



**IMPROVING THE FIFTH GRADE STUDENTS' VOCABULARY  
ACHIEVEMENT THROUGH POCKET CHART AT SDN 5 PASIRIAN-  
LUMAJANG IN THE 2008/2009 ACADEMIC YEAR**

**THESIS**

**Presented to Fulfill One of the Requirements to Obtain the S-1 Degree  
at the English Education Program, Language & Arts Department,  
Faculty of Teacher Training and Education**

**Jember University**

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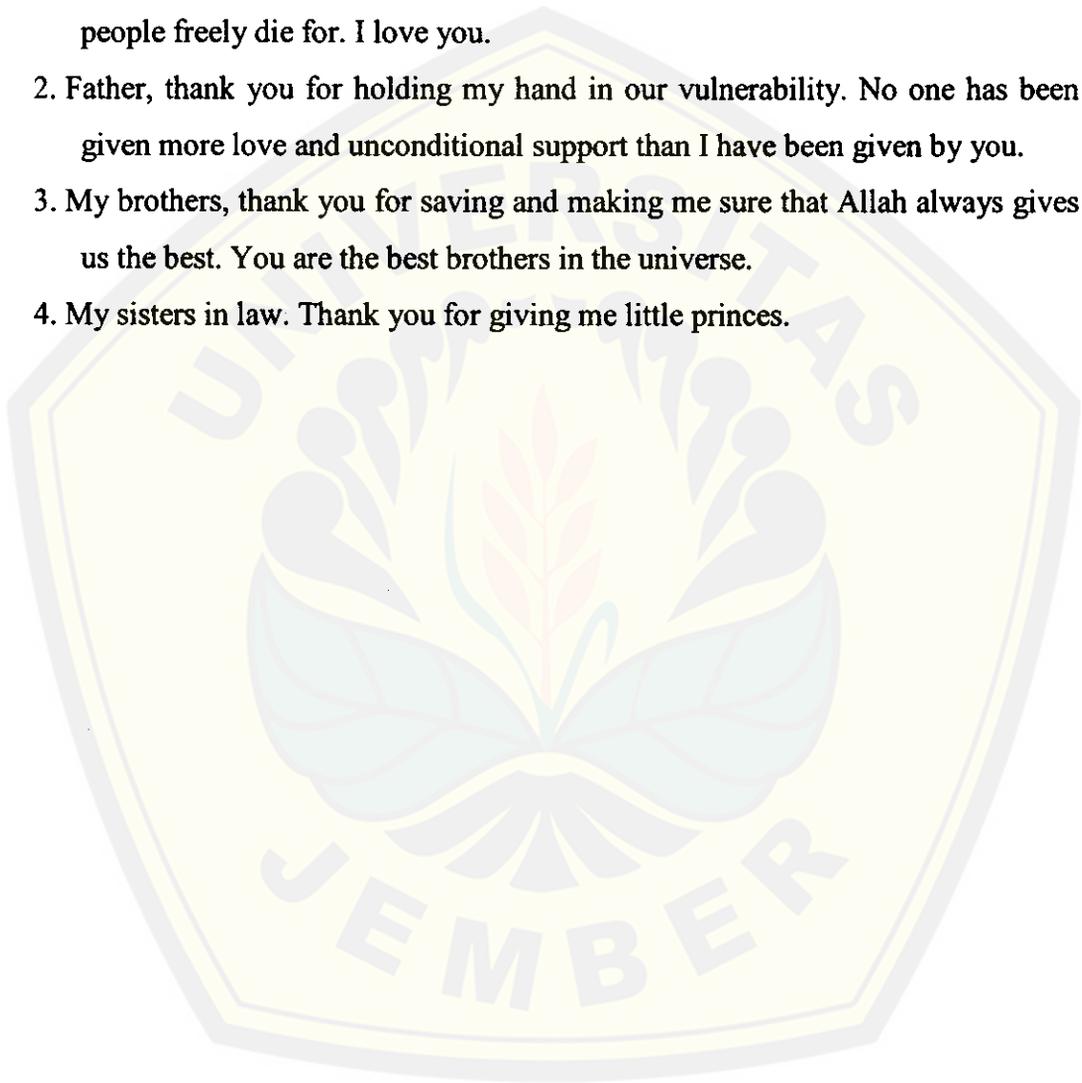
**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2009**

## DEDICATION

This thesis is honorably dedicated to the following people:

1. My late mother, Miskah, thank you for letting me experience the love that people freely die for. I love you.
2. Father, thank you for holding my hand in our vulnerability. No one has been given more love and unconditional support than I have been given by you.
3. My brothers, thank you for saving and making me sure that Allah always gives us the best. You are the best brothers in the universe.
4. My sisters in law. Thank you for giving me little princes.



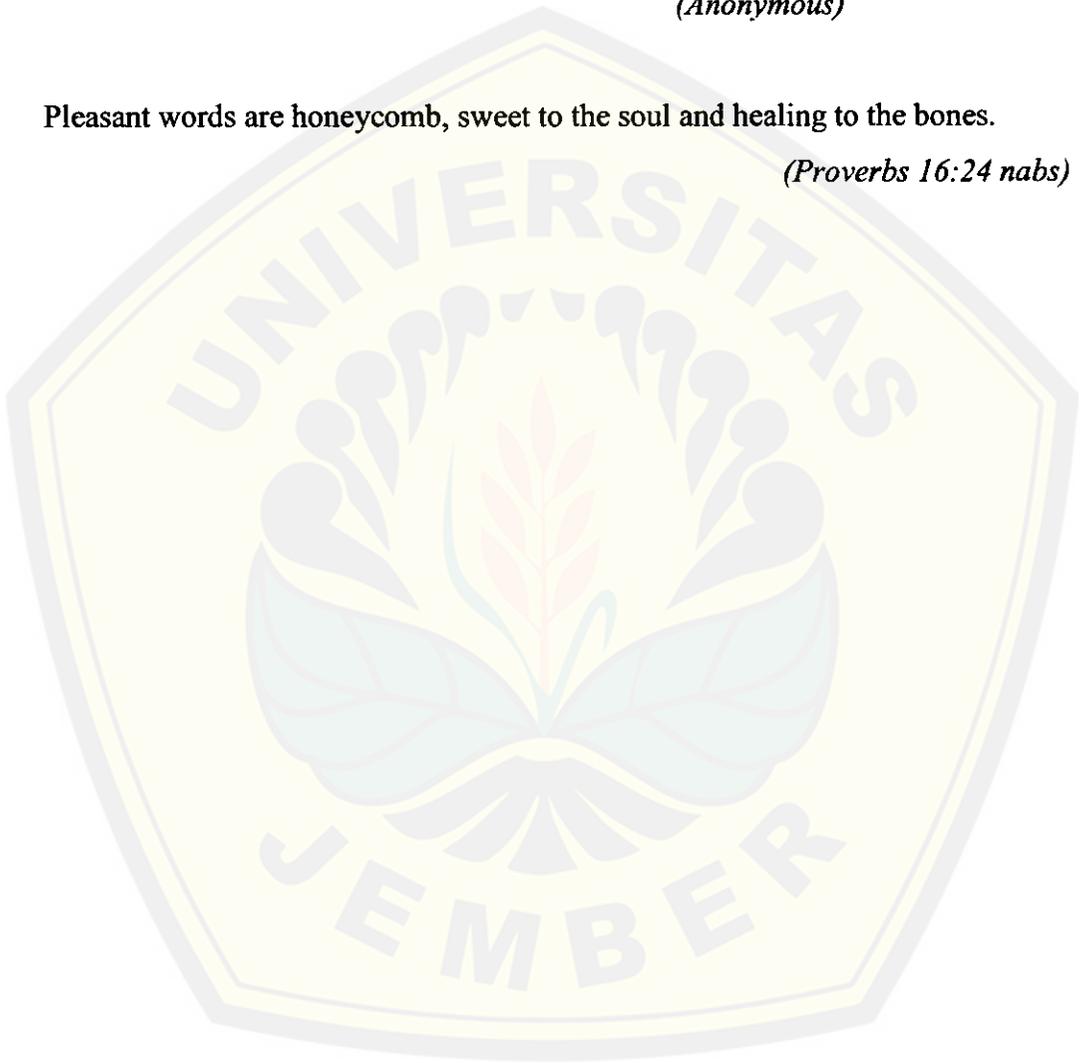
## MOTTO

Good words are worth much, and cost little.

