not limit ostensive techniques to only those things which can be found in the room.

5. The Advantages of Ostensive Means

There are some advantages of using ostensive means as the mode of vocabulary presentation. It is able to show the meaning of words and concepts from the world outside the school (Cross, 1995: 6). Besides, a teacher without too much skill can represent this mode of presentation (Haycraft, 1978: 48). If he draws badly for example, a guessing game ensues to determine what he actually has drawn. In additional, pictures and realia can be easily found for special vocabulary areas such us kitchen, clothes, cars, interiors and so on.

C. Basic Assumption

Vocabulary is important in language learning. In mastering, the four language skills which are listening, speaking, reading and writing, students have to have good vocabulary mastery. It is stated by Edge (1993: 27) that knowing a lot of words in foreign language is very important because the more the words you know, the better your chance of understanding or making yourself understood. Cross (1995: 14) also states that vocabulary is important in language learning. He says that a good store of words is crucial for understanding and communication. A major aim of most teaching programmes is to help students to gain a large vocabulary of useful words

One way to teach children vocabulary is by providing a variety of opportunities for a new and interesting experience. It can be done by presenting new vocabulary by using ostensive means which are realia, picture and body. It is able to show the meaning of words and concepts from the world outside the school (Cross, 1995: 6).

D. Action Hypothesis

Based on the theory above the hypothesis can be formulated as follows: Children's vocabulary can be improved by teaching with ostensive means which are by bringing realia, pictures and body to give the meaning of words.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This action research was carried out at SD Negeri Wirosari 2. It is on Jalan Diponegoro No. 47A Kecamatan Wirosari Kabupaten Grobogan 58192. The research was conducted from November until February 2007

B. The Subject of the Study

The subject of the study is the students of class five of SD Negeri Wirosari 2. It is one class that consists of 40 students, 20 boys and 20 girls.

C. The Method of the Research

In conducting the study, the researcher used action research method. Wallace (1999: 4) states action research is basically a way of reflecting on a teacher's teaching (or teacher training, or management of an English department, or whatever it is the teacher does in ELT). It is done systematically by collecting data on teacher everyday practice and analyzing it in order to come to some decisions about what the teacher's future practice should be.

Similarly, Dave Ebbut in Hopkins (1993: 44) states that action research is about systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.

Furthermore, Stephen Kemmis in Hopkins (1993: 44-45) says that action research is a form of self-reflective inquiry undertaken by participants in a social situation (including education) in order to improve the rationality and justice of their own social or educational practice, their understanding of these practices and the situations in which practices are carried out. It is most rationally empowering when undertaken by participant collaboratively, though it is often undertaken by individuals and sometimes in cooperation with outsiders.

Anne Burns (1999: 30) suggests the characteristic of action research which are:

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

From the definition above the writer makes conclusion that action research in this study means a systematic study to overcome educational problems for betterment done by teachers or in collaboration of teachers and researchers by means of their own reflection upon the effect of these action. In this research, the researcher aimed to overcome the students' problems in improving their vocabulary mastery. The researcher collaborated with the teacher in implementing

the action research. The researcher taught vocabulary in the implementation of the action research. She discussed with the teacher about the topic, the homework, exercise and the test items. The teacher watched and observed the teaching learning process. The practical action the researcher used was the technique using ostensive means consisting realia, picture and body movement as the teaching aids. The reflection upon the effect of the actions was known while and after the technique was presented.

D. The Procedure of Action Research

The model of this action research used the model developed by Kemmis and McTaggart in Burns (1999: 32). In this model, the implementation of the action research includes four steps, namely planning, action, observing and reflection. These four steps are included in part of procedures of action research. The procedures of action research in this research are as follows:

1. Identifying the Problem

In this step, the researcher identified the problem occurring in the class. The problems referred to the factors making the students difficult to master vocabulary. To identify the problem, the researcher observed the teaching learning process, interviewed the teacher and conducted a pre-test.

2. Implementing the Action Research

According to Kemmis and McTaggart, action research occurs through a dynamic and complementary process, which consists of four essentials 'moments': planning, action, observation and reflection (Burns, 1999: 32). These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

a. Planning

In this step, the researcher developed a plan of critically informed action to improve what was already happening. The researcher made lesson plans about certain topic. The topics were toys and games, clothes and costume and transportation. The lesson plan contained a systematic procedure which was applied in the process of teaching learning. Besides, the researcher prepared the students' list, teaching aids, observation sheet and tests to know the vocabulary improvement.

b. Action

In this step the researcher implemented the technique in class and at once carried out the lesson plan. The teaching learning processes of using the technique using ostensive means were done in this step.

c. Observing

The researcher observed the effects of the critically informed action in the context in which it occurs. The researcher observed how the process of the teaching learning runs. The researcher also monitored and wrote the responses of the pupils in the class. In this step, the researcher was helped by

the teacher. The teacher noted events happening in the teaching learning process. The researcher also noted her perceptions and thought dealing critical events or issues occurred in the classroom. She made reflections and interpretation of her teaching in her note.

