THE USE OF WALL CHARTS TO IMPROVE STUDENTS' VOCABULARY MASTERY AT GRADE IV STUDENTS OF SD N GAMBIRANOM IN THE ACADEMIC YEAR OF 2015/2016

E-Journal

Submitted as Partial Fulfilment of Requirement for the Attainment of *Sarjana Pendidikan* Degree in English Language Education
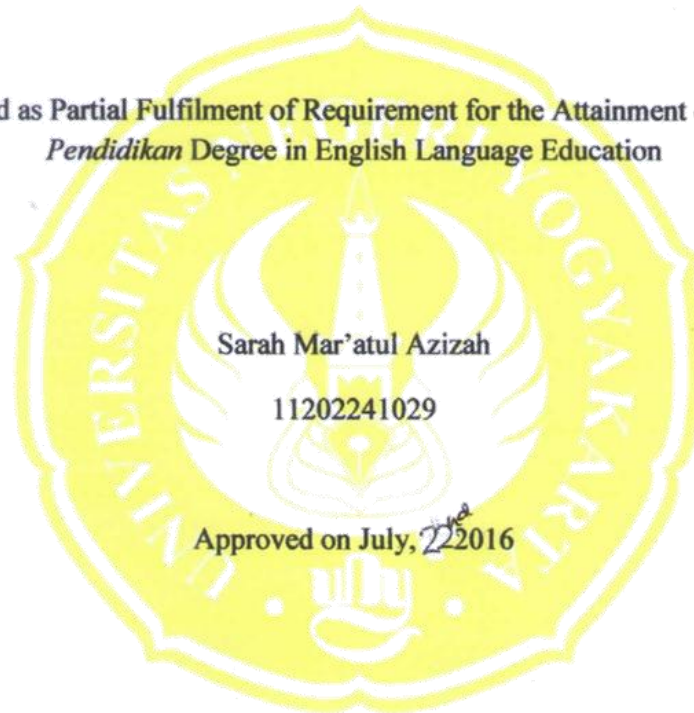
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The Use of Wall Charts to Improve Students Vocabulary Mastery at Grade IV Students at SD N Gambiranom in yhe Academic Year of 2015/2016

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Abstract: This research aimed to improve the students' vocabulary mastery at Grade IV of SD N Gambiranom through the use of wall charts in the academic year of 2015/2016. It was classified as action research. It was conducted, from February 18th, 2016 to March 17th, 2016 in two cycles in which each cycle consisted of two meetings. The procedures of each cycle were planning, action, observation, and reflection. The subjects of the research were 30 students of Class IV B of SD N Gambiranom. The data obtained during the research were in qualitative and quantitative forms. The qualitative data were acquired by interviewing the students and the collaborators, observing the teaching and learning process, and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were collected from the results of students' pre-test score and post-test score. The research showed that the use of wall charts was able to improve the students' vocabulary mastery. Based on the qualitative data, the students were able to memorize the vocabulary and the meaning faster than before the action with the help of visual media in the wall charts. They were also able to pronounce the vocabulary properly and confidently. Besides, the students' attitude towards teaching and learning process also improved since wall charts also enhanced the students' interest in learning English. Based on the quantitative data, the students' mean score improved. In Pre-test 1 and 2, the students' mean score was 46 and 57, respectively. In Post-test 1, the score increased from 46 to 70.67. The mean score increased from 57 to 77.33 for the second Post-test.

Keywords: vocabulary mastery, wall charts

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Abstrak: Penelitiann ini bertujuan untuk meningkatkan penguasaan kosa kata siswa kelas IV SD N Gambiranom melalui penggunaan wall charts pada tahun ajaran 2015/2016. Penelitian ini dikategorikan sebagai penelitian tindakan. Penelitian dilaksanakan mulai tanggal 18 Februari 2016 sampai tanggal 17 Maret 2016 dalam 2 siklus. Tiap siklus terdiri dari 2 pertemuan. Prosedur penelitian ini adalah *planning, action, observation*, dan *reflection*. Subyek penelitian adalah 30 siswa kelas IV B SD N Gambiranom. Data yang diperoleh dalam penelitian berupa data kualitatif dan data kuantitatif. Data kualitatif diperoleh dengan mewawancarai siswa dan kolaborator, mengobservasi proses belajar mengajar, dan mengambil foto proses belajar mengajar. Sementara itu, data kuantitatif dikumpulkan berdarkan hasil pre test dan post test. Penelitian menunjukkan bawa penggunaan wall charts mampu meningkatkan penguasaan kosa kata siswa. Berdasarkan hasil data kualitatif, siswa mampu menghafal kosa kata dan

arti dengan lebih cepat dibandingkan sebelum dilakukan tindakan dengan bantuan media visual pada *wall charts*. Mereka juga mampu melafalkan kosa kata dengan lebih tepat dan yakin. Disamping itu, sikap siswa terhadap proses belajar mengajar juga meningkat karena *wall charts* juga memperluas ketertarkan siswa dalam belajar bahasa Inggris. Berdasarkan data kuantitatif, nilai rata-rata siswa meningkat. Pada pre-test 1 dan 2, nilai rata-rata siswa berturut-turut 46 dan 57. Pada post test 1, nilai meningkat dari 46 menjadi 70.67. Pada post test 2 nilai rata-rata meningkat dari 57 menjadi 77.33.