*(Anonymous)*

Pleasant words are honeycomb, sweet to the soul and healing to the bones.

*(Proverbs 16:24 nabs)*



**CONSULTANTS' APPROVAL**

**IMPROVING THE FIFTH GRADE STUDENTS' VOCABULARY  
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3. The Chairperson of the English Education Program.
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Finally, I accept the responsibility for any weaknesses which may remain. Any criticism from those who really want to have the thesis better improved would be wisely considered and appreciated.

Jember, 2009

The writer

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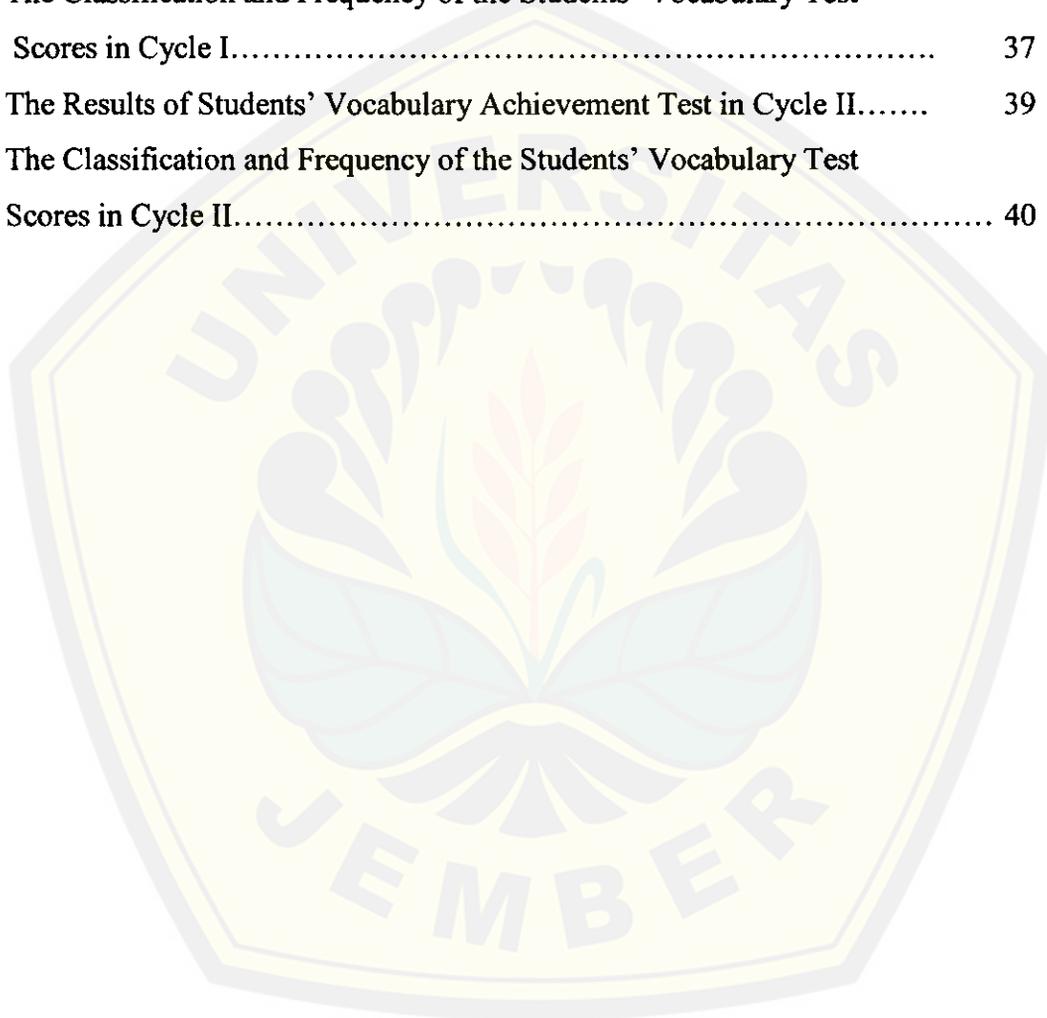
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## SUMMARY

**Improving the Fifth Grade Students' Vocabulary Achievement through Pocket Chart at SDN 5 Pasirian- Lumajang in the 2008/2009 Academic Year;** Ita Indriyani, 040210401360; 2009; 46 Pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This classroom action research was intended to improve the fifth grade students' vocabulary achievement through pocket chart. Based on the result of the interview with the fifth grade English teacher of SDN 5 Pasirian- Lumajang, it was found that the students of class VB still had problems with vocabulary and memorizing the meaning of the words. It was shown by the students' previous score in vocabulary that was low (the mean score was 60.2). Additionally, the students tended to get bored in learning vocabulary. It might be caused by the way English teacher gave vocabulary material were quite monotonous. The English teacher still asked the students to find the difficult words from the text and let the students look up the meaning of the difficult words in dictionary. The activities did not involve the students actively and made the students get difficulties in memorizing the words. Considering the problems above, pocket chart was chosen as the appropriate aid to overcome the problems above under the reasons that pocket chart is motivating. The students could hold the cards and put the cards in the chart. By having pocket chart, the students can move the cards and arrange the cards into a sentence. It makes the students interested in following the lesson. This means that pocket chart was able to arouse the students' motivation and improve the students' vocabulary achievement. In addition, pocket chart could help the students remember the words easily since pocket chart has color cards and involved the students in the teaching learning process. The students would be easy to recall the vocabularies they have learned if they learn the vocabularies in fun and attractive way.

This classroom action research was done in two cycles, in which each cycle covered four stages, including: planning, implementation, observation, evaluation and reflection. Each cycle was conducted in two meetings and vocabulary test was conducted in the third meeting. The data collection methods used were vocabulary test and observation to get the primary data, and interview and documentation to get the secondary data.

In the first cycle, it was known that the students' mean score of vocabulary test was 69.08. The number of the students who got score  $\geq 65$  was 23 students (67.64%). These results have not achieved the target requirement yet because there were only 67.64% of the students who got score  $\geq 65$  (it was targeted 75% of the students got score  $\geq 65$ ). Meanwhile, the results of observation showed that the percentage of active students increased from 64.70% (22 students) in the first meeting to 73.52% (25 students) in the second meeting. However, its percentage had not achieved the target requirement of process evaluation yet, that was 75% of the students actively involved in the teaching learning process. Therefore, it was necessary to continue the actions to the second cycle by revising some necessary aspects in the first cycle.

In the second cycle, the results of vocabulary test were better ( $M=76.32$ ) than in the first cycle ( $M=69.08$ ). The number of the students who got score  $\geq 65$  was 27 students (79.41%). Besides, the students' activeness in the teaching learning process of vocabulary also improved from 76.47% (26 students) in the first meeting to 82.35% (28 students) in the second cycle. Thus, the percentage of students' activeness in the teaching learning process of vocabulary through pocket chart had achieved the targeted percentage of  $\geq 75\%$ .

As a conclusion, teaching vocabulary through pocket chart could improve the students' vocabulary achievement and the students' activeness in the teaching learning process. Therefore, the teacher was suggested to use pocket charts as alternative aids in teaching vocabulary since pocket chart can motivate and attract students in learning vocabulary.



## I. Introduction

This chapter highlights some aspects related to the research. It includes background of the research, problem of the research, operational definitions of the terms, objectives of the research, and significances of the research.

### 1.1 Background of the Research

English currently has become a lingua franca for many people in the world. It is widely adopted for communication between speakers whose native languages are different from one another. English seems to be one of the main languages of international communication, and even people who are not speakers of English commonly know words in English. Moreover, the economic and cultural influences of the United States have led English to be used in many areas of the globe. By knowing English, someone knows the development of science, technology, culture, and education in other countries in the world. As Harmer (2003:2) says that there is no doubt that English is a vital linguistic tool for many business people, academics, politics, science, technology, tourists, and citizens of the world.