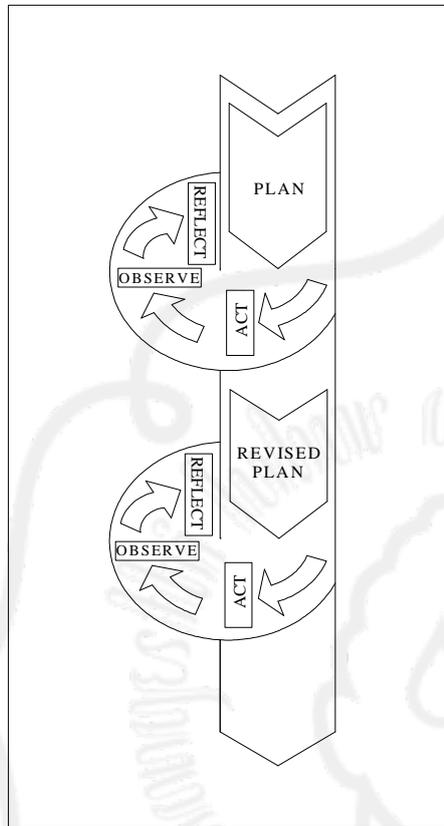
d. Reflection

Reflection seeks to make sense of processes, problems and issues in strategic action. If the researcher finds some difficulties unsolved during the teaching learning process, the researcher prepares the re-planning steps. In this research, the researcher reflected on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages. The researcher also tried to formulate the conclusion of the previous steps. The result of observation was then analyzed.

3. Doing Evaluation

To ensure whether or not there was an improvement of the students' vocabulary mastery, the teacher gave the students tests. After giving the test, the writer analyzed the result of the test by scoring it, then find the mean of the scores. After the mean of the score is found, the teacher can find supporting data which shows whether there is an improvement of the students' vocabulary mastery than before or not, as it has been known is that the mean of scores of previous vocabulary mastery was still low.

Visually, the steps in action research by Kemmis and McTaggart are in the model as this (Wiriaatmadja, 2005: 66):



E. Technique of Collecting Data

In this study, the researcher used observational techniques for collecting action research data (Burns, 1999: 79). It is used to find out the situation of the teaching learning process when the technique is applied and the students' responses and feeling toward learning using the technique. Observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur (Burns, 1999: 80). Burns adds there are two roles of observation which

are non-participant and participant observation. Non-participant observation means watching and recording without personal involvement in the research context. On the other hands, participant observation involves entering the research context and observing oneself as well as others in that context. The researcher becomes a member of the context and participates in its culture and activities. In this research, the researcher used participant observation to get the data. The researcher entered the class context as the teacher.

The techniques of data collections used by the researcher were notes, diaries and photograph.

1. Notes, or field notes are descriptions and accounts of events in the in the research context which are written in a relatively factual and objective style. They generally include reports of non verbal information, physical setting, group structures and records of conversations and interactions between participants.
2. Diaries or journals are an alternative to field notes, or a supplement, if time permits. They provide continuing accounts of perceptions and thought processes, as well as critical events or issues which have surfaced in the classroom. Diaries and journals contain more subjective and personal reflections and interpretations than the relatively formulised recordings of notes.
3. Photographs are way of greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others. The use of photographs is also a technique for data

collection that combines effectively with a range of language classroom task and activities where visual aids are an invaluable support in learning.

To support the data about the students' vocabulary mastery improvement, the researcher used tests. The tests were in the form of pre-test which was given before the teaching learning process and post-test which was given after the teaching learning process.

F. Technique of Analyzing Data

After collecting the data, the next step of the study was analyzing the data. The teaching learning process and the students' behavior during the action was analyzed from the observational and non observational techniques. Based on Burns (1999: 156-160) the process of observational data analysis consists of five stages, which are:

1. Assembling the Data

The first step was to assemble the data that had been collected over the period of the research. The data assembled in this research were field notes, the researcher's diaries, and photographs. The researcher also got the interview note which was the result of interviewing the teacher in the beginning of the research.

2. Coding the Data

Once there had been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. Coding is a process of attempting to reduce the large amount of data that were collected to more

manageable categories and concepts, themes or type. In this research, the data were coded in some categories, which were: *setting codes* consisting of information about the setting, topic or subjects, *strategy codes* consisting of the strategies or technique that the researcher used to accomplish various activities, *activity codes* consisting of the students' behaviors toward activities in class and their improvement indication, and *process codes* consisting of numbers showing the sequences of events and activities in class.

3. Comparing the Data

Once the data had been categorized in some way, comparisons were made to see whether themes or patterns were repeated or developed across different data gathering techniques.

4. Building Interpretation

This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged. The researcher needed to come back to the several time to pose questions, rethink the connections and develop explanation of the bigger picture underpinning the research.

5. Reporting the Outcomes

The final stage involved presenting an account of the research for others. A major consideration was to ensure that the reports sets out the major process of

the research, and the finding and outcomes were supported with examples from the data.

The students' achievement data were result of pre-test and post-test in two actions. In analyzing the test score of the written test, a statistical technique was used to find the mean score of the students. The data from written test were analyzed in order to prove whether or not teaching vocabulary using ostensive means can overcome the students' problem in vocabulary mastery. The objective and the hypothesis of this research were tested using the non-independent t-test. It was to answer the problem that claimed whether or not there was a significant difference between the students' achievement before and after the action. The formulas are:

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

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

Where

x = means of pre-test scores

y = means of post-test scores

N = the number of sample

- b. The t-value can be calculated with the formula as follows:

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

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

D = the differences between the paired scores

\bar{D} = the mean of the differences

$\sum D^2$ = the sum of the squared differences score

N = the number of pairs

(Furchan, 1989: 218)

G. Measurement of Output

The action research in this study is successful if the students' problems in vocabulary mastery can be solved by using ostensive means. It means there is an improvement of students' vocabulary achievement before and after they were taught using ostensive means.