Kata Kunci: penguasaan kosa kata, wall charts

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Introduction

Vocabulary is one of the important aspects of English that should be mastered in order to be able to use English well. It is an essential component of all aspects of language. If one do not master enough vocabulary, it will be hard for him to understand English. Manurung (2003: 13) states that the ability to listen, speak, read, and write English depends on the mastery of vocabulary and grammar. Based on this statement, it can be inferred that vocabulary is an important base to develop learner's English skill.

However, students' vocabulary mastery was still far from being satisfactory. Their low vocabulary mastery was affected by many factors. The problem was that most students had difficulties in learning new vocabulary. They lacked of willingness and motivation to learn or memorize vocabulary. They did not have any enthusiasm to learn vocabulary because they thougt that memorizing or learning vocabulary was a boring thing to do. The teaching media was one of the factors. Mostly, teachers taught with a traditional text based method without using any interesting media.

This situation occurred in SD N Gambiranom. The ability of Grade VIII students of SMPN 2 Srandakan in writing could be said as far from being satisfactory. As the example, many students had difficulties in finding, building and developing their own ideas, organizing the ideas to become a well organized written text, finding the appropriate words to express their ideas, and using good grammar, punctuation and capitalization. Moreover, they faced difficulties because of less motivation in writing as they had low interest in learning English. As a result, they were not capable of developing good paragraphs.

The fact that students' vocabulary mastery was still far from being satisfactory needed to be improved. The teaching and learning process of English should be improved and changed. There are other ways to learn vocabulary. Other fun ways to do so is by using another media other than text. Haycraft (1997: 47) states that wall charts can be one effective medium of the many ways to teach vocabulary. They help to attract students' attention and to show the vocabulary in visual aid. They were chosen as the media to improve students' vocabulary mastery since the students need more time to be frequently encountering the words. As stated by Duminy (1992: 17), wall charts are not designed for decoration only, but primarily to assist with the study of one or other topic. Wall charts need to be clearly visible for all students. It will help the students to encounter the words everyday whenever they are in the classroom. By doing so, the students will memorize the vocabulary unconsciously.

Wall charts facilitated the teacher to give lesson with interesting visual aids without many efforts. Wall chart is an effective tool to teach vocabulary because it can be used in any school with or without complete facilities. It is simple to make because it does not cost a lot of money and does not need a lot of tools. Thus, wall charts were expected to be able to solve the problems of students' vocabulary mastery because it could attract students' attention, it helped the students expose the vocabulary, and it was simple to make.

Research Method

This research was an action research following the model proposed by Kemmis and McTaggart in Burns (2010). The steps of conducting the research were planning, action, observation, and reflection. Before implementing the cycles of action research, the researcher did reconnaissance to determine the focus of the study. The main subjects of this research were 30 students of Class IV B of SD N Gambiranom in the academic year of 2015/2016. The research was conducted from February 18th to March 17th 2016.

The data of this research were in the form of qualitative and quantitative data. Qualitative data were obtained by interviewing the students and the collaborators and observing the English teaching and learning process in the class. The data were in the form of the transcripts of the interview, observation checklist, and photographs. Meanwhile, the quantitative data were obtained from the series of vocabulary tests given to the students during the research. The data were in the form of scores of the tests which were obtained from the pre-test to the post-test. The data then were analyzed by using the data analysis technique adapted from Burns (2010: 104-105), those were assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. The validity of this research was fulfilled through Pearson Correlation test using SPSS 16, democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Meanwhile, to obtain the reliability of this research, time triangulation and researcher triangulation were used as well as Cronbach-Alpha test using SPSS 16.

Findings and Discussions

Based on the research, it was found that Wall Charts could improve students' vocabulary mastery. The first cycle showed that there were some improvements made by the students on their vocabulary mastery. They continued to make a progress on the second cycle. They made improvements on the aspects of vocabulary mastery such as pronunciation, meaning, and understanding. They were able to mention the meaning of the English words in *Bahasa Indonesia* correctly and also able to pronounce the words properly. Besides, the improvements could be seen from the pre-test and post-test scores. The comparison of the mean score increased significantly from the pre-test to post-test. In the pre-test 1 and 2, the students' mean score was 46 and 57, respectively. In the post-test 1, the score increased into 70.67 and 77.33 for the second post-test. They were also more confident in answering the questions and instructions. They could understand the words better through the visual image on the wall charts. They were able to memorize more words than before because they got more exposure by looking at the wall charts everyday.

Besides, there was also another improvement on the students' attitudes towards teaching and learning process. By using wall charts, they became more enthusiastically learning vocabulary as the charts enhanced the students' motivation. The classroom situation was more manageable compared to the

condition before the actions. They were able to work in groups and share their thought with others. In the process of making the wall charts, students became more engaged when they were in a small group. The passive students became more active and communicative. Some of the students' were able to response the classroom English used by the researcher. They looked satisfied when the researcher complimented their English.

Conclusions

Based on the findings of the research, it can be concluded that the use of wall charts was able to improve the students' vocabulary mastery. It helped the students in the aspects of vocabulary mastery such as the meaning, pronunciation, and understanding. Wall charts helped the students to memorize the words faster as well as the meaning. During the English teaching and learning process, the students' motivation also increased. Wall charts influenced the students' attitudes towards learning. The students were interested in learning vocabulary because of the interesting visual pictures on the wall charts. It made the teaching and learning activities became fun. They enthusiastically made the wall charts. Their scores obtained from the accumulation of the pre-test and the post-test showed the proof that wall charts was an effective media to improve the students' vocabulary mastery.

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