From the explanation above, it is clear that English is very important to master. Indonesian government has decided to add English as one of the compulsory subjects that must be taught at schools. It starts to be introduced to the fourth grade students of the primary level, which is stated in the Decree of the Minister of Education and Culture 2003 (Depdikbud, 2003:1). In this level, the elementary school students learn English as one of the local subjects, and the other local subject is local language such as: Javanese, Balinese, Sundanese, Madurese, etc. However, some schools have introduced English to the first grade students of elementary school. It is due to the school's policy itself. The goal is to prepare the students to be ready to continue studying English at Junior High School or to introduce and enable them to use English at the very early age.

It is considered that children learn language faster than adults. They pick up new languages effortlessly. According to Pinker (in Hammer, 2003:37), "Acquisition is guaranteed for the children up to the age of six is steadily compromised from then until shortly after puberty, and is rare thereafter". Thus, it can be said that it is a gold period for children to learn and acquire a language optimally. In other words, younger students have a great tendency for learning and acquiring a new language more easily than adults because at their age their brain is still in development process.

In addition, based on the 2004 curriculum, teaching English is aimed at developing communicative competence in oral and written forms that is the four language skills namely listening, reading, speaking, and writing, including the language components such as vocabulary, structure, and pronunciation that should be mastered by the students. Vocabulary is an important part in learning language skills, because without vocabulary, it is impossible for the students to achieve the language skills.

Napa (1991:6) also points out that vocabulary is one of the components of language and there is no language without words. Vocabulary becomes one of the English language elements that is essential. It is impossible for the students who learn English as a foreign language to build sentences in communication without mastering vocabulary. Vocabulary is the knowledge of words and word meaning. As Stahl (2005:16) says that vocabulary is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Learning vocabulary is more than looking up words in a dictionary and using the words in a sentence. Learners can speak, exchange ideas and understand each other if she or he possesses a sufficient number of vocabulary. In addition, Zimmerman (1997:5) says that vocabulary is central to language and of critical importance to the needed, especially for young learners or beginners of English. By starting to teach English at elementary school, it is hoped that the effectiveness of learning English can be reached.

Since the elementary school students are considered as young learners, the teacher has to realize that teaching English to young learners is not the same as that of teaching adults. According to Halliwell (1992:3), children have a ready imagination, they frequently learn indirectly rather than directly, they take great delight in talking and using limited language creatively, and they have an enormous capacity for finding and making fun. Their way of learning is different from that of adult. Children love something exciting in finding and creating fun in what they do. As the result, the English teacher is expected to present the teaching learning process as interestingly as possible to attract the children's attention.

Young learners are easy to be bored and lost their interest to study English if the teacher keeps employing monotonous techniques, such as only giving explanation, and asking the students to answer the questions given. The teacher has to find the best way to teach young learners, so they can enjoy learning English. Teaching at elementary school has to consider the children's world and their perception about their world. In this case, the English teacher needs a special technique in teaching learning process.

In line with the explanation above, the English teacher is demanded to make the children interested in what they are learning. Davies (1996:8) states that an English teacher should try to vary the English teaching to make the students active in learning. The teacher can use teaching aids to give different atmosphere to classroom situation that make the students love the subject, such as visual aids. There are kinds of visual aids; they are real objects, flash cards, pictures and charts, etc (Doff, 1993:30). One of the charts that can be given by the teacher to interest the students to study English especially to improve their vocabulary is pocket charts. A pocket chart is a set of word cards and the cards will be put in the pocket of the chart. They are visually important in foreign language learning especially English because they stimulate the sense of sight.

In this research, pocket chart is used as the teaching aid to help the teacher teach the students vocabulary. This is based on the reason that pocket chart can bring

some positive values. First, students more easily remember words because the pocket chart allows for the physical handling of word cards. By having pocket chart, the students can move the cards around and use them in different context. In line with this idea, that condition may let the students remember the words. The process of remembering is a basic of learning language. Second, the pocket chart is more attractive in conjunction with other teaching aids, such as: flannel board, magnet board and other various types of pictures. It makes the students interested in following the lesson. This is because pocket chart gives students large experience and understanding. By arranging pocket chart, remembering the words and interpreting their meaning are easier than that without using pocket chart. In addition, the pocket chart needs not be confined to the whole classroom use since it can be used with small groups of students successfully (Yunus, 1981:32). Therefore, pocket chart is one of the important instruments used in teaching learning process.

In the previous research, which was conducted by Melani in 2001 to the first year students of SLTP 1 Gondanglegi Malang in the 2000/2001 academic year, it was found out that using pocket chart in teaching writing can improve the students' writing achievement. In line with this, a descriptive study by Sundari (2002) was conducted to the first year students of SLTP 2 Candi Sidoarjo in the 2001/2002 academic year. It showed that by using pocket charts, the teacher was able to increase his students' score in writing sentences. However, this research had different skill with the previous researches. This present research used pocket chart to improve the students' vocabulary achievement. By knowing that previous researches were successful in using pocket chart to improve the writing skill, the researcher expects that pocket chart can also improve the students' vocabulary achievement.

Based on the result of the preliminary study that was done by giving informal interview with the English teacher of the fifth grade students at SDN 5 Pasirian-Lumajang in the 2008/2009 academic years, teaching vocabulary through pocket chart had never been conducted by the English teacher. The teacher usually applied a traditional technique, for example the teacher asked the students to find the difficult

words from the text and asked them to make a list of the difficult words include the meanings. The teacher did not use a certain media to teach vocabulary. The students only used the handbook provided by the school. The students usually got a reading text from the teacher, and if the students found some new vocabularies, they should find the meaning of the words from the dictionary by themselves. Then, the teacher asked them to memorize the meaning of the words.

All the activities above are not involving the students actively, the students do not need to do anything instead of reading the difficult words and look them up in the dictionary, so that those activities are uninteresting activities and make the students get difficulties in remembering the words. The students forget the vocabulary they learned easily. Therefore, the students are not interested in increasing their vocabulary achievement, because the teaching learning process is boring.

Based on the explanations above, a research entitled "*Improving the Fifth Grade Students' Vocabulary Achievement through Pocket Charts at SDN 5 Pasirian-Lumajang in the 2008/2009 Academic Year*" was conducted.

## **1.2 Problem of the Research**

Based on the research background, the problem of the research were formulated as follows:

1. Can pocket chart improve the fifth grade students' vocabulary achievement at SDN 5 Pasirian- Lumajang in the 2008/2009 academic year?
2. Can the application of pocket chart improve the fifth grade students' activeness in the teaching learning process of vocabulary at SDN 5 Pasirian - Lumajang in the 2008/2009 academic year?

### 1.3 Objective of the Research

Based on the background and the problems, the research objective of this research was formulated as follows:

1. To improve the fifth grade students' vocabulary achievement through pocket chart at SDN 5 Pasirian- Lumajang in the 2008/2009 academic year.
2. To improve the fifth grade students' activeness through pocket chart at SDN 5 Pasirian- Lumajang in the 2008/2009 academic year.

### 1.4 Significance of the Research

It is expected that the research give important information to the following people:

1. The English Teacher

The research is expected to be useful information for the English teacher to solve his/her problem in teaching vocabulary by applying pocket chart as teaching aid so that the students will be motivated to learn and enrich their vocabulary.

2. The Other Researcher

By reading this research, hopefully the future researcher can use the information to conduct a further research dealing with the application of pocket chart with a different skill or language component, such as: the use of pocket chart to improve the students' ability in speaking and students' reading comprehension achievement.

### **1.5 Operational Definitions of the Terms**

The operational definitions of the terms are intended to avoid misunderstanding between the researcher and the readers about the concept used in this research. Those terms are operationally defined as follows:

#### **1. Vocabulary Achievement**

Students' vocabulary achievement is the students' achievement scores gained by giving vocabulary test after the teaching learning process using pocket chart. The vocabulary test covers nouns, verbs, adjectives, and adverbs.

#### **2. Pocket Chart**

Pocket chart is a kind of teaching aids that is used in teaching learning process where the students are asked to arrange word cards to make good sentences. This research used cardboard pocket chart. Pocket chart in this research refers to a piece of supportive materials that was colourful made 115 cm long and 85 cm high with the pockets placed for holding the word cards.