CHAPTER IV

ACTION PROCESSES AND INTERPRETATION

This chapter presents the result of the action research in two cycles and its interpretation.

A. Action Processes

1. Cycle 1

a. Planning

Before implementing the action research, the researcher observed the teaching learning process conducted by the English teacher. She also interviewed the teacher to know the condition of the students. It was found that the students have some problems dealing with vocabulary mastery. First, they have difficulty to remember the meaning of words. Second, they have bad pronunciation. Third, they are not interested in English class. Based on the pre-observation and interview with the teacher, the researcher identified that the students' vocabulary mastery should be improved by implementing a technique which overcomes the problem. Therefore, the researcher designed a teaching learning process by using ostensive means.

The researcher planned pre-test and post-test to know the students vocabulary improvement before and after the action research. The tests were multiple choice tests. The pre test was conducted on Tuesday, November 21, 2006. From the pre-test result, the mean of the students score was 5. 1.

The researcher then made lesson plans for cycle 1. The teaching materials were based on the new three topics; they were toys and games, clothes and costumes and transportation, which were all based on the lesson syllabus. In deciding the topic, the researcher discussed with the teacher. The topics were toys and games, clothes and costumes, and transportation. The researcher planned six meetings for cycle 1. There were two meetings for each topic in this cycle. The meetings were conducted once a week. The teaching materials were realia, pictures and body movement. The researcher prepared realia consisted of toys and clothes and pictures dealing with the topics.

The vocabulary teaching by using ostensive means was conducted by presentation consisting of four steps which were sound and meaning, repetition, written form and illustrative sentence. Before doing the presentation, in every first meeting of each topic, the researcher conducted a discussion in order to lead the students to the topic and attract their attention in the presentation. Class discussion helps students to examine, evaluate and share knowledge about a subject matter. They provide an atmosphere for students to create new ideas, view from different perspective, and improve their communication and expression skill (<http://www.ust.hk/celt/ta/taguide/skills/leading.htm>)

b. Action

The implementation of teaching by using ostensive means was conducted by the researcher as the teacher. It was delivered in six meetings.

1) **The First Meeting**

The first meeting was conducted on Thursday, November 23, 2006. The topic was toys and games. The teaching aids were a box of toys and pictures. First, students were questioned about the toys they had and the game they liked most. After that, the researcher conducted a discussion. The class was divided into groups. Each group was given five vocabularies. Then each student took a toy in the box or pictures on the teacher's table based on the vocabularies. The toys and the pictures they took indicated their discussion result; whether the students knew the vocabulary or not.

Next, the presentation was conducted. It consisted of four steps which were sound and meaning, repetition, written form and illustrative sentences. In the first step, sound and meaning, the researcher checked the discussion result. Each group had some toys and pictures as the result their discussion. The researcher came to a group and asked them what vocabulary they got. Then she asked the member of the group to show the class what the vocabulary means by showing the toys and picture. If the students incorrectly named the toy or picture, another group was asked to correct them. In the second step, repetition, the class repeated the words pronounced by the researcher. Next, the students were asked how the vocabulary was written. The researcher wrote it on the blackboard and asked the students to note. This was the written form step. The three steps were conducted by checking all group discussion result. There were 40 vocabularies.

In the last minutes of teaching, the researcher wrote these sentences on the blackboard and asked the students to note.

It's my marbles.

It's my ...

You : Lend me your toy car, please!

Friend: Here you are.

You : Lend me your yo-yo, please!

Friend: I'm sorry. I am using it myself.

You : ...

Friend: ...

Let's play football

Let's play ...

The researcher read the sentences and explained the meaning. The class practiced to read them by repeating after the researcher's example. In the end of the class, the students were given homework.

2). **The Second Meeting**

The second meeting was conducted on Thursday, November 30, 2006. The topic was still toys and games. In this meeting, as usual, the researcher presented the vocabulary in four steps which were sound and meaning, repetition, written form and illustrative sentences. The toys and pictures were used again as the teaching aids. First, the class discussed the homework. Then, the researcher showed a toy or a picture. The students were asked whether they still remember the vocabulary or not. The class

practiced the pronunciation by repeating the researcher's example. Next, the students were asked if they still remember how to write the word. Some students came forward to write the vocabulary on the blackboard. After the researcher had presented the vocabulary, she wrote on the blackboard some sentences as those in the previous meeting. The students practiced the sentences by using different vocabulary based on the toys and the picture shown by the researcher. In the last ten minutes, the class discussed some tasks. The tasks were completing dialog and sentences.

3). **The Third Meeting**

The third meeting was on Thursday, December 7, 2006. The topic was clothes and costumes. Because it was the first meeting for this topic, the researcher conducted an opening activity to lead the students to the topic. The students were asked about what they were wearing. Then the class had groups discussion. The researcher arranged clothes on a table and stuck pictures on the blackboard. They were numbered. The groups discussed what the clothes and pictures were in English. Then they collected the discussion result in a paper. Next, presentation was conducted. The class was shown the correct answer in the vocabulary presentation. A large paper consisting of vocabulary based on the clothes and pictures was stuck on the blackboard. The researcher held clothes one by one based on the number, then she pronounced the vocabulary. The class repeated after her. The vocabulary written form was shown in the large paper. The students noted

them. There were twenty eight words. Then, the researcher wrote these sentences on the blackboard:

What's there on the table? There is a tie.

