

A Thesis
IMPROVING THE STUDENTS' VOCABULARY
MASTERY THROUGH INQUIRY-BASED TEACHING
(A Classroom Action Research in the Fifth Grade Students of
SDIT Az Zahra Sragen Academic Year 2008/2009)



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Written by:

Reny Aftari

K.2204045

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA

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APPROVAL

This thesis is approved by the consultants to be examined by the Board of Examiners of Teacher Training and Education Faculty of Sebelas Maret University.

Approved by :

Consultant 1

Consultant 2

Drs. Siswantoro, M.Hum

NIP 131 472 633

Drs. A. Handoko Pudjobroto

NIP 131 792 198

This thesis has been examined by the Board of Thesis Examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta and accepted as one of the requirements for getting an Undergraduate Degree of Education in English Department.

On : Surakarta

Date : April 2009

The Board of Examiners:

1. Chairman:

Drs. Martono, MA (.....)

NIP. 131 792 933

2. Secretary:

Dr. Ngadiso, M.Pd (.....)

NIP. 131 792 932

3. Examiner I:

Drs. Siswanto, M.Hum (.....)

NIP. 131 472 633

4. Examiner II:

Drs. A. Handoko Pudjobroto (.....)

NIP. 131 792 198

Legalized by

Teacher Training and Education Faculty

Sebelas Maret University Dean,

Prof. Dr. H. M. Furqon Hidayatullah, M.Pd

NIP 131 658 563

ABSTRACT

Reny Aftari. K2204045: IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH INQUIRY-BASED TEACHING (A Classroom Action Research in the Fifth Grade Students of SDIT Az Zahra Sragen Academic Year 2008/2009). Teacher Training and Education Faculty, Sebelas Maret University, April 2009.

The aim of the research is to know what happens during the implementation of inquiry based teaching and how far the improvement of the students' vocabulary mastery. The research focuses on solving the problems of Fifth grade students of SDIT Az Zahra Sragen. The problem is the students' low vocabulary mastery.

The research was conducted from October to November 2008. The subject of the study is the students of class VB of SDIT Az Zahra Sragen. The researcher conducts the study in two cycles. Each cycle consists of a series of steps. They are identifying the problem, planning the action, implementing the action, observing the action, reflecting the action, and revising the plan. Data are collected through observation and interview. The observation is reflected in field notes and photographs.

The data are analyzed both qualitatively and quantitatively. Qualitative data are analyzed by using Constant Comparative Method that consists of four stages, namely comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory. From the qualitative data, the researcher reveals that the implementation of inquiry based teaching improves the students' vocabulary mastery and motivation. The improvement is also supported by the improvement of the students' participation in vocabulary teaching and learning process.

Quantitative data, which are collected by conducting pre test and post test, are analyzed to know the improvement of the students' vocabulary mastery. The mean score of pre test is 5.91. This score improves to 7.64 in post test 1 and even higher, the mean score gained in post test 2 that is 8.43. Based on the results of the study, the researcher concludes that the implementation of inquiry based teaching improves the students' vocabulary mastery.



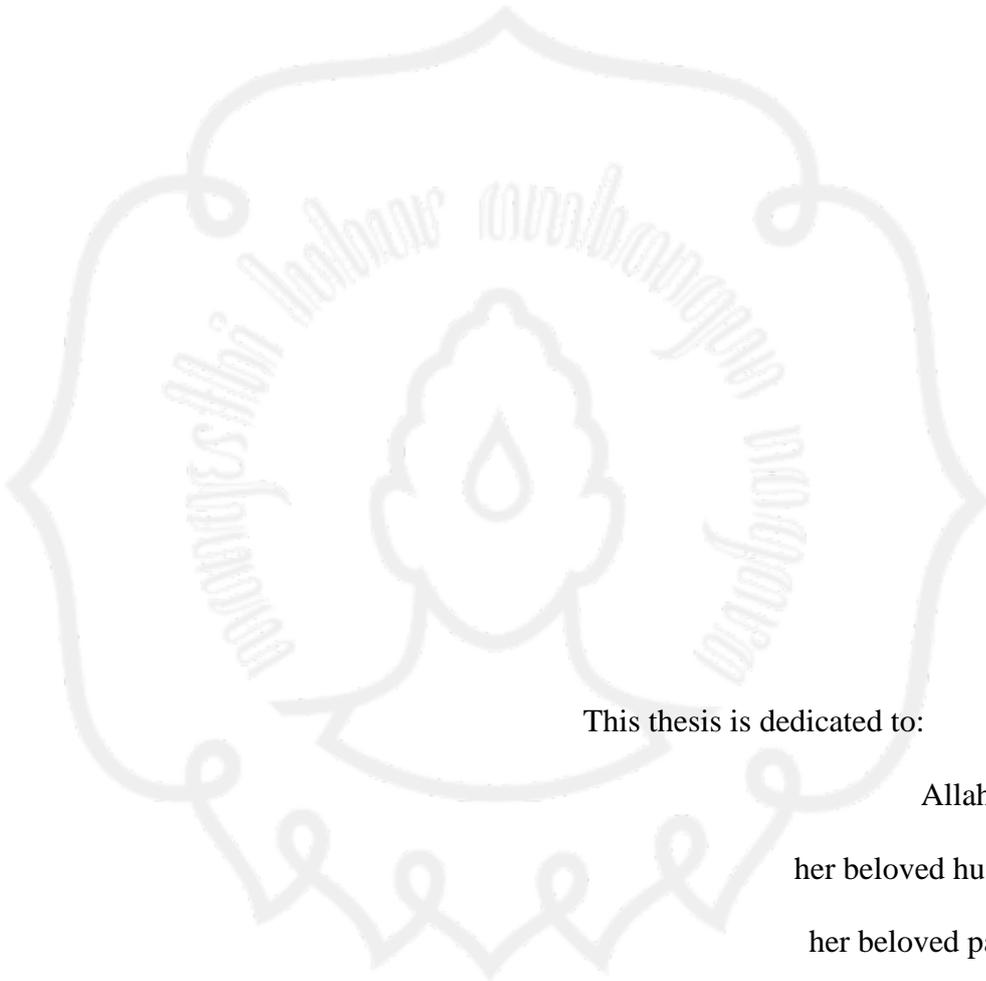
MOTTO

Effort, Prayer and Resignation to Allah SWT.

(Reny Aftari)



DEDICATION



This thesis is dedicated to:

Allah SWT
her beloved husband,
her beloved parents,
and her friends

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First of all, the researcher praises to Allah SWT, God the Almighty that she can finally finish the thesis as a partial fulfillment of the requirements for Undergraduate Degree of Education in English.

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Surakarta, April 2009

Reny Aftari

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CHAPTER I

INTRODUCTION

A. The Background of Study

English is very important to be learnt in Indonesia especially for students. The importance of it can be seen from the most scientific books that are written in English and there are many job applications which put English as the qualification. It is also used in almost aspects of life for example economy, science, technology, business, etc. So, people can't deny that the use of English is more and more important recently. In Indonesia, the position of English is as the first foreign language that is the language which is taught in institutions or schools as one of the subject matters. It is taught and learnt from the lowest formal education (in some elementary schools) until universities. By having English as one of the subject matters taught in schools or institutions, it is hoped that the quality of education in Indonesia will be improved.

Considering the importance of English, learning it as early as possible is needed nowadays. The earlier people learn it the better for them to understand the language. By teaching it to Elementary School students, it is hoped that they will have the skills which will become the base for their next level of education that is in Junior High Schools. The GBPP 1994 states that English is not obligatory subject but it is just as a part the local content. It is also stated in the curriculum of elementary school 2004 *"Sebagai upaya meningkatkan kualitas pendidikan khususnya pengajaran Muatan Lokal Bahasa Inggris Sekolah Dasar, pada tahun*

2005 Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah telah menyusun Kurikulum Muatan Lokal Mata Pelajaran Bahasa Inggris Sekolah Dasar untuk kelas 1 s.d VI. (*Kurikulum Tahun 2004 Mata Pelajaran Bahasa Inggris Untuk SD/MI Provinsi Jawa Tengah. P:3*). Almost all elementary schools in Indonesia teach it in their classes starting from the first grade although it is just as local content.