## II. LITERATURE REVIEW

This chapter consists of some aspects dealing with the literature review. They are vocabulary meaning, kinds of vocabulary, vocabulary achievement, pocket chart, kinds of pocket charts, and the strength of pocket charts.

### 2.1 Vocabulary

McCarthy (1988:3) says that vocabulary is the biggest component of all the aspects of learning a foreign language. It means that acquiring vocabulary is very important in learning English because the quality of language skills depends on the vocabulary mastery. Cameron (1994:34) states that words seem to be a basic level category in learning a language. A good storage of vocabulary is essential to succeed in language learning, without it no one can understand or use the language. The more students possess the vocabulary, the bigger their possibility to learn the language skills that cover reading, writing, listening, and speaking.

In addition, Berstein and Tiegermen (1991:136) say that the acquisition of vocabulary will allow the child to not only understand and express in great tendency of more complex ideas, but also to achieve a higher degree of competency in reading and writing. Furthermore, they also state that in general, success with words means success in many areas, particularly in academic achievement.

Children tended to be visual learners, as Willis and Hodson (1993:23) state that about 65% of elementary students are visual learners who gather information best by looking, reading and watching. Having pocket chart as teaching aid helped the students to learn vocabulary easier due to pocket chart provide colourful word cards and the students arranged the cards into good sentence. Hutton (2004:18) says that one of the best strategies to help visual learner succeed in learning vocabulary is putting words on cards and have the students arrange into sentences. Knowing students' learning style will help the students to learn vocabulary maximally since vocabulary is important component in learning languages.

Hornby (1994:133) defines vocabulary as a total number of words, which with rules for combining them to make up a language. Students are able to express themselves more clearly and appropriately in all of situations if they have wide vocabulary. Moreover, Fardhani (1994:1) points out that vocabulary is an important area of language because vocabulary or words are tools of thought. This means that vocabulary is very important for the students to learn. By having broad collection of words they can express their thought or idea smoothly.

Vocabulary can assist persons to understand thought of others and communicate the ideas more clearly. Allen (1983:12) states that communication will stop when learners lack of necessary words. It can be inferred that vocabulary is not only to represent words, phrases, and sentences that are used to expresses thoughts, ideas, and feeling when a communication is carried on but also as one of the elements of language because it covers words in which it will enable the people to communicate with others.

## **2.2 Kinds of Vocabulary**

According to William (1970:14), vocabulary is divided into two classes, namely large vocabulary and small vocabulary. Large vocabulary includes nouns, verbs, adjectives, and adverbs. Meanwhile, small vocabulary includes prepositions, articles, pronouns, conjunctions, and interjections. This research focused on large vocabulary under the consideration that large vocabulary is suitable with the Institutional Level Curriculum of the elementary school that used by the school.

### **2.2.1 Large Vocabulary**

#### **a. Nouns**

According to Hatch and Brown (1995:219), a noun refers to a person, place, or thing. They add that there are seven sub classes of nouns, as follows:

1. Proper Nouns

Proper nouns name people, place, days, months, and things. They always take capital letters.

For example: Captain John, Central High School

2. Common Nouns

Common nouns refer to anything that we can see, touch, hear, or taste. They can be identified easily by placing “a”, “an”, or “the” in front of the word.

For example: a dog, a man, a table, an ant

3. Collective Nouns

Collective nouns name a number of persons or things considered together as a unit.

For example: orchestra, army, herd, fellow

4. Abstract Nouns

Abstract nouns name feelings or qualities-things we cannot see or touch, but still exist.

For example: love, hate, joy, fear

5. Concrete Nouns

Concrete nouns refer to objects that can be visualized or touched.

For example: flower, girls, trees

6. Countable Nouns

Countable nouns can be made plural by the addition of –s or –es. In general, we can put numbers in front of countable nouns.

For example: 1 apple, 2 apples, 1 car, 2 cars

7. Non –Countable Nouns

Non –countable nouns are not used in the plural, we cannot put numbers in front of non-countable nouns.

For example: milk, water, air

The kinds of nouns that were applied in this research are common nouns, concrete nouns, countable and uncountable nouns. The reason is that those nouns are presented on the Institutional Level Curriculum.

#### b. Adjectives

Adjectives are used to highlight qualities or attributes in which certain adjective is typically used to describe particular nouns (Hatch and Brown, 1995:228). There are six kinds of adjectives (Thomson and Martinet, 1986: 33). They are:

1. Demonstrative adjectives : this, that, these, those
2. Distributive adjectives : each, every, either, and neither
3. Quantitative adjectives : some, an, no, little/few, many, much
4. Interrogative adjectives : which, what, whose
5. Possessive adjectives : my, your, his, her, its, our, their
6. Qualitative adjectives : clever, dry, fat, golden, good, heavy, square

The adjectives applied in this research were demonstrative adjectives, quantitative adjectives and qualitative adjectives because those are taught in the fifth grade of elementary school based on the Institutional Level Curriculum.

#### c. Verbs

Hatch and Brown (1995:222) point out that verbs are words that denote actions. In line with this, Frank (1972:197) states that verbs are words that express an action or state of being. Thomson and Martinet (1986:105) mention that there are two classes of verbs in English, as follows:

1. The auxiliary verbs (auxiliaries): to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to need, and used.

Here are the examples of auxiliary verbs in the sentences.

- a. Mr. David *is* a doctor.
- b. I *used* to smoke cigarettes.

2. All other verbs, which we may call ordinary verbs, are as follows:

- a. regular verb: a verb that forms its past tense and past participle by adding *-t*, *-d*, or *-ed* to the present tense.

For example:

John *studies* English.

Raihan *send* you a letter.

Bella *studied* Math last night.

Santi *sent* you a letter yesterday.

- b. irregular verb: *d* or *ed* does not add the simple past and the past participle. It has no fix rule.

For example:

Kate *spoke* the truth.

Sue *swam* last week.

This research focused on the regular verbs. It is because regular verbs are taught in the school especially for the fifth grade of elementary school based on Institutional Level Curriculum.

#### d. Adverbs

According to Hatch and Brown (1995:230), adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, clauses, or to entire sentences rather than to nouns. Thomson and Martinet (1986:55) classify adverbs into eight:

1. Adverbs of manner : quickly, happily, fast, neatly
2. Adverbs of place and direction : here, there, near, by, down, up
3. Adverbs of time : now, soon, still, then, today, yet
4. Adverbs of frequency : once, never, often, always
5. Adverbs of emphasize : certainly, surely, definitely
6. Adverbs of degree : rather, too, very, quite
7. Adverbs of interrogative : when, why, where
8. Adverbs of relative : whenever, whatever, whoever

This research focused on adverbs of manner, adverbs of place and direction, adverbs of time, adverbs of frequency, and adverbs of degree. It is because those are taught for fifth grade of elementary schools students based on Institutional Level Curriculum.

### **2.3 Vocabulary Achievement**

Vocabulary is important to produce sentences in communication. As Hornby (1995:133) defines that vocabulary is a total number of words which with rules for combining them to make up a language. Cross (1992:50) says that a good store of words is crucial for understanding and communication. It is not possible to understand the words or sentences without understand the meaning of them. In other words, vocabulary is a number of words that is known by an individual in a certain language.

It is necessary for the teacher to expand students' vocabulary because vocabulary is a tool, which one listens, speaks, reads, and writes. In every lesson, the teachers have to introduce new words, make clear the meaning and practice them in which each word can be used. Apparently, the more words the students learn, the more ideas the students have, so they can communicate their ideas more effectively.

According to Procter (1981:8), achievement is something successfully finished or gained especially through skill and hard work. In line with this idea, Hornby (1995:112) defines that achievement is something achieved or done successfully with effort or skill. This means that vocabulary achievement is the collection of words recognized and understood that students have got after they study English vocabulary. In this research, the students' vocabulary achievement was measured by vocabulary test and it was indicated by the scores of the test.

## 2.4 Pocket Chart

Yunus (1981:32) states that pocket chart is a piece of support material in which pocket has been placed for the purpose of holding word cards or pictures. In line with this, Karim and Hasbullah (1986:5.21) define pocket chart as a piece of supporting material which has 60 cm long and 40 cm high on which 5 cm high pockets are placed in it for holding the word cards. Pocket chart vary in size, colour, and style. It is made of simple and easy to find materials. This means that teacher can make a pocket chart easily. Since pocket chart is available in a variety of sizes, they make an ideal organizational and display tool.