What're there in the table? There are ties.

What do you wear to school? I wear a uniform.

What does he wear to school? She wears a uniform.

The researcher read and explained the sentences meaning. The students repeated reading the sentences loudly. The class practiced to use the sentences by using different vocabulary. The researcher put a tie on a student's table and asked, "What's there on the table?" The class answered, "There is a tie". Then another tie was put on the table. The class was asked, "What're there on the table?" The class answer, "There are ties on the table". The class did not answer it smoothly but they needed to be directed first.

Then, the class practiced the next sentences. The researcher asked a boy in the front seat, "What do you wear to school?". He did not answer. The researcher pointed the writing on the blackboard. She asked the boy again and he said "I wear a uniform". The boy was asked the next question. This time the researcher pointed his friend next to him, "What does he wear to school?" He was confused so the researcher directed him. Then he looked at the blackboard and answer, "He wears a uniform". Next, the researcher gave homework. There were two tasks. The first task was matching pictures and vocabulary and the second one was completing dialogs.

4) **The Fourth Meeting**

The fourth meeting was conducted on Thursday, December 14, 2007. The topic was still clothes and games. As usual, the researcher presented the vocabulary in four steps which were sound and meaning, repetition, written form and illustrative sentences. The teaching aids were still clothes and pictures. First, in sound and meaning phase, clothes and pictures were shown to the students. The students were asked whether they still remember the vocabulary or not. Then the students were asked to practice their pronunciation by repeating after the teacher. It was the repetition steps. Then, in the written form step, the students were asked whether they still remember how to write the word or not. Some students came forward to write the vocabulary on the blackboard. Next, the researcher wrote these sentences on the blackboard:

What do you wear to school? I wear a uniform.

What does he wear to school? She wears a uniform.

The students practiced the sentences by using different vocabulary. Some students came forward to practice it. In the last fifteen minutes, the class discussed the homework on page 44-46 and the exercises in the book *Start with English* page 48-49. All of the students had finished their homework. First, they discussed the homework. There were two tasks. The first task was matching pictures and vocabulary and the second one was completing dialogs. Then, they discussed the exercise on page 48-49. The

tasks were filling the missing words and crossword. The researcher asked the students the answers. They answered and noted them.

5). **The Fifth Meeting**

The fifth meeting was held on Tuesday, December 19, 2006. The topic was transportation. First, the researcher asked the students about the kinds of transportation. The students answered the question well. The researcher stuck some pictures dealing with transportation on the blackboard. Next, the students discussed what vocabularies of the pictures were.

Then, the researcher conducted the vocabulary presentation. She pointed a picture on the blackboard and pronounced it one by one. The class repeated after her. Next, the researcher asked the students whether they could write the vocabulary or not. She wrote it on the blackboard and asked the students to note. Some students wrote it on the blackboard.

After all vocabularies had been presented, the researcher wrote some sentences on the blackboard and asked the students to note. She read and explained the sentences. The class practiced to read them loudly. These were the sentences:

How do you go to school?

I go to school by bus.

How does he go to the office?

He goes to the office by motorcycle.

The researcher asked a student, "How do you go to school? Bagaimana kamu pergi ke sekolah?". The student answered, "jalan kaki". The researcher pointed *I go to school on foot* and read it loudly. The student repeated her. Next, the students were given homeworks. The homeworks were matching vocabulary with picture and completing sentences.

6). The Sixth Meeting

The sixth meeting was conducted on Thursday, December 28, 2007. The topic was still transportation. In this meeting, the researcher presented the vocabulary. The pictures were brought to the class as the teaching aids. They were stuck on the blackboard. The researcher pointed a picture and asked the students if they still remember the vocabulary. The students practiced pronouncing a word by repeating the researcher. Some students wrote the vocabulary on the blackboard. After all vocabularies were presented, the researcher wrote on the blackboard two dialogs. She explained the meaning.

A: How do you go to school?

B: I go to school by bus.

A: How does he go to the office?

B: He goes to the office by motorcycle.

Some students practiced the dialogs in front of the class. In the last five minutes, the class discussed their homework. There were two tasks. The first task was matching pictures and vocabulary and the second one was

completing the dialog. All of the students had finished their homework at home. After conducting six meetings for three topics, the researcher conducted the first post-test on Monday, January 8, 2007.

c. Observation

1) The First Meeting

In the first meeting, in the discussion activity, the students were not discipline. It took much time to get them in groups. They walked around and chatted a lot. The class was very noisy. All of the students were following the activity. But in the discussion, not all of them were involved. Some students chatted with their friend or scrambled to take the toys. There was much time wasted to warn the students to stay in order. From the discussion result, which was seen from the toys and pictures they got, 19 vocabularies were guessed right and 21 vocabularies were guessed wrong. But most students' pronunciation was still low. They tended to pronounce /bɒl/, /s]:ε/, /bɒl]:n/, /r]:b]:t/, /t]:ω cɒr/, /mu: rbəl/ /swi:mi: η /, /swi: η/ and /pɒs εl/ for /b]: l/, /ɒu:/, /bə'lu:n/, /'rəɒbZt/, /t]:ω cΨ: (r)/, /'mΨ:bl/, /swɒmmω η/, /swɒ η /and /'pɒzl/.