In teaching English, there are four skills that should be mastered by students. They are listening, speaking, reading and writing. There are many elements should be mastered to support those skills such as vocabulary, pronunciation, structure etc. This is in line with the aims of English lesson for elementary school students stated in the Curriculum of 2004. Mata pelajaran Muatan Lokal Bahasa Inggris di Sekolah Dasar ini memiliki tujuan sebagai berikut:

- Siswa memiliki ketrampilan menyimak, berbicara, membaca dan menulis sederhana dalam bahasa Inggris.
- Siswa memiliki ketrampilan men'gunakan unsur-unsur Tata Bunyi, Kosa Kata, Tata Bahasa, Tata Tulis dan Tata Budaya. (*Kurikulum Tahun 2004 Mata Pelajaran Bahasa Inggris Untuk SD/MI Provinsi Jawa Tengah. P: 4*)

The mastery of vocabulary is important to support the four language skills. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical language learner. A good store of word is crucial for understanding and communication. Cross (1991:5) states that

major aim of most teaching programmes is to help students to gain a large vocabulary of useful words.

According to Virginia (1983:4) someone can be said mastering vocabulary if he knows the meaning of the words and knows how to put them together in the sentences. Teaching vocabulary to children is important to prepare them to get the four language skills. Unfortunately, many children do not master vocabulary appropriately. This can be seen from the pre-observation of the fifth grade students in SDIT Az Zahra Sragen. From the pre observation, it is found that the students get some difficulties in mastering vocabulary. The indicators are: (1) it is hard to remember and grasp the meaning (2) they can not spell and write the word correctly (3) many children get bad mark in English subject.

From conducting more observation and interview, the writer finds some reasons why those problems arise. They are: (1) the teacher dominates the classroom activity or it is more teacher-centered (2) the students are less involved actively in the teaching learning process. Their activity is focused more in doing tasks in their activity book.

From the statement above, it can be concluded that the teacher uses a less appropriate teaching method. It makes the learning process monotonous and makes the students to be bored. Therefore, the writer proposes a method to solve those problems that is inquiry-based teaching. This method implies involvement which leads to understanding (<http://www.thirteen.org/edonline/concept2class/inquirv/index.html>). The method is more student-centered with the teacher facilitator of learning. Piaget and Bruner in Brewster (1992:6) believe firmly in

'child centered education' where the child's need and interest are emphasized. They also stress the importance of encouraging children to work independently often through "discovery" or "inquiry-based learning. This kind of learning is carefully set up by the teacher so that the child is guided to discover facts and information in a variety of ways. We also can use many teaching aids, for example games, pictures and texts.

Vale and Feuntunn state that children learn best when they are involved, and when their work is valued. They learn best when they are the owners of their work-when they have the opportunity to experience and experiment for themselves (1998:28). Through active involvement, the students will gain better understanding of knowledge and improve their vocabulary mastery.

Based on the explanation above, the writer intends to implement inquiry-based teaching to improve the students' vocabulary mastery. From this idea, the writer chooses the topic of this thesis under the title " **IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH INQUIRY-BASED TEACHING (A Classroom Action Research in the Fifth Grade Student of SDIT Az Zahra Sragen Academic Year 2008/2009)**

B. The Problem Identification

Based on the background study above, the writer identifies the problems covering this research. They are as follows: (1) What is the importance of teaching vocabulary for children? (2) Why do the students get difficulties to learn vocabulary? (3) Is there an appropriate technique to improve the students'

vocabulary? (4) Can inquiry-based teaching improve the students' vocabulary mastery?

C. The Problem Limitation

The writer focuses her study on improving the students' vocabulary mastery through inquiry-based teaching in the grade VA of SDIT Az Zahra Sragen in academic year 2008/2009.

D. The Problem Statement

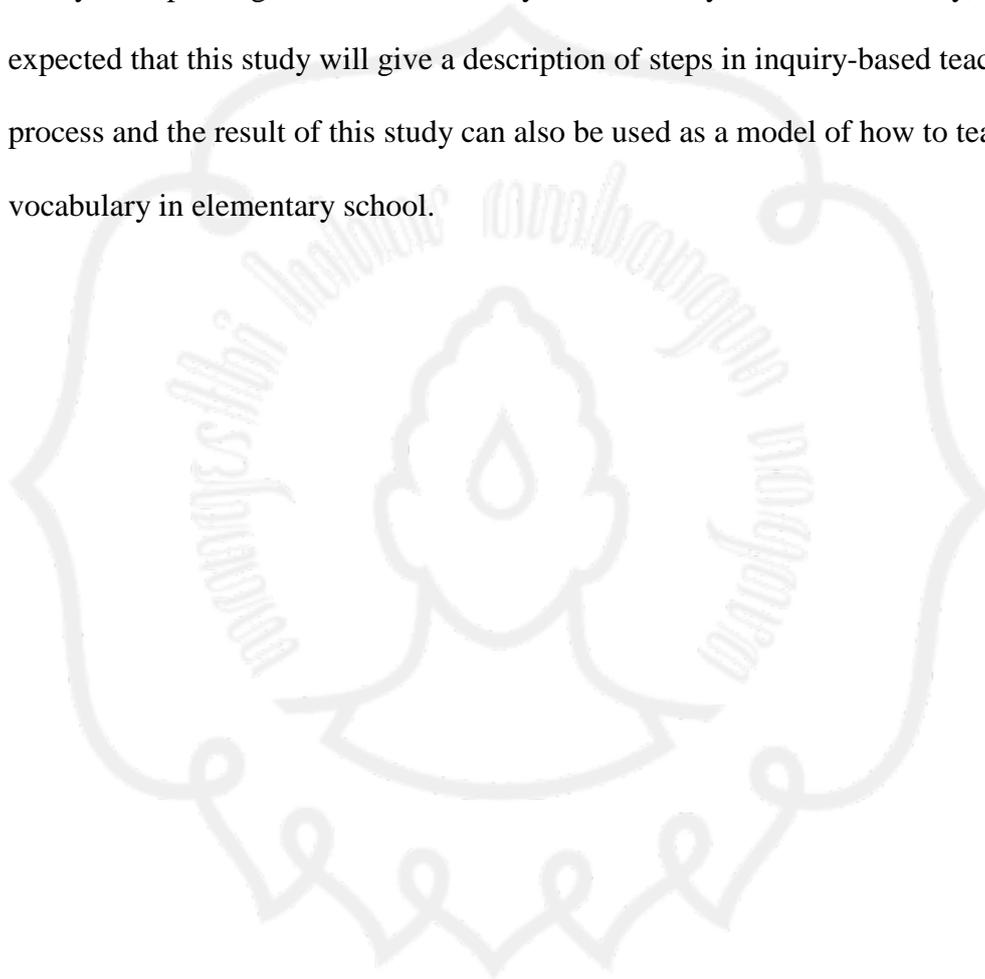
Based on the problem limitation above, the writer only focuses on the effort of implementing inquiry-based teaching to improve students' vocabulary mastery. The problems of the study can be formulated as follows: (1) Can inquiry-based teaching improve the students' vocabulary mastery in the grade VA of SDIT Az *Zahra* Sragen in academic year 2008/2009? and (2) How the teaching and learning process through inquiry based teaching in order to improve students' vocabulary mastery?

E. The Objective of The Study

This research is aimed at finding whether inquiry-based teaching is able to improve the students' vocabulary mastery. By using inquiry-based teaching, the students are hoped to get involved and participate actively in learning English vocabulary.