According to Beam (2003:3), pocket chart is an investigative tool which uses pictures as stimulus to encourage students to assess and analyse a given situation. Moreover, she says that the combination of activities in a pocket chart exercises such as participating in the creation of a display, looking closely at it, and discussing it, have proven to be a successful means of generating participation and consensus in both community and classroom setting. Therefore, pocket chart is helpful in teaching learning process. As Zainudin (1996:2) says that pocket chart helps teaching and learning process run effectively and efficiently.

This research used cardboard pocket chart because cardboard pocket chart is simple to make and suitable for teaching vocabulary in context. The pocket chart was made 115 cm long and 85 cm high with the pockets placed for holding the word cards. It was bigger than the original one because it was hung up on the blackboard so that the students could see it clearly. The cards were 13 cm long and 17 cm high and colourful in order to make the students interested in the teaching learning process especially on vocabulary.

## 2.5 Kinds of Pocket Chart

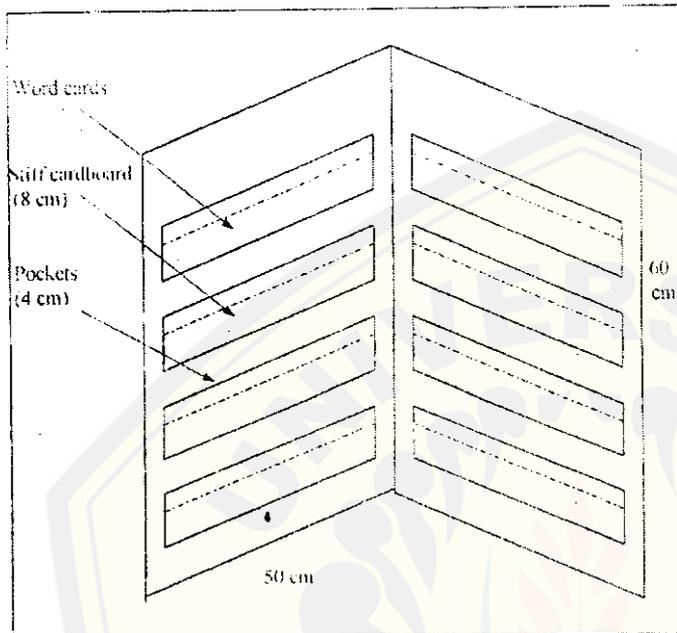
There are three types of pocket charts namely; folded cardboard pocket chart, accordian type of pocket chart, and roll-up vinyl pocket chart (Yunus, 1981:32-34).

### a. The Folded Cardboard Pocket Chart

A folded cardboard pocket chart is smaller than the others are and good for teaching small groups or classes, especially in remedial situation. The number of the small group is not more than six students. It is a small pocket chart and better places it on the students' table.

This kind of pocket chart can be made up from very stiff pieces of cardboard each measuring 50 cm by 60 cm for the support material, while for the pocket chart a sheet of thinner cardboard is required. Furthermore, strong masking tape can be used to join the two stiff pieces of cardboard. Besides the pockets can be gummed or stapled on the board at 8 cm intervals. In addition, this pocket chart can be made as interesting as possible by combining it with a flannel board. In this way, instead of putting pocket on both sides of the board, one side can be covered with pieces of flannel (Yunus, 1981:32).

Below is the picture of folded cardboard pocket chart:

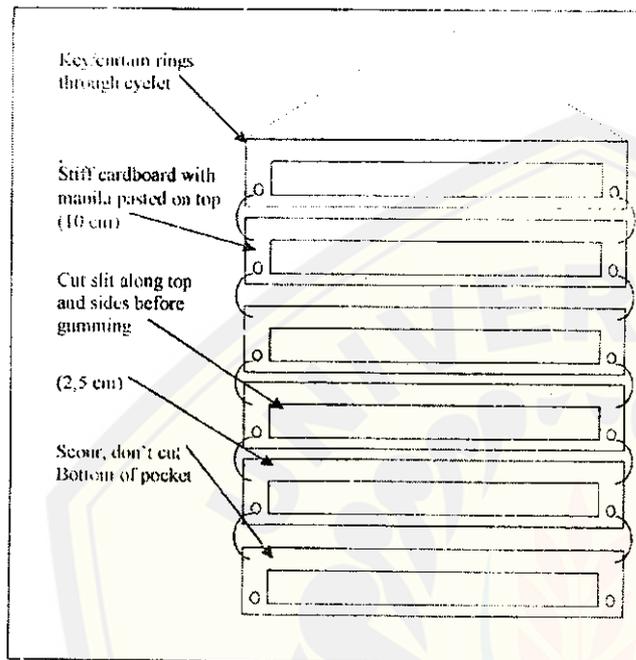


(Yunus, 1981:32)

#### b. The Accordion Type Pocket Chart

This pocket chart has the advantages of being easy to carry around and to be folded like an accordion. Furthermore, it is well known of being made from 6-8 lengthwise pieces of very stiff cardboard each 71 cm long. Then, on top of each length is a layer of lightweight cardboard that forms the pockets, while the bottom of the pocket is scored with a compass to form a fold. Finally, the 6-8 pieces are joined together with key rings or curtain rings (Yunus, 1981:33).

Below is the picture of accordian type of pocket chart:

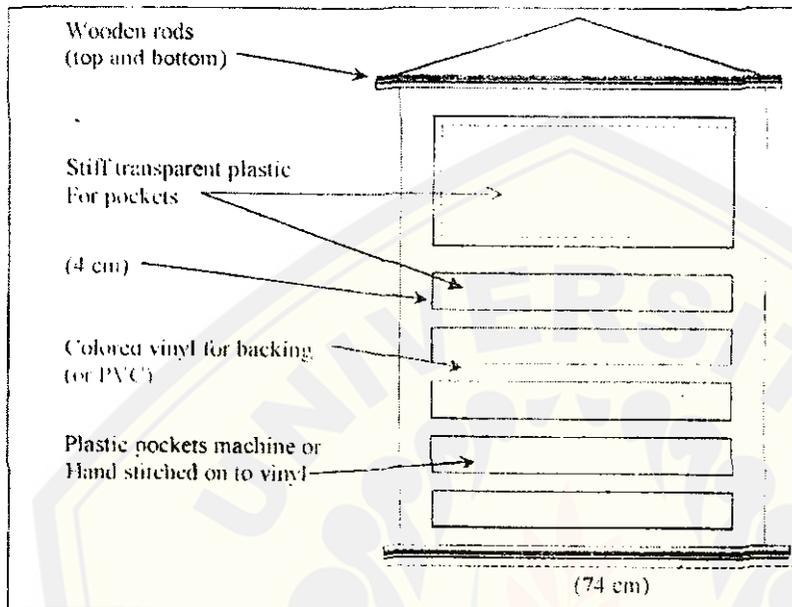


(Yunus, 1981:33).

### c. The Roll-up Vinyl Pocket Chart

This pocket chart is the easiest to make and being light to carry around. Furthermore, it is easy to be kept, as it resembles a roll-up chalkboard. The pocket chart is made of a sheet or vinyl of PVC (plastic) to which are attached pockets made from strips or stiff transparent plastic. Two rods (broomsticks are ideal) are inserted in folds at the bottom and top to support and give weight to the pocket chart. In addition, at the top of pocket chart, an extra large pocket can be put to hold picture cards (Yunus, 1981:33-34).