2) The Second Meeting

All students had finished their homework. There were three tasks. The first task was matching pictures and vocabulary. There were twelve numbers. The second task was rearranging letters to form vocabularies. There are ten numbers. The last task was completing sentences consisted of

seven numbers. Most of them could answer the task correctly. There was no significant problem in answering the homework.

The students could follow the presentation. When the researcher held toy and pictures and asked them what they were, they could answer them. A boy could pronounce /b]: l/ and /t]:ω cΨ: r/. He did not pronounce /b□l/ and /t]:ω c□r/ anymore. A girl had pronounced /f□t b]: l/ correctly. She did not miss pronounced /f]: t b□l/. When the researcher asked some students to come forward to practice dialog, many students raised their hands to participate. In the exercise activity, the task was completing dialog and sentences. The students did them slowly. Most of them had not finished the tasks when the researcher discussed the answers.

3) The Third Meeting

The class was noisy when the students prepared to gather with their group. In this discussion no students were wandering around the class. They sit in their group. They could see the clothes arranged on the table in front of the class from their seat. There were some students coming forward to get closer look at the clothes numbers. But they were still in order. This discussion was better than the first discussion. But some students still did not involve in the discussion. They chatted with their friends. From 28 vocabularies, in average, each group could answer 13 vocabularies. The pronunciation was bad. Almost all of the words were miss pronounced.

4) The Fourth Meeting

The students paid attention in the presentation. When the researcher held clothes the class could guess the vocabulary. The class pronounced /kləʊz/ when she asked what the last meeting topic. A girl could pronounce /hæt/ and /taʊ/, although she miss pronounced for T-shirt. She still pronounces /Tə sət/. A boy could pronounce /'ju:nif]:m/ after he tried twice. He still miss pronounced the word 'shoe'. He said /su: / for /ʃu: / but there was a progress because most students pronounced it as /s]: e/ in the last meeting.

The students were interested to come forward to practice the dialog. Many of them raised their hands to be pointed. The students had no difficulty in discussing the homework and the exercises. All of the students had finished their homework. There were two tasks for homework. The first task was matching pictures and vocabulary while the second one was completing dialogs. The exercise tasks were filling the missing words and crossword.

5) The Fifth Meeting

As usual, the class was noisy when the students gather with their group. Compared to the two previous discussions, in this meeting discussion, the students behaved nicely. But the researcher still found some students chatted. The students tended to pronounced /bu:s/, /cɪr/, /tru:k/, /bi:ci:kəl/, /plɪnə/, /->i:p/, /si:p/, /fɪn/, and /pedi:kɪp/ for /bɒs/, /kʌ:(r)/, /trɪk/, /'baʊsɒkl/, /pleɪn/, /->i:p/, /ɒp/, /væn/, and /pedi:kæb/.

6) The Sixth Meeting

The class pronounced some vocabularies correctly. In the last meeting the words 'bus, car and truck' are pronounced /bu:s/, /cɑr/ and /tru:k/. In this meeting, the class could pronounced /bʌs/, /kɑ:(r)/ and /trʌk/ directly. The students were interested to practice the dialog in front of the class. They raised hand and scrambling to be pointed. They paid attention when their friends practiced the dialog. As usual the students had finished their homework. The task were matching vocabulary and completing sentences. The mean of the post-test score 1 was 8.6.

d. Reflection

After analyzing the observation result in cycle 1, the researcher noted the students' improvement in mastering the vocabulary. First, the students can grasp the vocabulary meaning. They still remembered the vocabulary taught in the previous meeting. In the second presentation of each topic, they could guess the vocabulary correctly. The mean score of pre-test 1 was 5.1 while the mean score of post-test 1 was 8.6. There was an improvement in the students score. Second, there was an improvement in the pronunciation. Some students did not pronounce /bʌl/, /tj:ʊ cɑr/, /fj: t bʌl/, /hɑt/, /ti:e/, /u:ni:fj:m/, /bu:s/, /cɑr/, /tru:k/ anymore. They could pronounced /b]: l/, /tj:ʊ cɑ: r/, /f]t b]: l/, /hæt/, /taʊ/, /'ju:nɒfj:m/, /bʌs/, /kɑ:(r)/ and /trʌk/. Third, they were interested in studying. From students' involvement, it could be seen that all students followed the

activity. They made their homeworks. They were eager to practice the dialog. They raised their hand to participate in the activities.

All vocabularies in the three topics could be presented by using realia and picture, therefore the use of body movement was very few. In the second meeting, the researcher presented the word 'yo-yo' by pretending that she was playing yo-yo by moving her hands up and down. Then, the class was asked about what toy it was. The class recognized that it was yo-yo. In the fourth meeting, when the researcher presented the word 'hat', she pretended to move something in her head as if she was wearing a hat. Finally, the sentence *I go to school* was presented by walking slowly.