F. The Benefits of the Study

It is expected that the result of the study will give some contribution to the improvement of English teaching and learning quality either theoretically and practically. Theoretically, the finding of this research is expected to enrich the theory of improving students' vocabulary in elementary school. Practically, it is expected that this study will give a description of steps in inquiry-based teaching process and the result of this study can also be used as a model of how to teach vocabulary in elementary school.



CHAPTER II

THEORETICAL REVIEW

A. Teaching English to Children

1. The Characteristics of Children

Children have some special characteristics in learning language. Is Vale and Anne state that children learn best when they are involved, and when their work is valued. They learn best when they are the owners of their work- when they have the opportunity to experience and experiment for themselves (1998:28). In http://www.teachingenglish.org.uk/think/methodology/young_learner2.shtml,

Isela et al say that children have highly inquisitive minds.

In relation to the children characteristics Halliwell (1993:3) mentions that:

- a) Children are already have great skills in using limited language creatively. They are creative in both grammatical forms and the concepts.
- b) Children frequently learn indirectly rather than directly. In their age or at the primary school level, the children's capacity for conscious learning of forms and grammatical pattern is still developed. If the surrounding provides more exposure, it will much help them to learn.
- c) Children take great pleasure in finding and creating fun in what they do.
- d) Children have delight in talking.

In their book, Scott and Yteberg divided children into two main groups, the five to seven years old and the eight to ten years old. Each group has their own characteristics. Children in five to seven years old can talk about what they are

doing. They can tell you about what they have done or heard. While the general characteristics of children in eight to ten years old are that their basic concepts are formed, they are able to work with others and learn from others. From each characteristic of group, we know that children of five are little children and children often are relatively mature children with an adult side and childish side.

Pahin and Power as quoted by Kasihani (2005:7) propose some children characteristics namely:

- a) They can tell what they have done and heard.
- b) They can debate about something.
- c) They are faster in comprehending their surrounding situation.
- d) They know the rules from the teacher which must be obeyed.
- e) They like some activities which make them feel happy and enthusiastic.
- f) They learn well when they are motivated to directly involve in the activity.

In addition, Bassett, Jacka, and Logari in Sumantri and Permana (2001:11) mention the characteristics of elementary school students are:

- a) Naturally, children have strong curiosity and they are interested in exploring their surroundings.
- b) They love playing.
- c) They like to govern themselves to handle something, to explore and to try something new.
- d) They like to have good achievement and they do not like to fail.
- e) They learn effectively when they are satisfied with the situation happened.
- f) They learn by working, observing, initiating, and teaching other

Moreover, Piaget, Vygotsky, and Bruner in Sumantri and Permana (2001:16) give statement that elementary school students have some general characteristics: children are active and they have ability to construct their own knowledge.

From the statements above, we know that children have some characteristics. Naturally, children are active and they like to explore something. Therefore, teacher should use a method which is appropriate to children characteristics. Teacher should give them opportunity to be more active in the teaching and learning process. Teacher should give them chance for the students to seek information for their own learning. This kind of activity will make them able to create and form their own knowledge.

2. The Cognitive Development of Children

Piaget in Elliot et al (2000: 35-47) mentions that there are four stages or periods of children's cognitive development. The stages can be drawn as follows:

a. The Sensorimotor Stage (birth to 18-24 months)

During this period, children acquire schemes for two basic components; goal directed behavior and object permanence. Goal directed behavior is an infant's initiated act with a specific goal in mind. For example, a young child learns to differentiate hard from soft objects by sucking them. At the end of this period, they begin to experiment with new ways, such as looking, reaching, and grasping. Then, object permanence involves the knowledge that objects continue to exist even they are out of sight. In this age, children have not been able to form mental representation of the object yet.

b. The Preoperational Stage (2 to 7 years old)

Children can use symbols, such as gestures, words, numbers, and image, to represent the real object in their environment. Intuitive problem solving but thinking limited by centering, egocentrism, and irreversibility. Children ignore the relationships among the various parts. Egocentrism is children's tendency to see things as they want them to be, like they may believe that the moon follows them around; everything focuses on them. Irreversibility is the inability to reverse one's thinking. They can not return the original premises. They have learn $2+2 = 4$, but can not yet grasp that $4-2 = 2$ (p. 40).

c. The Concrete Operational Period (7 to 11 years old)

Children become capable of various logical operations, but only with concrete things. The child thinks through certain actions and the results of those actions. If information is concrete, comparison can be made accurately. Children develop logical operation for seriation, classification and conservation. Seriation means the ability to order object in logical progression, such as big, bigger, biggest. Then, classification is another way children can arrange order on their environment by grouping things and ideas according to common elements. Next, conservation involves understanding that an entity remains the same despite superficial changes in its forms or physical appearances, such as number, liquid substance (mass), length, and volume.

d. The Formal Operational Period (over 11 years old)

Children develop abstract system of thought that allow them to use propositional logic, scientific reasoning, and proportional reasoning. Children

become capable of logical thinking with abstractions. They think scientifically and they show this by drawing conclusions, offering interpretations and developing hypothesis. They work out all logical possibilities without having to determine which actually occur in the real world. It is more than simple imagination; it is the systematic exposition of logical alternatives. Their thinking begins to differentiate the real (concrete) and positive (abstract). Elementary students, in these stages, are involved in the third and fourth stages. Those are concrete operation and formal operation stages. Children in concrete operation can use their language in logic. They can order object in logical order, can classify the things around them, and can understand the quality of things, like the number of their friend, big, small. In formal operations stage, children's thinking begins to differentiate the concrete and the abstract things. These conditions support them to learn language better. They cannot only know what of the name of the things is but also the usage of the language.

3. Teaching English at Elementary School

Teaching English at elementary school will be the base for the teaching English in higher level, for instance junior and senior high school. Huebener (1960:3) says that the general aim of language teaching is to equip the students with the knowledge and skills required for effective communication in the foreign language.

In Indonesian education, English becomes the first foreign language. A foreign language means a language that is taught as a school subject which is not

used as a medium of instruction in school nor language of communication within country.

In recent years, English has been introduced at elementary school. In the GBPP 1994 states that English is not obligatory subject but it is just as a part the local content. It is also stated in the curriculum of elementary school 2004 "*Sebagai upaya meningkatkan kualitas pendidikan khususnya pengajaran Muatan Lokal Bahasa Inggris Sekolah Dasar untuk kelas I s.d 6 (Kurikulum Tahun 2004 Mata Pelajaran Bahasa Inggris Untuk SD/MI Provinsi Jawa Tengah. P: 3)*. Based on the curriculum, the aims of teaching English at Elementary school are:

- Siswa memiliki ketrampilan menyimak, berbicara, membaca dan menulis sederhana dalam bahasa Inggris.
- Siswa memiliki ketrampilan menggunakan unsur-unsur Tata Bunyi, Kosa Kata, Tata Bahasa, Tata Tulis dan Tata Budaya. (*Kurikulum Tahun 2004 Mata Pelajaran Bahasa Inggris Untuk SD/MI Provinsi Jawa Tengah. P: 4*)

From the explanation above, we conclude that teaching English as a foreign language at elementary school is aimed to prepare students with the knowledge and skills of English so that they will be ready in getting it at higher level.

B. Vocabulary Mastery

1. The Definition of Vocabulary

There are some definitions of vocabulary stated by experts. Burns and Broman define that vocabulary as the stock of words used by person, class, or profession. They also state that almost every individual uses several different vocabularies (1975:295).

Hatch and Brown (1995:1) say that the term vocabulary refers to a list or set of words that individual speakers of language might use. Furthermore, Hornby states that vocabulary is a total number of words in language (1995:1331).

Based on the definition above, it can be concluded that vocabulary is the stock of words that individual speakers of language might use to express and to communicate their ideas. In this research, vocabulary refer to vocabulary that is taught in the fifth grade student of Elementary School.

2. Vocabulary Mastery

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master a language without mastering vocabulary. Julia Swannel (1994:656) states mastery is comprehensive knowledge. The definition is supported by Hornby who defines mastery as complete knowledge or complete skill (1995:721).