Below is the picture of a roll-up vinyl pocket chart:



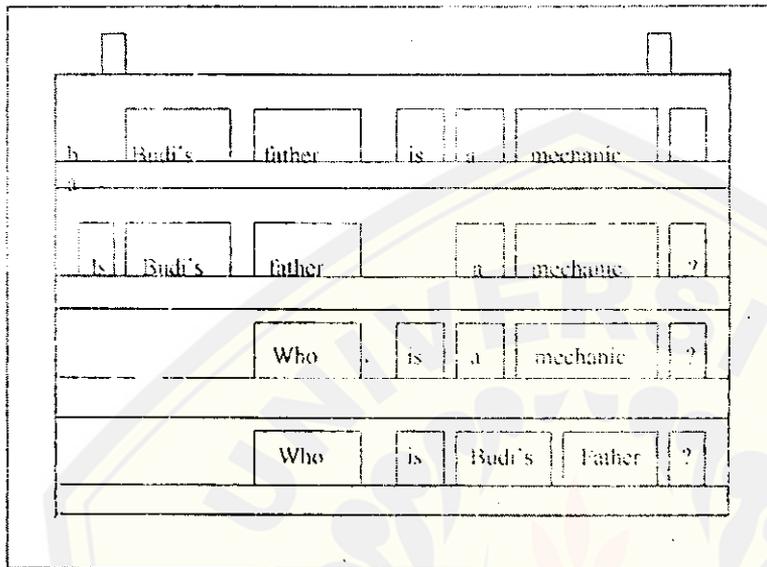
(Yunus, 1981:34).

Besides the three kinds of pocket charts mentioned above. Karim and Hasbullah (1986:5.25) also mentioned three kinds of pocket charts, namely; Cardboard pocket chart, Spanish boat, and Clown pocket chart.

#### a. Cardboard Pocket Chart

Cardboard pocket chart is a pocket chart that is very easy to make. It is from a thick cardboard and measures 60 cm and 40 cm long, where gummed some pockets in high, called as cardboard pocket chart.

The explanation above can be described with the picture below:



(Karim and Hasbullah, 1986:5.25)

In addition, there are some variations in pocket chart. Concerning with the variation, the teacher can create the pocket chart into different models. Besides the three models mentioned earlier, the teacher could make pocket chart into the model of Spanish boat or the clown (Karim and Hasbullah, 1986:5.26-5.28).

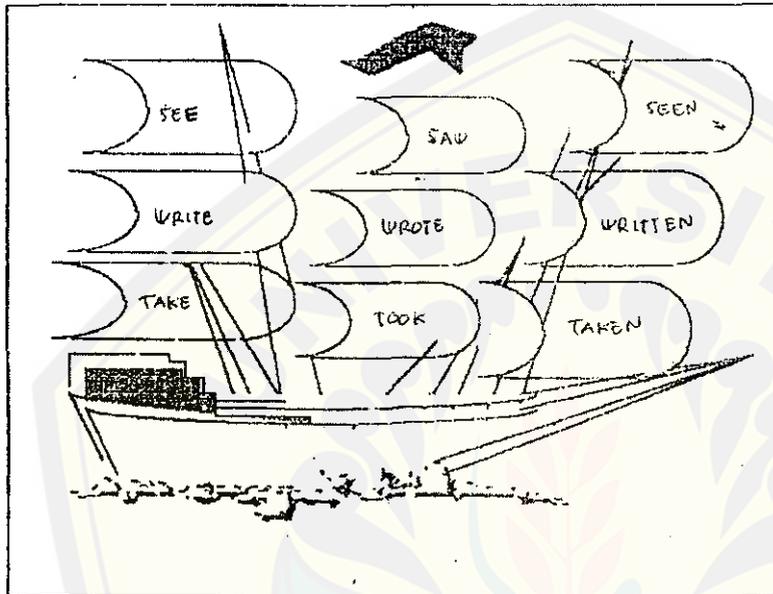
#### b. Spanish Boat Pocket Chart

Spanish boat is one of model of pocket charts that is illustrated as a small boat with 3 long poles. Then, some pockets are put from up to the bottom of each of the poles. The first pole from left shows the first form of irregular verb. The pole that lies on the middle is for the second form of irregular verb. The third pole from the left refers to the third form of irregular verb.

In relation to the irregular verb, Spanish boat is good for teaching pronunciation and spelling and helping the students who are difficult to remember

words of irregular verbs. By using Spanish boat, the students' curiosity is increased to remember the words.

The illustration of the Spanish Boat pocket chart is as follows:

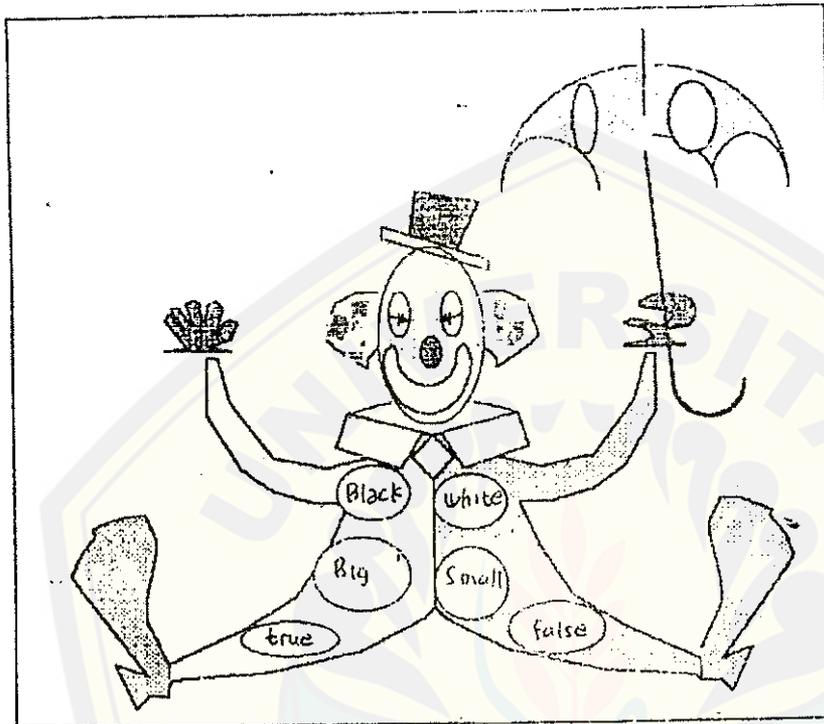


(Karim and Hasbullah, 1986:5.26)

### c. The Clown Pocket Chart

The clown is one model of pocket chart, which looks like a clown where the clown's body is divided into 2 equal parts vertically. Each of the part is placed some pockets for fulfilling the words. In addition, the clown is good for teaching vocabulary, especially in terms of synonym and antonym. Related to the idea, different colour can be added to each of part to make clear about the materials given (synonym and antonym).

The illustration of the clown pocket chart is as follows:



(Karim and Hasbullah, 1986:5.28).

In this research, the writer used a cardboard pocket chart that is suggested by Karim and Hasbullah. This was based on the reason that a cardboard pocket chart suitable for teaching vocabulary in context since the students arranged the cards into good sentences in the chart.

## 2.6 The Strength of Pocket Chart

Pocket chart as a learning media serves a wide variety of purposes in the classroom, especially for teaching vocabulary. Pocket chart is helpful in teaching parts of speech and lead the students to focus on nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and punctuation (Gayle, 2008:15). The teacher writes simple sentences on cards. The cards are colored -coded to help the students

learn vocabulary. For example, all nouns word cards are blue, and all sentence cards that missing nouns are blue. Students can guess which words will fit best in the sentence and search for the correct word card to complete the sentences. Students can also create their own words to be used in the sentences. In addition, Michalec (2008: 12) says that pocket chart offers endless ways to make learning fun and interactive. The students are not getting bored easily since they can hold the word cards, arrange them to make a good sentence, and then put them in the pocket charts which hang up on the wall or whiteboard. The movement from their seat to the front of the class make them fun and attractive.

In line to the ideas above, Yunus (1981:32) points out that pocket chart brings some positive values. The first, the students learn the way in which moving some words into new positions may alter the sentences and through this, the students learn to identify nouns, verb, adjectives, and adverb. The second, the pocket chart can also be used for the presentation and practice of numerous grammatical items. It is useful in guided composition work. The third, the pocket chart can be used in conjunction with other teaching aids, especially the flannel board, magnet board and various types of pictures. Finally, the pocket chart can be used for developing reading skills through pre-reading and phonics activities with letter cards and pictures.