There were still some problems faced by the researcher in teaching learning process in cycle 1. It was hard to manage the students into groups. Although they had been arranged based on their seat, they still protested the group arrangement. They wanted to be in the same group with their close friend. They behaved better after they had been warned. When they moved from their chair to join the group, the class was noisy. The students did not sit directly in their group. They chatted and walked around. Not all of the students involved in their group discussion. Some of them daydreamed, chatted or scrambled doing something else. They needed to be warned. In the first meeting, during the discussion activity, the class was noisy. The noise was not caused by the students' discussion. It is because the students were chatting, yelling and moving around during discussion. The researcher worried that it would disturb another class. In the last two discussions, the students began to behave well. The

discussion took much time. In every first meeting for each topic, the presentation was done in limited time because almost a half time was used in the discussion activity. Considering that English was only taught once a week in the duration of 2x 45 minutes, the researcher would need more meetings to present the vocabulary.

2. Cycle 2

a. Revised Plan

Based on the observation of the first cycle process, supported by the test result, the researcher noticed students' vocabulary mastery improvement. Although the first cycle was successful in improving students' vocabulary mastery, there was weakness in the teaching learning process. The discussion activities took a lot of time whether when the researcher grouped the students or managed them to discuss nicely. In this activity, the class was noisy. The students were not discipline. Some of them did not involve in the discussion. They chatted a lot, left their benches and moved around in the classroom. To solve the problems, in cycle 2, the researcher changed the discussion activity into drawing and coloring activity. It was observable that those acts could make the students become more discipline. In addition, using art is considered as an important part of the young learners' development at school and can also be part of their English learning (<http://www.britishcouncil.org/languageassistant-drawing-colouring.htm>). In this cycle, the students were actively involved the presentations. There were three meetings. The topics were toys and games,

clothes and costumes and transportation. The researcher prepared a picture to be colored. In the first meeting the researcher still brought the realia.

b. Action

1). The First Meeting

The first meeting was conducted on Tuesday, January 30, 2007. The topic was toys and games. The researcher asked the students to draw their favorite toys. She arranged some toys on the teacher's desk. The students wrote the vocabulary of their drawing. Next, the students presented their drawing and pronounced the words. Some students presented /bə'lu:n/, /b]: l/, /t]ω cΨ: (r)/, /d]:l/, /'rəbZt/, /støkə(r)/ and /skeit b]:d/. The students were involved a lot in this activity. Then, the researcher told them to open their note on the dialog related to this topic. The students practiced the dialog with their friend.

2) The Second Meeting

The second meeting was conducted on, Thursday, February 1, 2007. The topic was clothes and costumes. The researcher asked the students to color clothes picture. They were given a piece of paper consisting of pictures to be colored. Each paper consisted of three kinds of clothes. The students wrote the vocabulary of their drawing. Next, they were asked one by one what they had drawn. They answered by saying the vocabulary in English. Some students presented /taω/, /u:/, /ti:φ:t/, /hæt/, /ri:b]:n/, /]:t/, /belt/, /-i:nz/, /dres/. The researcher also asked how the vocabulary was written.

The students were involved a lot in the presentation. Then, the students practiced the dialog, which had been noted in cycle 1 with their friend.

3) **The Third Meeting**

The third meeting was conducted on Tuesday, February 6, 2007. The topic was transportation. The researcher asked the students to color vehicles picture. They were asked not only to color the picture but also to decorate the vehicle. They might add trees, the sun, clouds or people in the picture. The researcher told them to write the vocabulary of their drawing. The students presented their works by saying the vocabulary in English. Some of them pronounced /bʌs/, /kɑ:tr/, /trʌk/, /pleɪn/, /hɔ:pi/, /wɒp/. The students were also asked how the vocabulary was written. They were actively involved in the presentation. Next, they practiced a dialog which had been noted before.

After conducting three meetings for cycle 2, on Wednesday, February 7, 2007, the researcher conducted post-test 2.

c. **Observation**

1) **The First Meeting**

When the students were asked to draw toys, they were confused. They said they could not draw the toys and asked the researcher what to draw. It took some time until they finally began drawing. The class was quite during the drawing activity. Some students moved from their chair to borrow drawing tools from their friends. But they did not disturb the others. All students were busy with their work. Some students drew more than one

pictures and they named the pictures correctly. They knew how to write the words. The researcher asked the students to show the class their pictures. They had to pronounce the words. Most of them could directly pronounce the vocabularies correctly when presenting their pictures. The students then practiced a dialog with their friend. They were all practicing. They behaved well.

2) The Second Meeting

In the coloring activity the students were quite. They preferred coloring to drawing. After receiving the paper, they directly colored the picture. When they had finished, they showed their pictures and pronounced the words. Some of them could directly pronounce the words correctly. Then the students practiced to use a dialog, which had been noted before, with their friends. They were all practicing. The class was impeccable.

3) The Third Meeting

In the previous meeting the students colored pictures, but in this meeting they did not only color but also decorate the pictures. The coloring results were good. The students used their creativity. The researcher found a student who added a tree in his drawing, then she asked him what was tree in English. He said that he did not know. The researcher said, “/tri: /”. He repeated her. When the students had finished, they showed their pictures and pronounced the words. The pronunciation was better; some of them could directly pronounce a word correctly when they presented their drawing. Then the students practiced to use a dialog with their friend. After the third

meeting, the second post test was conducted. The test computation showed that the mean of the post-test 2 score was 9.4.

d. Reflection

After analyzing cycle 2, the researcher found that the students still remember the vocabulary taught. They could write the vocabulary in their drawing. Most of them did not miss spell the vocabulary. It means they could grasp the meaning of the vocabulary. The students behaved nicely in drawing and coloring activity. They sit in their seat well. They could also present their drawing. Some students could pronounce /t]ω cΨ:(r)/, /d]:l/, /'rəbZt/, /bə'lu:n/, /b]: l/, /støkə(r)/, /skeit b]:d/, /hæt/, /taω/, /ri:b]:n/, /u: /, /]:t/, /belt/, /ti: φ:t/, /→i:nz/, /dres/, /b]s/, /kΨ:(r)/, /tr]k/, /pleωn/, /→i:p/, and /φωp/.