From these two definitions, the researcher comes to conclusion that mastery means the competency to understand and apply something learnt, in this term the stock of words.

Based on the description above, it can be concluded that vocabulary mastery is skill or knowledge of one to recognize, understand and use the stock of words and their meaning.

3. The Kinds of Vocabulary

According to Haycraft as quoted by Hatch and Brown (1995:370) vocabulary is divided into receptive vocabulary and productive vocabulary. Receptive vocabulary is words that the learners recognize and understand when

they occur in context, but can not produce correctly. It is vocabulary that the learners recognize when they meet it in reading and listening but don't use it in speaking and writing. While productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves what is need in receptive vocabulary plus the ability to speak or write at the appropriate time.

4. The Importance of Vocabulary

Vocabulary is an essential part communication that is important for someone or learners to master it. Alien (1983:5) says that communication will be stop when learners lack the necessary words. Sartinah Hardjono (1988:7) states: " Dari semua aspek bahasa asing yang harus dikuasai siswa dalam proses belajar, aspek kosakata yang paling penting, tanpa penguasaanya tidak mungkin orang bisa menggunakan bahasa asing."

Similarly, Edge (1992:27) says: "Knowing a lot of words in foreign language is very important. The more you know, the better you chance to understand yourself understood." Furthermore, Coady and Huckin (1997:5) state that vocabulary is central to language and a critical importance to typical language learner. It means that vocabulary is the basic element to master the four skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will be not able to master the four language skills.

Cross (1995:14) states that a good store of word is crucial for understanding and communication. The major aim of most teaching program 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 (Mc Whorther, 1989: 313)

It can be concluded that vocabulary is one of element of language that can not be separated from language teaching. Vocabulary mastery plays important role to express one's idea and build the chance of understanding between people in communication.

C. Inquiry-Based Teaching

1. The Definition of Inquiry-Based Teaching

Elliot et al (1999:404) defines inquiry as a term for teaching that permits students to be active partners in the searching of knowledge, thus enhancing the meaning of what they learn.

Kourilsky as quoted by Hamalik (2005:226) states that inquiry based teaching is a teaching strategy which is focused on students in which a group of inquiry-students discussing an issue or searching answer for the questions through a procedure which has been planned and a structural group. Furthermore, Sumantri and Permana (2001:142) state that inquiry based teaching is a teaching method which gives opportunity to the students to find the information with or without the teacher's help.

Similarly, Slameto (1991:116) defines inquiry-based teaching is a term which follows the concept in giving opportunity to students to develop their intellectual potency through their own efforts to find something as the answer of a certain problem through investigation. It can be defined as the art of creating the

students situation in which students take a role as active learners. Teacher gives students opportunity to learn. Teacher arrange the classroom condition in a way that encourages students to think about the mean of solving problems and teacher work from the assumption that students should actively seek information rather than passively accepting it in lectures (Callahan et.al, in Elliot et.al,2000:527).

In inquiry-based teaching, students are expected achieve the knowledge as the result of their own finding not the result of memorizing a sets of facts. Here the teacher must always designs the classroom activities which are purposing to finding. Carin and Sund in Mulyasa (2005:108) state that inquiry is the process of investigating a problem. The activities are purposed to gather enough information about something being investigated.

Based on the statements above, it can be concluded that inquiry based teaching is a teaching method which emphasizes on the students' active involvement in finding information and knowledge for their own learning and teacher creates situation to give them chance to do investigation.

2. The Process of Inquiry-Based Teachings

Roestiyah (2001:76) proposes procedure of inquiry-based teaching as follows: a. formulating the problem^v b. planning the observation c. conducting the observation d. collecting and analyzing the data e. drawing conclusion

Furthermore Mulyasa (2006:109) states the steps of inquiry teaching as follows:

- a. proposing questions
- b. formulating problem

- c. formulating hypothesis
- d. planning and conducting observation
- e. collecting and analyzing the data
- f. drawing conclusion.

There is also an explanation which comes from Depdiknas stating that the cycle of inquiry teaching involves observation, questioning, hypothesis, data gathering and conclusion. In further explanation, it is stated that inquiry teaching also involves a set of activities consisting of:

- a. formulating the problem
- b. conducting observation
- c. analyzing and making the data
- d. communicating the data to the audience (other students, teacher, or other audience).

Based on the explanation above, in inquiry-based teaching, the students formulate the problem, make a hypothesis, do the observation, collect and analyze the data and draw conclusion.

3. The Kinds of Inquiry-Based Teaching

Sunds and Trowbridge as quoted by Mulyasa (2005:109) present three kinds of inquiry-based teaching. They are:

- a. Guided inquiry

The students are given guidelines from the teacher. The guidelines usually are the questions having purpose of guiding the students in the learning process. It is usually applied to the beginners who start learning through inquiry.

b. Free inquiry

The students do the experiment without teacher's guide before. The students identify and formulate the problem which is going to be investigated by themselves.

c. Modified free inquiry

In this kind of inquiry-based teaching, the students are given a certain problem by the teacher. Then, they are asked to solve the problem through observation, exploration, and research procedure.

In this research the writer conducts guided inquiry to improve the students' vocabulary mastery because the subject of the research is in the level of elementary school. So, the teacher still needs to give them guidance to learn vocabulary in the learning process.

D. Basic Assumption

In learning English vocabulary, there are difficulties that might be faced by the students. In fact, vocabulary mastery is very important in learning English. It is the basic need to achieve the four language skills. They are listening, speaking, reading and writing. Students should have good vocabulary mastery if they want to master English well.

In English teaching and learning process, students should have active roles. They have to be active learners who do not just depend on their teacher. Teachers have responsibility to help and guide them in learning it. In this case, they should implement a proper method to make them master the language well.

Based on the pre observation stated on the background of the study, it is found that the students' vocabulary mastery is still low. The teacher does not implement a method giving chance to the students to be active in the classroom activities.

Inquiry-based teaching has a concept that teacher does not dominate the vocabulary teaching by telling what the vocabulary is but students find the information and knowledge by themselves. Dealing with vocabulary, the concept gives students a chance to find the meaning of words and improve their vocabulary mastery though their own efforts. In the level of elementary school, teacher still needs to give them guidance in doing the learning process. Then, it will be beneficial if guided inquiry is conducted to improve the students' vocabulary mastery.

E. Hypothesis Action

Considering the explanation above, it is assumed that the students' vocabulary mastery can be improved through inquiry-based teaching. When the students have a chance to be active in the vocabulary learning process, it is expected they will have better understanding and memory of vocabulary.

Thus, the hypothesis proposed is "inquiry-based teaching will be able to improve the student' vocabulary mastery".

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Study

This classroom action research is carried out in SDIT Az Zahra, Kompleks masjid Nur Rachmat Gudang Kapuk Sragen. It is conducted through teaching and learning process in the classroom of the students of grade VB of SDIT Az Zahra Sragen academic year 2008/2009. This research is held from Oktober until December 2008 by implementing inquiry based teaching to improve the students' vocabulary mastery.

B. The Subject of the Research

The subject of the research is the students of grade VB of SDIT Az Zahra Sragen. The reason the writer chooses them is that their number is not too big so that they are effective for language class. There are 32 students.

C. The Kind of Research

In conducting the study, the writer uses action research. According to Mill (2000:6) action research is any systematic inquiry conducted by teachers, researchers, principals, school counselor, or the other stakeholders in the teaching or learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learn.

Similarly, Kemmis (1993:44) proposes that action research is a form 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 situation in which practices are carried out.

While Ebbut (quoted in Hopkins 1993:45) defines that action research is about the 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 the actions.

It can be summarized that action research is a study systematically conducted by teacher, researchers, principals, school counselor or other stakeholders in teaching and learning environment to overcome educational problems or to change things related to educational implementation to be better.