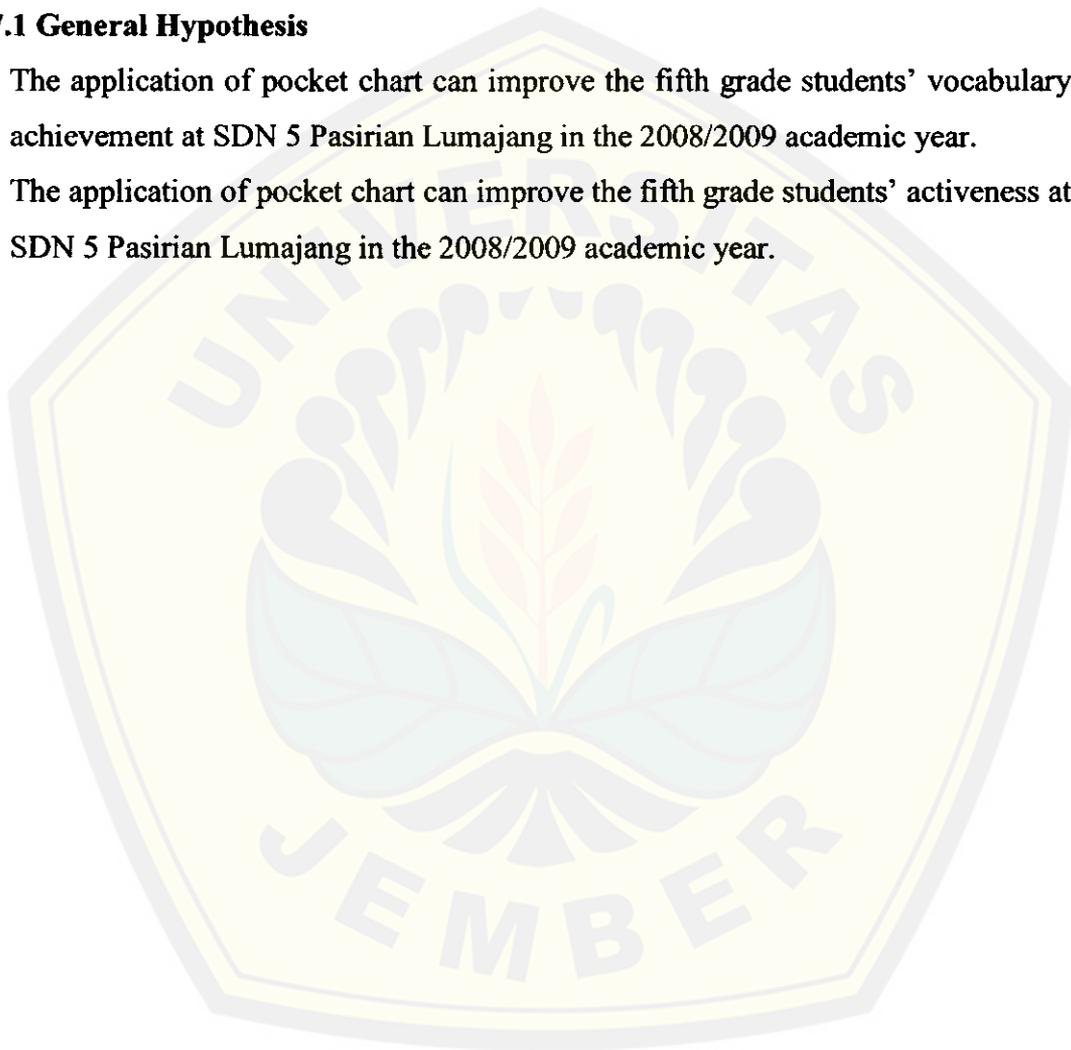
Pocket chart can reduce the students' boredom because pocket chart can be used with other kind of teaching aids as well as be formed into varied model so that it becomes interesting for the students, as the result it will make them remember the words easily. The students will remember the new words if the teacher introduce the new words by using unusual teaching aids. The process of remembering itself is the basic of learning a language. In this case, media has function to confirm and to unite sound, grammar, and vocabulary to the students (Zainuddin, 1996:14). Something interesting or unique will get into the brain easily and it will keep as a long memory. This means that, pocket chart is important for establishing the meaning of words and sentences and helps the students to remember the materials given more easily.

## **2.7 Action Hypothesis**

Based on the problem and the literature review explained above, the research hypothesis of this classroom action research can be formulated as follows:

### **2.7.1 General Hypothesis**

1. The application of pocket chart can improve the fifth grade students' vocabulary achievement at SDN 5 Pasirian Lumajang in the 2008/2009 academic year.
2. The application of pocket chart can improve the fifth grade students' activeness at SDN 5 Pasirian Lumajang in the 2008/2009 academic year.





### III. RESEARCH METHOD

This chapter presents the method used in this research. The method covers research design, area determination method, respondent determination method, data collection method, and research procedures.

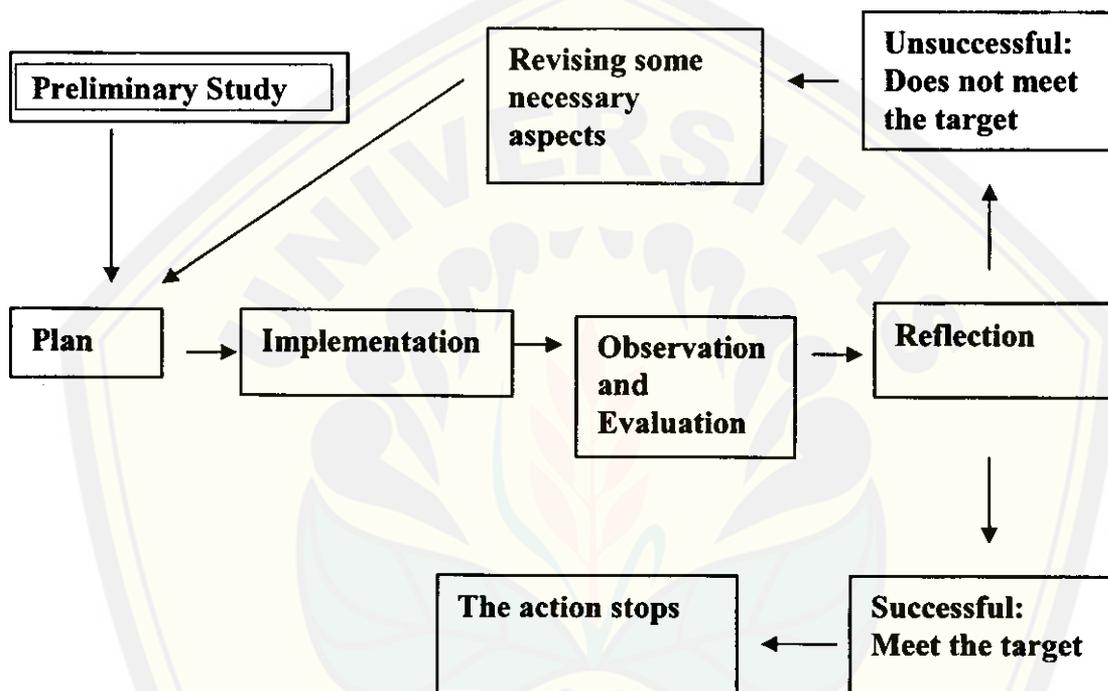
#### 3.1 Research Design

This research aims at improving the fifth grade students' vocabulary achievement by using pocket chart as teaching media. Elliot (1991:69) defines that the action research is the study of a social situation, with a view to improve the quality of action. Moreover, Wardani (2003:34) says that classroom action research is a research that is conducted by the teacher in his or her classroom through self-reflected inquiry to improve his/her work so that the students' achievement can be improved. In this research, the researcher was not the English teacher at SDN 5 Pasirian- Lumajang for the fifth grade students. However, the researcher collaborated with the English teacher of the fifth grade students at SDN 5 Pasirian- Lumajang in carrying out the actions and doing reflection to improve the students' vocabulary achievement through pocket chart.

The design chosen for this research was classroom action research with the cycle model. This classroom action research was conducted in cycle's model covering: planning the action, implementing the action, observation, evaluation and reflection. This classroom action research was intended to overcome the students' problem vocabulary especially in memorizing the words.