The class was quite because the students did not make any noise in this activity and focused on their own drawing. The students used their creativity to decorate their drawing. They could learn more vocabulary such as tree, cloud, road and colors. The students were also actively involved the presentation.

The mean of the post-test 1 score was 8.6 while the mean of the post-test 2 score was 9.4. There was an improvement of the students' vocabulary mastery after cycle 2.

B. Interpretation

This section presents the discussion of the research finding concerning on the students responses toward the vocabulary teaching using ostensive means and problems faced by the researcher during the research.

In cycle 1, the researcher conducted group discussion and presentation activity. There were improvements dealing with the students' vocabulary mastery in this cycle. The students could grasp and remember the vocabulary. It was supported by the computation of the test scores. The mean score in post test 1 conducted in cycle 1 was 8.6. It was better than the pre-test mean score, which was 5.1.

The researcher noticed some students had improvement in their pronunciation. After the students were given certain vocabulary, they could name and pronounce the vocabulary in the following meeting. In this cycle, the students were also interested to be involved in the activities. They raised their hands to come in front of the class to practice dialogs. Although there were improvements, there were still some problems in cycle 1. Putting the students' in-group took a lot of time. The students did not sit directly in their group. They chatted and moved around. The researcher needed to warn them. Since there were 40 students, she had difficulty to manage all of them in the discussion activity. Not all of the students involved in the activity. Some of them chatted and moved around.

Realizing the problems, the researcher considered to improve the technique to make the students be more discipline and at once to make them use their individual creativity. The technique used was drawing and coloring. The result of the activity in this cycle was satisfying. The students were not chatting or moving around anymore. They were busy drawing and coloring. At one end, it was easier for researcher to control and manage them. On the other end, the students were also happy to explore their creativity. They were encouraged to present their drawing to the class. They presented their drawing by pronouncing the word dealing with their drawing. It encouraged them to practice pronouncing the word. They could also grasp and remember the meaning. It was shown by the computation of the test score. The mean score of post-test 2 conducted in cycle 2 was 9.4. There was an improvement of the test result from cycle 1 to cycle 2.

The computation of the level of significant of the scores (t-test) also showed the improvement of the students' vocabulary mastery. The level of significance of the improvement between pre-test and post test 1 ($t_o)_1$ was 19.055. t_t for 40 students is 2.02. Because ($t_o)_1$ is higher than t_t it means there is a significant different between the score in pre-test and post-test 1. If the level of significant $\alpha = 0.05$, it can be concluded that taking the course in cycle 1 does improve the vocabulary mastery. The level of significant of the improvement between post-test1 and post test 2 ($t_o)_2$ was 7.65. Because ($t_o)_2$ is higher than t_t it means there is a significant different between the score in post-test 1 and post-test 2. It can be concluded that taking the course in cycle 2 does improve the vocabulary mastery. The level of significance of the improvement between pre-

test and post test 2 (t_o) was 20.543. Because (t_o) is higher than t_t , it means there is a significant difference between the score in pre-test and post-test 2. It can be concluded that teaching vocabulary by using ostensive means does improve the students' vocabulary mastery. The computation of t-test (t_o)₁ and (t_o)₂ is presented in the appendix.

From the observation result of cycle 1 and cycle 2, it can also be concluded that teaching vocabulary by using ostensive means can improve the students' vocabulary mastery. It can be seen from the students' interest and participation in the lesson and from the mean scores of the pre-test and post-test that showed an improvement.

Although the result of the study was good, the researcher faced several difficulties during the action. In cycle 1, she had difficulty to present the vocabulary that could at once attract all forty students' attention. Because there were too many students in the class, the students did not follow the activities well. The researcher could not manage the students easily. The class was so noisy. The students chatted and moved around especially in the discussion activity. Not all of them focused in the discussion. In solving this problem, the researcher conducted drawing and coloring activity before the vocabulary presentation.

Second, the researcher encountered problem in preparing the teaching aid based on the topics. It was hard to find all realia for the topic toys and costume. For example, she could not prepare the real video game, skateboard, coat, kebaya etc. Therefore, she presented these vocabularies by using pictures. She could not present the topic of transportation by using realia at all. In this topic, she used

pictures to present the vocabulary. The school did not have the supporting teaching aids for this research. It did not even have the pictures as teaching aids in teaching English. The other aspect was the limited time in transferring the whole materials based on the English Curriculum for the fifth students. This is because the meeting was only once a week.



CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESSTIONS

A. Conclusion

The result of this action research shows that ostensive means can significantly improve students' vocabulary mastery. This can be seen from the result the observation during the action research. Using ostensive means, the students showed great interest to be actively involved in the teaching learning process. In the classroom, they were eager to join all activities and practice pronunciation. Some students can pronounce words correctly. They also did all their homeworks. The students can not only grasp the meaning of the vocabularies at the moment the words were taught but they can also remember the vocabularies at the following meeting.