The writer in her study will use a classroom action research. This research is aimed to improve the quality of teaching and learning process. In this case, the writer wants to improve the students' vocabulary mastery of fifth grade students of SDIT Az Zahra Sragen by implementing inquiry-based teaching through a classroom action research.

D. The Procedure of the Research

A procedure is a specified series of actions, acts or operations which have to be executed in the same manner in order to always obtain the same result under the same circumstances (<http://en.wikipedia.org/wiki/Procedures>).

Procedure of classroom action research in this research is based on the model of action research developed by Kemmis and Mc Taggart in Hopkins (1993:48). According to them, classroom action research is composed of cycle consisting of several steps. The steps are planning, action, observation and reflection. These steps are included in part of procedure of action research. The procedures of each step can be explained as follows:

1. Identifying the problem

In this step, the writer prepares everything relating to the action that will be implemented. But, before that, the writer has to try to identify the problem. The problem refers to the factors causing the lack of the students' vocabulary mastery. The writer identifies the problem by interviewing the teacher, observing the teaching learning process and take the students' score of English test.

2. Implementing the action

Kemmis and Mc Taggart in Burns (1992:32) stated that action research occurs through a dynamic and complementary process, which consist of four steps namely: planning, action, observation and reflection. Each of the steps can be explained briefly as follows:

- a. Planning

In this case, the writer prepares everything related to the action will be implemented. It concludes the following activities:

1. deciding the topic or materials,
2. making lesson plan and formulating the steps in the action.
3. preparing the teaching aids.

4. preparing test

b. Action

It includes the following activities:

1. giving pre test
2. teaching vocabulary through inquiry based teaching
3. giving feedback to the students
4. giving post test

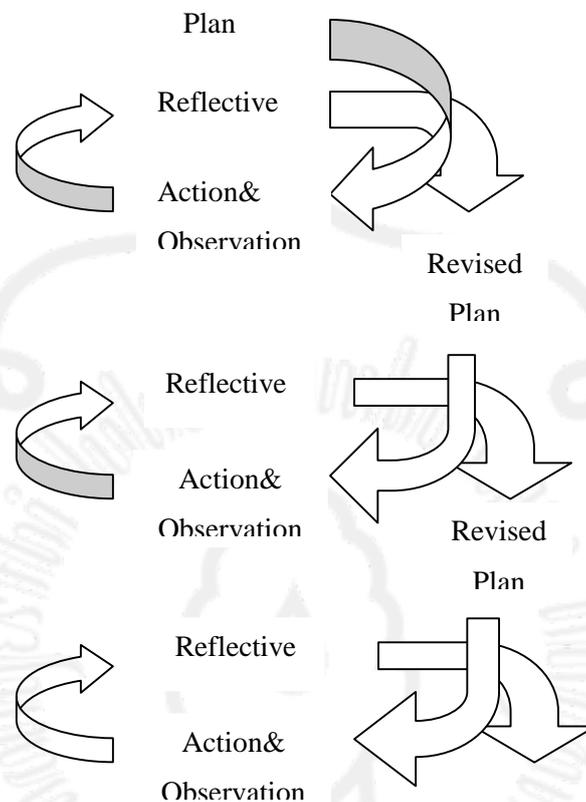
c. Observation

Observation is used as one of instruments in collecting the data. The writer observes all the activities in the teaching and learning process with the teacher. The results of observation are written on the field note. The teacher as collaborator also gives inputs and suggestions to the writer dealing with the teaching and learning process.

d. Reflection

The writer analyzes the result of the observation. She evaluates the teaching learning process during implementation of the action by identifying the field notes which are made during the action. In conducting the evaluation, the teacher also gives pre test before she started to teach through inquiry based teaching in the beginning of cycle 1. The post test is given at the end of action in cycle II. Based on the data evaluation, the researcher can make a self reflection in doing the action. The data from the test will also show whether the students' vocabulary mastery improve or not.

The steps in action research spiral developed by Kemmis and Mc Taggart in Hopkins (1993:48) can be illustrated as follows:



E. The Instruments of collecting the data

To obtain the data, the writer will use some instruments in collecting the data, namely: observation, interview, document and test.

1. Observation

Burns (1999:80) says that observation is taking regular conscious notice of classroom and occurrences which are particularly relevant to the issues or topics being investigated. By doing observation, researchers can document and reflect systematically upon classroom interaction and events.

In this research, the writer will observe and make field notes of all activities done in the process of teaching and learning vocabulary through inquiry-based teaching.

2. Interview

According to Burns (1999:117), interviews is face to face personal interactions which generate data about research issue and allow specific to be discussed from other people' perspectives.

The writer will interview the teacher about the way she implements the inquiry-based teaching, the problems that is faced and the equipment that is used by her. The writer will also interview the students about their response about learning vocabulary through inquiry-based teaching.

3. Document

Document is readily accessible source data in action research. Examining documents can help researchers to complement other observations. Documents in this research are used to provide information, which is relevant to the problem under investigation. The documents that collected by the writer in this research are students' diaries and sample of students' pre test and post test result.

4. Test

Linn and Gronlund (2000:31) state that a test is a particular type of assessment that typically consist of a set of questions administered during a fixed period of time under reasonably comparable conditions for all students. In this research, the test is given before and after the action research. The test

is given to the students in the pre test and the post test consists of 20 items. The test consists of vocabulary that will be taught to the children.

F. The Technique of Analyzing the Data

In analyzing the qualitative data, the researcher analyzed the result of the observation done during the teaching learning process by using Constant Comparative Method as suggested by Glaser and Strauss. Cohen in <http://www.qualres.org/HomeCons-3824.html> state that the constant comparative method is a method for analyzing data in order to develop a grounded theory. The goal of the Grounded Theory approach is to generate theories that explain how some aspect of the social world 'works.' The goal is to develop a theory that emerges from and is therefore connected to the reality the theory is developed to explain. The data analysis process of Constant Comparative Method includes four stages (Glaser and Strauss, 1967: 105 – 113), as follows:

1. Comparing incidents applicable to each category

It is started by coding each incident in the data into as many categories of analysis as possible. Some categories will be generated, some from the language and data of the research situation. If there is more instance of the same category code, the ideas about that category will be refined.

2. Integrating categories and their properties

The constant comparative units change from comparison of incident with incident to comparison of incident with properties of the category that

resulted from initial comparison of incidents. Diverse properties will start to become integrated. The resulting theory will begin to emerge by itself.

3. Delimiting the theory

Delimiting occurs at two levels: the theory and the categories. First, the theory solidifies, and there are fewer changes to the theory as the researcher compares more incidents. Later modifications include taking out irrelevant of the categories, integrating details of properties into an outline of interrelated categories. More importantly, the theory are delimited and generalized more as continued to make constant comparisons against it. The number of categories will be reduced.

Second, new categories are often halfway through coding and it is not usually necessary to go back and code for them. The researcher only needs to code enough to fulfill the properties of the category. Later, the categories were evaluated and the theory are emergent by moving on to new comparison groups.

4. Writing the theory

At this stage, the researcher possesses coded data, a series of memos, and a theory. The discussions in his memos provide the content behind the categories which become the major themes of the theory.

In analyzing the data in form of quantitative method, the researcher found the mean score of the pre-test and the post-test in each cycle. The pretest and the post test have the same items. It consists of 20 items which involve the vocabulary material that had been taught to the students before.

Furthermore, the mean score of pre test and post test can be calculated with the formula as follows:

$$\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}$$

Where is :

\bar{X} : means of pre-test scores

\bar{Y} : means of post test scores

N : numbers of sample

(Sumanto, 1995: 210)

Finally, by analyzing the observation result and test result, the researcher can make a conclusion whether inquiry-based teaching can improve the students' vocabulary mastery or not.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The description of the research finding can be explained as follows:

1. Cycle 1

a. Planning

In this step, the writer did some observation to know the pre-condition before the implementation of the action research. In the beginning of the research, she conducted pre-observation to the teaching learning process and interview with the teacher. She found that the students had some problems dealing with vocabulary mastery. The big problem faced by them is the difficulties to understand and use words. Based on the pre-observation and interview with the teacher, she identified that the students' vocabulary mastery should be improved by implementing a teaching learning process that can overcome the problem. Therefore, she designed the teaching learning process through inquiry based teaching.

She planned pretest and posttest to know their vocabulary improvement after the action. The tests were multiple-choice test and essay. The pretest was conducted on Friday, October 31st 2008. From its result, the mean of the students' score was 5,9.

She then made lesson plans for cycle 1. She planned two topics. The topics were based on the curriculum. In deciding them she had discussion with the

teacher. They were toys and games and vegetables. She planned two meetings for cycle because of the limitation of time. She made one lesson plan for each meeting. She planned different activities of each meeting in this cycle. But, there was still relation and continuity between one meeting and the others. The second meeting was the continuation of the first meeting.

b. Action

The implementation of teaching English through inquiry based teaching was conducted by R.A.

1). The first meeting

The first meeting was conducted on Monday, November 3rd 2008. The topic was toys and games. The teacher brought pictures about toys and games and copies of paragraph. Firstly, she asked the students about toys and games in Indonesian and then divided some copies of two short paragraphs that contained pictures as illustration. She read them while she showed some pictures of toys and games based on the paragraph. This activity was aimed to stimulate their thinking about the name of toys and games. After she read them, she asked the students to find some toys and games on the paragraphs and write them on their books. Then, she pointed some students to write their work on the white board. She corrected their mistakes and explained to them about toys and games.

The next activity, the teacher stuck some pictures of toys and games on the white board. Some students seemed attractive by seeing the pictures. She asked them to touch the pictures of toys and games based on her instruction. They

touched the right pictures, but there were still few students that had to a long time to decide which pictures that they had to touch.

After this activity, she asked the students about the activities that had been done. Some answered that they were happy by saying “happy, us...” and the others said that they felt the activity was usual as their activity before. They said, “biasa aja, us....” On the last activity of that day, the teacher reviewed the lesson and gave home work to the students. They were asked to observe and write the name of toys and games in their home in English.

2). The second meeting

The second meeting was conducted on November, 4th 2008. The topic was still toys and games. The teacher reviewed the previous lesson. Then, she discussed the students' home work together. After that, she gave example of making simple sentence about toys and games. Then, she asked some students to report their work in front of class (by using simple sentence which had been taught). Sometimes, the teacher corrected the mistakes made by the students. There were some others who paid attention to the activity, but there were also students who were busy with their own activities.

The next activity, the teacher divided the class into three groups and asked the leader of each group to choose three pictures dealing with toys and games randomly without looking at the pictures. Each group got different pictures. They had to pay attention to the teacher's instruction to color the pictures. She mentioned some simple sentences dealing with the color of the pictures based on the teacher statement. Each person in the group had to work well in order they got

good mark. When the time was up, she asked the students to compare and analyze their result together. Most of them colored the pictures rightly as the teacher's statement. In this activity just some students that participated fully while some others of each group just looked at their partner work. Then she asked the leader of the each group to put their work on the white board and then asked the other students to show the pictures on the whiteboard and speak them up.

Next, the teacher gave jumbled letters to each group and asked them to rearrange them. When the students rearranged the jumbled letters, they looked so enthusiastic to compete to be the winner of the game. After they finished it, they compared and analyzed their work on the whiteboard together to conclude the right word. Then, she explained simply about what they had learned. She closed the teaching learning process by saying good bye to them.

c. Observation

The result of the observation can be explained as follows:

1). The first meeting

When the teacher entered the classroom, some students were still busy with their own activities. But, when she introduced herself, the students paid attention to her. They wanted to know who she was. Then, the teacher opened the teaching learning process by asking the students about toys and games in Indonesian. Many students mentioned names of toys and games. Then, she divided copies of paragraph to the students. Each student got one piece of paper that consisted of two paragraphs. After they got it, the teacher read the first paragraph and showed some pictures based on the toys and

games that the teacher read. The students looked so enthusiastic to pay attention to the teacher and pictures shown by her. They were quiet when the teacher read the paragraph. After she finished reading the paragraph, she asked them to read it by themselves and to find names of toys and games in the paragraph and write them in their notebook. Almost all of the students did it completely, but there were few who could not finish it.

Then, when the teacher asked the students to write their work on the whiteboard, there were none who raised their hands. Some students just mentioned names of toys and games orally, so the teacher had to point them to do it. They were shy to raise their hand although they knew the names of toys and games. They did not feel confident to show their work. The teacher gave feedback and explanation to the students after they wrote their work on the whiteboard.

Then, the teacher put pictures of toys and games on the whiteboard. When she was putting the pictures, some students sitting in the back of the class made noise. They chatted with their friend, but the other students looked the pictures put by the teacher and mention the names of pictures although just in low voice. After all the pictures were put on the whiteboard, the teacher pointed some students to touch the pictures of toys and games. Many students touched the right pictures but there were few students that touched the wrong pictures, especially those who sat in the back. When they touched the wrong pictures the teacher asked the others to help them.

In the end of the meeting, the teacher asked the students about what they had learned. Some students answered, “belajar toys and games”, but there were students that just kept silent. Then, she gave homework to the students. She asked them to observe and write down the names of toys and games in their home in English. When the teacher was sure that all the students understood the homework, she closed the teaching learning process.

2) The second meeting

The teacher reviewed the previous lesson by showing and explaining the pictures about toys and games. Some students had remembered the name of toys and games of each picture. For example, when she showed the picture of toy car, they directly shouted “toy car us, toy car” while the other students just followed their friend’s voice.

Then, she discussed the students’ homework. There were few students that forgot the homework, so they didn’t report their work. But, the others got many names of toys and games. She wrote the new toys and games that found by them and asked the others that didn’t find it to write it on their notebook. After that, she gave example of making simple sentence about toys and games. She explained the simple sentence to the students and asked them to make five sentences by using names of toys and games that they liked. Then, they reported their work in front of the class. They still looked shy to do it.

After that, she divided the students into three groups and gave pictures dealing with toys and games to each group. Each group got different pictures

with other group. She asked the group to color the pictures that they got based on her instruction. In this activity, each group had to pay attention to her because she gave the jumbled instruction to each group. So, in this activity the students listened to her seriously. But, when she finished her instruction and each group was coloring the pictures, there were few students of each group that just looked at their partner. She asked each group to analyze their result together after the time to color the pictures was up. Then, she asked the leader of each group to put their work on the whiteboard. She corrected the color of the pictures whether it was correct or not together with the students and asked the other member of each group to come in front of the class to touch the pictures and spoke them up.

After that, she gave jumbled letters to each group and asked them to rearrange them. They compared and analyzed their result together when all groups had finished their work. In the end of the meeting, she reviewed what they had learned. She also asked whether they were happy with all learning activity today. Almost all students said that they were happy, but some others just kept silent. Then, she closed the teaching learning process by saying good bye to them.

d. Reflection

1) The first meeting

It was a good decision when the teacher brought pictures as the teaching aid. The students looked so enthusiastic when they looked at the pictures of toys and games. The pictures drew their attention. Therefore, they were

more attracted to observe the pictures and listened to the paragraph that the teacher read in order they got names of the pictures in English without the teacher said directly. The students were more attracted to find the names of the pictures by themselves. When the teacher showed the pictures while she read the paragraph, the classroom situation was quiet. She had to point them to write their work on the whiteboard, because they were still shy to raise their hand although they knew it.

Many students touched the right pictures when she asked them to touch the pictures based on her instruction. But, the students who sitting in the back of classroom seldom touch the wrong pictures. When she asked the others to help their friend, they just used low voice. She should give more encouragement and motivation so that the students will be more active and brave when they speak up in English.

It also can be seen that some students were passive during teaching learning process especially those sat in the back of the classroom. So, the teacher should create the classroom activities which were able to improve the activeness of all students.