The students' vocabulary improvement can also be proven from the result of the tests scores computation. The mean score between pre-test and cycle 1 post test improves from 5.1 to 8. 6. It improves again in cycle 2 post test which was 9. 4. From the analysis of t-test computation between pre-test score and cycle 2 post-test score (t_o), it is found t_o (20. 543) > t_i (2. 02). The t-test result analyzed that there was a significant improvement of the students' vocabulary mastery before and after the research. It means taking the course teaching vocabulary using ostensive means does improve the students' vocabulary mastery.

B. Implication

In teaching children vocabulary, it is important to implement appropriate technique and teaching aids. The use of ostensive means in teaching children vocabulary is proven to be an effective way to improve young learners' vocabulary mastery. It is worth to note; however, presenting vocabulary using ostensive means is effective and efficient if the ostensive means is applied using appropriate technique. Selecting the way to present the vocabulary is based on the class situation and the students' condition. Therefore, the chosen technique can attract the students' attention and achieve the teaching aims. One technique that has been proven to be an effective way to present vocabularies using ostensive means especially in large class is through drawing and coloring activity.

C. Suggestion

Based on the research findings, here are some suggestions to increase the students' vocabulary mastery.

1. To Teachers

English teacher should enhance their ability in teaching. They should be creative to use various media and technique in teaching vocabulary. There are many things that can be used as the media in teaching English such as the ostensive means consisting realia, pictures and body movement, songs, cartoon movies and stories. In presenting the vocabulary to the students, the teacher should choose the best way based on the class situation and the students'

condition in order to attract the students' interest and to maximize the teaching aims attainment.

2. To Students

The English students should motivate themselves to learn. They should follow the activities in class well. They should learn English continually. They should be creative to find the way in learning English. They can learn English by themselves by using the ostensive means, songs, cartoon movies and stories. They should also learn English at home and finish their homework.

3. To the Institution

The institution should encourage the English teacher to improve the quality of the teaching. It should facilitate teacher to be creative in using various media. Therefore, the institution should provide various media supporting the teaching learning activity.

4. To other Researchers

This research studies the use of ostensive means in teaching children vocabulary. It is hoped that the result of the study can be used as additional reference for further research in different context that will give contribution in teaching English for children.

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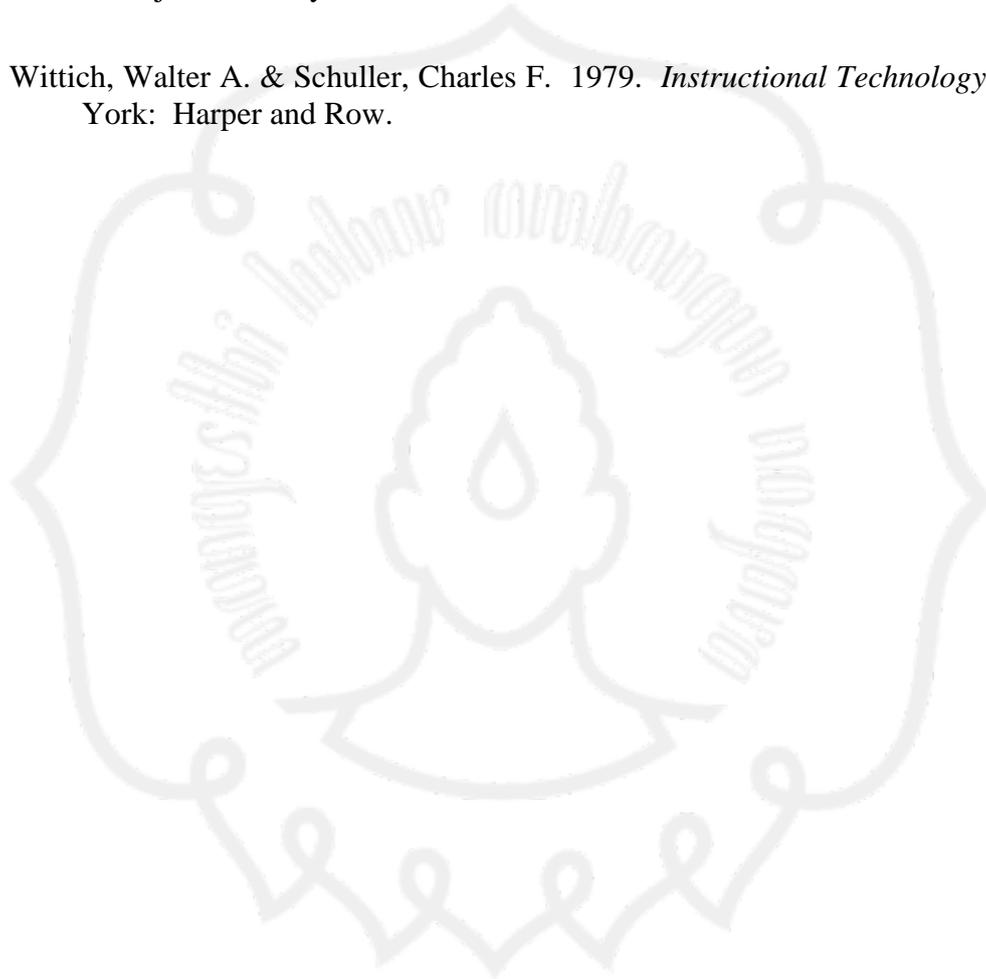
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APPENDICES