2) The second meeting

Many students did their homework well, they found many names of toys and games. But, there were also few students that forgot their homework. It showed that there were still students that didn't pay attention previous teaching and learning process seriously. The teacher tried to give motivation

to them. Then, when she asked the students to make sentences by using the names of toys and games as the teacher's example, all students did it.

She divided the students into three groups. They were asked to color pictures based on the teacher's instruction. When she gave instruction, each group listened to her seriously. But, there were some members of each group that just saw their partner coloring the pictures. It showed that all members of each group did not work well. The teacher should remind that all members should active in working in group if they wanted to be the winner.

After conducting the first cycle, there were some problems faced by the teacher in teaching and learning process. There were some students that were still passive and made noisy. Not all students are involved in teaching learning process. Based on the fact, the writer thought that it was necessary to conduct the second cycle.

2. Cycle 2

a. Revised Plan

Based on the first cycle, it was found that some students were passive in teaching and learning process. Based on the problem, the writer as the teacher proposed to conduct the second cycle. In this cycle, she planned the classroom activities which involved all the students' participation. Here, she would use games and pictures. The teacher creates games that all of them have to participate actively. By doing the games, the students' who were passive are expected to be more active in participating in the teaching and learning process.

The implementation of inquiry teaching in this cycle would be held in two meetings. The topic used was vegetables.

b. Implementation

1) The first meeting

The first meeting was conducted on Monday, November 17th 2008. Firstly, the teacher asked about what vegetables that the students like (in Indonesian). The students told to her about kinds of vegetables in Indonesian. The teacher showed the pictures of vegetables when she mentioned the names of it. She repeated this activity two times. Then, she mentioned some features of vegetables and asked the students to guess what vegetables was it. They seemed so enthusiastic to guess them.

After that they wrote the names of vegetables on their notebook based on the features that the teacher wrote on the whiteboard. When the time was up, the teacher asked some students to write the answers and asked the others to analyze them together. Then, she drilled vocabularies to the students by using pictures.

In the next activity, she asked the students to write in their book the features of vegetable that they likes. After that, she pointed some students to read the features of vegetables that they have wrote in front of the class and the others guessed them. The classroom situation was a bit little noisy when the students read their work in front of the class. The other students shouted name of vegetables that they thought it was right. They looked so enthusiastic, but it made the classroom situation to be a bit little noisy. After

all features were guessed by the students rightly, the teacher added some features of vegetables and asked the students who looked passive in the previous activity to guess it.

Then, she reviewed what they had learned today. She also asked whether the students were happy and whether they understood the material today or not. All students said that they were happy, but there were still few students said, “Ya sedikit-sedikit us....” It meant that the teacher was still need to teach the students again in order to they were really understand and mastered the material. The teacher gave homework to the students, she asked the them to write vegetables that they had in their home or surrounding of them and write the features of the vegetables.

2) The second meeting

It was conducted on Tuesday, 18th 2008. In the beginning of the lesson, the teacher checked the students’ homework. Then, she discussed it together with the students. She asked the students about their result in observing what vegetables they saw in surround of their home. They told the teacher about the name of vegetables in English. After that, the teacher pointed some students to read their homework and asked other students to guess it.

Next, she divided the class into three groups. Each member of the group had to make one name of vegetable and the features. They didn’t permit to make the same vegetable with their partner in a group. So, they had to discuss it together. The time was ten minutes for them to finish their work. Then, the teacher asked group A to come in front of the class and each

member read the features of one vegetable, group B had chance to guess it. Then, when group B presented their work, group C guess it and the last when group C presented their work, group A had to guess it.

After all groups had presented their work, the teacher gave two boxes to each group. The first box was consisted some pictures of vegetables and the second box was consisted some piece letters. The groups had to divide the job to finish the game. The teacher read features of vegetables and asked them to guess it by putted the picture and arranged the names of the vegetables by using some piece of letters that have been prepared in the second box. They have to unify in doing it if they wanted to win the game. When the time was up, the teacher and students corrected together and accumulated the score of the first game and the second game of each group. The winner was the group that got the most score.

In the end of the meeting, the teacher asked the students about what they have learned. She also asked about the students' feeling. All of them said that they were happy especially the winner of the game.

c. Observation

1) The first meeting

When the teacher asked the students about what vegetables that the students like, they were active in telling about the names of vegetables that they like. The situation was a bit little noisy since almost all of students shouted the names of vegetables that they like (in Indonesian) loudly. They were attracted to see the pictures when the teacher showed pictures of

vegetables while she was mentioning the names of vegetables. They listened to the teacher and also saw the pictures seriously.

Then, she asked the students to guess five names of vegetables. When she mentioned some features of vegetables and asked the students to guess what vegetable was it, they looked so enthusiastic. They paid attention to the teacher seriously. Some students tried to guess them, they shouted the name of vegetables although the teacher has not finish to read the features. The others still kept silent, they waited the teacher mentioned all of the features. Almost all of the students shouted the name of the vegetable when the teacher mentioned the third clue/feature.

After that, she wrote the features of vegetables and asked the students to write it and the answer on their notebook. When she asked the students who want to write the answer on the whiteboard, many students raised their hand so, the class was a bit little noisy because they competed to do it. It showed that the students' enthusiastic was big.

The students were also still enthusiastic when the teacher asked them to write some features of vegetables and read it in front of the class. They competed to do it. They said, " Aku us, aku us...". But, there were also a few students that were passive, they didn't want to participated in that activity. They also enthusiastic to shout the name of vegetable when their friend read their work in front of the class.

In the end of the meeting, she asked the passive students to guess some features of vegetables that she had mentioned. They looked shy when

mentioned the name of the vegetable. Their voice was low. Then, she closed the teaching learning process. She asked the students' feeling in following the teaching learning process that day. They said that they were happy to learn English that day, until there was student said, "besok lagi ya us...".

2) The second meeting

When the students read their homework, the others were so enthusiastic to guess it. They shouted the answer seldom when the student read the first feature, there was a student that can guess what vegetables was it. They were unified when they worked in group to make features of vegetables. Each of them made sure that their friend didn't make the same feature in a group.

Then, the teacher asked a group to come in front of the class to read their features, they looked more courageous than before. They were proud with their work. Each member of the group had tried to make the difficult features in order to the other group didn't able to guess it. They competed to be the winner.

After all group had presented their work, the teacher said that there was one game again. When she said that the winner would get special gift from her, the students were so happy. They paid attention to her seriously when she said the rules of the game. She began the game when they have understood the rules.

They listened to her seriously when she read many features of vegetables. Each group had to divide the job. There were member that focused to the teacher's clues and discussed it with the others then wrote the

answer on the sheet of paper or informed it directly to the others. The other member had job to look for the pictures in the first box. Then, the others had to arrange some pieces of letter in the second box to be a name of vegetable. All groups had a great spirit to be the winner.

The other member corrected the mistake that made by their partner when they were arranging the jumbled letters. For example, “cabagge” some of them corrected, “ Hurufe sing dobel “b” ora “g” and then they substituted it. They still tried to get the best mark however the time would be up. Some of them said, “ayo cepet, mumpung isih ono wektu”. Some students also asked the teacher when the time would be up. They said “ Masih berapa menit lagi us..”. They seemed so enthusiastic to finish their work.

When the time was up, the group that could finish the work shouted happily. But, the other group who could not finish it, attempted to persuade the teacher to give additional time. The teacher just said “Kalian sudah berusaha semaksimal mungkin, ustadzah senang melihat semangat kalian. Tapi suatu “game” pasti ada yang menang, ada yang kalah dan itu hal wajar.”

They analyzed the work of each group together. When, they found the wrong work of the other group, they corrected it directly. So, the group that did the wrong work could learn from the mistakes. The winner of the game looked so happy. The teacher gave snacks to the winner, they divided it with their friend in the class.

Then, when she asked the students about what they have learned. They told the teacher that they have learned about vegetables. Some students said, “belajar sayuran sambil main game us...”. She also asked them whether they were happy especially in doing the games. She asked them to write their feeling and messages after they have learned English with the teacher.

Almost all students were disappointed when she said that today was last day for her to teach the students. They wanted to learn with her in the next day, even some students attempted to persuade her to be their English teacher. A student said, “Ustadzah ngajar Inggris di kelas V aja...” the others agreed with the student, they said, “iya us, ngajar disini aja”. The teacher affected with the students’ statement but, she just smiled and asked them to write their feeling during she taught them.

d. Reflection

1) The first meeting

The teacher introduced something new to the students in this meeting. She formulated the problem by mentioning features of vegetables one by one. The students observed the features, collected it in their mind and analyzed what was it. Then, they made conclusion what was it by guessing it. They were more attracted in this activity, although the classroom situation was little bit noisy. They looked more active than the previous cycle, they were enthusiastic to guess the names of vegetables based on the teacher’s clues. When the teacher asked them to read their work in front of the class,

they were ready to do it. They didn't look confuse about what they have to do. The others were also enthusiastic to guess the clues given by the teacher.

2) The second meeting

In this meeting, most students were active in classroom activities. However they worked in group, they looked more cooperative than before. They were more active in giving their opinion in sharing their idea to the other members of their own group. There was no students dominated the group. All students took part when they worked in group. They looked so happy and enthusiastic when they were working in a group. They were also more active in giving comments when they compared and analyzed their result together. It also can be seen that the students were more courageous than in previous cycle.

As supported the data, in the end of cycle 2 the writer conducted the post test. The mean of the pre test was 6.5 and the mean of the post test was 8.4. There was an improvement of the students' vocabulary mastery after cycle 2.

B. Discussion

This section presents the discussion of research findings gained from the observation, interview, students' diaries and test.

1. Observation

There is a few improvement dealing with the students' vocabulary mastery in cycle 1. Some students could grasp and remember the vocabulary. They still remembered the vocabulary taught in the last meeting. Some students begin

interested to follow the activities in English class. They were attracted to the pictures brought by the teacher and teaching method. Some students were enthusiastic to do activities during cycle 1. The students' improvement also can be seen from the mean of post test in cycle 1. But, there were still some problems in cycle 1 found by the writer. Some students were still passive. Seldom, they paid attention to the teacher, but when they were asked to do task, they didn't do it. When they were asked to color the pictures, they just looked their partner work. Based on the problems faced in cycle 1, the teacher planned to make activities that can made all students took part in the activities.

In cycle 2, the students were more interested in joining the teaching learning process. Almost all of them were active in doing activities. They looked so enthusiastic and more encourage to take part in doing the activities in the classroom. The students who were passive in cycle 1 were also interested and active in the classroom activities.

2. Interview

The writer as the teacher had conducted interview to the observer and the students. The observer said that the many students were noisy in the first cycle. She also found that the teacher too dominated the classroom and some students were passive in first cycle.

In the second cycle, the observer found that the students' activeness improved. Most students participated in the classroom activities. She also saw that the students' cooperativeness when worked in a group improved than in the first cycle. She found that many students more motivated to win their own

group. However, she also found that the classroom situation was little bit noisy sometimes. Although it was noisy, but she concluded that the students' activeness improved than before.

The teacher also had conducted interview to some students. The students said that they like the new classroom activities. They like worked in a group. They could share and help each others. They also felt that their vocabulary mastery was better than before. Some new classroom activities help them in receiving and remembering the new vocabularies.

3. Students' diary

Besides the writer conducted interview to some students, she also investigated the students' diary. Students' diary was needed to find the significant result of this research from the students' side as subject of teaching and learning process through inquiry based teaching. In this research, the students wrote a diary. It was made in the end of cycle 2.

Many of the students wrote their expressions and feelings of the teaching and learning process that they had followed. For example, they wrote:

“ Seru, bikin nggak bete, bikin mood jadi baik and ngegampangin buat dihafalkan.”

“ Saya senang diajar Bahasa Inggris sama Ustadzah, karena ustadzah mengajar dengan permainan yang sangat seru”.

“Enak, seru, gembira ust. Makasih ngasih jajan, pelajaranya gampang diingat tuh.”

“Selama ustazah mengajar di sini aku dan teman-temanku merasa senang bisa belajar bahasa Inggris dengan mudah dan menyenangkan.”

“ Senang, seru, bisa menambah vocabulary dan saya suka belajar sambil bermain.”

“ Selama bersama ust Reny, saya bisa belajar banyak hal. Setelah itu saya bisa bermain dan belajar. Saya senang sekali.”

“ Aku seneng banget diajari Bahasa Inggris sama Ustadzah Reny soalnya ada permainannya.”

From those examples, the writer found that the students were enjoying the teaching and learning process through inquiry based teaching. For some students, teaching and learning process through inquiry based teaching made them interested to the English class.

Their expressions and feelings indicated that the result of teaching and learning process through inquiry based teaching was good. The students felt the good effect of the implementation of inquiry based teaching.

Based on the students' diary, it can be seen that there was increasing of the students' interest. It could make the students learn easily. And as the result, the vocabulary mastery of the students was improved.

4. Test

The result of the students' vocabulary mastery achievement shows that the implementation of inquiry-based teaching can improve the students' vocabulary mastery. It can be concluded by analyzing the students' score before the research and the students' mean score of each cycle during the

research. The students' mean score before the research was low. It was 5,9. The students' mean score in the first cycle was 7.6. The students' mean score improved to 8.4 in the second cycle.

From the research findings above, it showed that teaching English through inquiry-based teaching can improve the students' vocabulary mastery. Through inquiry based teaching, the students are stimulated to participate actively in the teaching and learning process. They stimulate to do and enjoy all of the classroom activities created by the teacher. By participating actively in doing games that ask them to think creatively, they can learn vocabulary indirectly. They can grasp the meaning and get long memorize of it in their brain. So, they can improve their vocabulary.

C. Hypothesis Testing

Based on the explanation above, it can be shown that action hypothesis is accepted. Teaching students through inquiry-based teaching can improve the students' vocabulary mastery. The action hypothesis has been proved by analyzing the data collected. The students' score during the research is much better than before the research. Their mean score is improved from 7.6 in the first cycle to 8.4 in the second cycle.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

Based on the previous discussion, the writer draws a conclusion that teaching vocabulary through inquiry-based teaching can improve the students' vocabulary mastery. It can be seen that the students are more active in the teaching and learning process of vocabulary. The students also get easier in receiving and remembering new vocabulary. Moreover, their mean score is also improved from 7.6 to 8.4.

B. Implication

In the teaching and learning process of vocabulary, it is necessary for the teacher to use an appropriate teaching method. The method used should be emphasized on the students' activeness. The system used should be students-centered not teacher-centered.

Based on this research, it is obvious that the students' vocabulary mastery can be improved by implementing inquiry-based teaching. Practically, inquiry based teaching is an appropriate teaching method considering that in the teaching and learning process, students are active learners. The teacher does not dominate the teaching-learning process. The teacher gives opportunity for the students to find the information and do observation toward their own learning. It gives them good learning experience. When the students are active in the teaching-learning process, they will get better understanding of what they learn. Dealing with this,

in this research, teaching vocabulary through inquiry-based teaching improves the students' vocabulary mastery.

C. Suggestions

In the end of this chapter, the writer would like to give some suggestions related to this research, which hopefully will be useful for other English teachers in elementary school and other researchers.

1. To other English teachers in elementary school.

The teachers in elementary school should be creative in determining the teaching-learning activities. The activities should involve the students' activeness. Moreover, the teacher should create classroom activities which can help to build the students' creative thinking. However, the teacher should relate the classroom activities to the children's world. In fact, elementary school students are children who still love playing.

2. To other researchers.

This research studies the implementation of inquiry-based teaching in improving the students' vocabulary mastery. Actually, other researchers can study the implementation of inquiry-based teaching in other context to give more contribution to the language teaching.

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