The design of this action is illustrated in the following design:

### The Model of the Action Classroom Research



(Based on Kemmis and McTaggart (in Hopkins 1993:48))

The procedures of the action are as follows:

1. Interviewing the fifth year English teacher to gain the supporting data.
2. Finding out some documents to gain the supporting data to know the English score of the students' previous vocabulary test.
3. Planning the action by conducting the lesson plans for the first cycle (meeting I and meeting II).
4. Implementing the action of the first cycle.
5. The English teacher was observing the classroom while the researcher was implementing the action in the first cycle of each meeting.
6. Giving vocabulary achievement test.
7. Analyzing the results of vocabulary test quantitatively based on the classification of the score levels.
8. Reflecting the results of the observation and the vocabulary achievement test in the first cycle as a reflection for the next actions.
9. The result of the vocabulary achievement test in the first cycle was not fulfilled the standard score requirement, so the lesson plan of the first cycle was revised.
10. Constructing the lesson plan for the second cycle by reviewing the lesson plan in the first cycle.
11. Implementing the action of second cycle.
12. The English teacher was observing the classroom while the researcher was implementing the action in the second cycle of each meeting.
13. Giving vocabulary test in the second cycle.
14. Analyzing the results of vocabulary test in the second cycle quantitatively and based on the classifications of the score levels.
15. Reflecting the results of the classroom observation and vocabulary achievement test in the second cycle.
16. Drawing a conclusion to answer the research problems.

### **3.2 Area Determination Method**

The area of this research was determined by using purposive method. In this action research, SDN 5 Pasirian- Lumajang was chosen as the place to conduct the research for some reasons. First, the English teacher has never applied teaching vocabulary by using pocket chart. Second, the fifth grade students in SDN 5 Pasirian- Lumajang still had low average scores in vocabulary achievement. Third, the school principal gave permission to the researcher to conduct this classroom action research at the school.

### **3.3 Subject Determination Method**

The subjects of this research were fifth grade students of SDN 5 Pasirian- Lumajang in the 2008/2009 academic year. There were two classes of fifth grade namely class VA and class VB. The researcher selected class VB based on the interview with the English teacher in the preliminary study that class VB had lower score than class A for vocabulary test. The score of VB was 60.2 and the score of class VA was 64.

### **3.4 Data Collection Method**

Data collection methods applied in this action research was vocabulary test for gathering the primary data. Meanwhile, observation, interview, and documentation were used for collecting the supporting data.

#### **3.4.1 Vocabulary Test**

Hughes (1996:9) classifies test into four kinds, they are; proficiency test (a kind of test which is designed to measure people ability in language), diagnostic test (a kind of which is intended to identify the students' strengths and weaknesses), placement test (a kind of test that is intended to provide information which will help to place students at the stage of the teaching program), and achievement test (a kind of test that is intended to measure how successful individual students, group of

students, or the course themselves have been achieving objectives). This research referred to an achievement test because it was intended to know the students' vocabulary achievement. The test was done in each cycle after the action given.

According to Arikunto (2002:144) a good test must be valid and reliable. A test is said to be valid if it measures accurately what is intended to measure. The test in this research was based on content validity since the test was constructed based on the Institutional Level Curriculum that is used by the school. The indicators cover nouns, verbs, adjectives, and adverbs. Based on the school syllabus for the fifth grade, noun that are presented on school's syllabus are common nouns, concrete nouns, countable, and uncountable nouns, and regular verbs are kind of verbs that are stated in the syllabus. It stated kind of adjectives namely; demonstrative adjectives, quantitative adjectives, and qualitative adjectives. The syllabus also stated adverbs of manner, adverbs of place and direction, adverbs of time, adverbs of frequency, and adverbs of degree as kinds of adverbs. Therefore, since the test used content validity, it might be reliable as well (Hughes, 1996:42).

Dealing with the way of scoring, the test was regarded as an objectives test. Hughes (1989:19) says that an objective test is a test that does not require judgement in scoring process. In this research, the vocabulary test used to measure the students' vocabulary achievement was teacher made test in the form of multiple choice test type. This type of test was chosen because it provides only one correct answer that enables the teacher to give scores objectively.

In scoring the test results, each correct item was scored 1.25 points since the test consisted of 80 items. The total score was 100 points and the wrong answer was scored zero. Time allocation for the test was 90 minutes. Meanwhile, the distribution of the test items of each indicators were as follows; nouns (20 items), verbs (20 items), adjectives (20 items), and adverb (20 items). The test items were constructed by the researcher and were consulted to the English teacher and the consultants.

### **3.4.2 Observation**

In this action research, observation was done in each meeting to get the main data. The researcher observed and noted the students' involvement in the class during the process of teaching vocabulary by using pocket chart. A checklist containing some items was used when observing the class. The checklist contained indicators of the students' activities in asking questions dealing with the material, the students' activities in answering the teacher's question, and the students' correctness in doing the vocabulary exercises. In this research, the researcher collaborated with the English teacher who did the observation.

### **3.4.3 Interview**

In this research, the questions of the interview were about the English curriculum used, the students' vocabulary problems, how to overcome the problems, and techniques or methods that were used by the English teacher. The interview was conducted in the preliminary study with the English teacher of the fifth grade of SDN 5 Pasirian- Lumajang.

### **3.4.4 Documentation**

The research used school documents to get the supporting data about the names of the subjects, the English teaching learning facilities, and the students' English scores obtained.

## **3.5 Research Procedures**

### **3.5.1 General Description of the Research**

This classroom action research was conducted through certain procedures. Some preparations needed in all of the steps in implementing the action of the research were as follows:

1. Planning the actions
2. Implementing the actions

3. Observing the class
4. Reflecting the results of the actions

The actions given to the subjects were teaching vocabulary by using pocket chart as teaching media. The action in cycle II was conducted because the results of the first cycle had not achieved the target percentage requirement. The second action was done by revising the actions of the first cycle.

### **3.5.2 Details of the Research Procedure**

#### **a. Planning**

Planning the actions covered the activities applied on the actions of the research. They covered the following activities:

1. Selecting the themes and sub themes based on the curriculum for the fifth grade of elementary school.
2. Constructing the lesson plan that will be used to teach vocabulary with the English teacher collaboratively.
3. Preparing the pocket chart and the students worksheets dealing with vocabulary exercises.
4. Constructing observation guide in the form of checklist containing the students' participation.

#### **b. The Implementation of the Action**

This research implemented in the classroom during the school hours based on the schedule of the English subject of the fifth grade of SDN 5 Pasirian- Lumajang. The actions were teaching vocabulary through pocket chart. The focus of the action was to improve the students' vocabulary achievement, and the English teacher as a collaborator did the observation during the actions. As Kasbolah (1999:88) says that the researcher conducts the actions that are designed systematically to improve the current class condition or to increase the quality of any educational matters. By

teaching vocabulary through pocket chart, it was expected that the students would be able to learn and memorize the English words easily.

In the implementation phase, the actions in each cycle were arranged in two meetings. In the first and the second meetings, the researcher conducted the action by teaching vocabulary through pocket chart. Then, the researcher assigned the students to do the task in the form of vocabulary exercises. Meanwhile, in the third meeting the researcher gave the vocabulary test to the students. The actions in cycle II was done because the result of the first cycle had not achieved the students' score requirement. The lesson plans for the second cycle were constructed by revising the first cycle. The researcher revised the first cycle based on the students' weaknesses.

#### c. Observation and Evaluation

In this research, observation was very important to control the students' activities and application of the research actions. The English teacher helped the researcher to conduct the observation while the researcher teaching vocabulary through pocket chart, checklist was used as the observation guide. Observation was done twice in each cycle by the English teacher while the researcher was teaching vocabulary through pocket chart. Some indicators were observed, they are the students' activities in asking questions dealing with the material, the students' activities in answering the teacher's questions, and the correctness in doing the exercises.

Meanwhile, the evaluation was carried out to know whether the use of pocket chart as teaching media can improve the students' vocabulary achievement. The evaluations in this action research were process evaluation and product evaluation. The process evaluation was done by conducting observation in every meeting in each cycle during the teaching learning process by using pocket chart. The product evaluation was carried out at the end of each cycle after the actions were given in the form of vocabulary test.

### 3.5.3 Data Analysis and Reflection

In this research, the result of the students' vocabulary achievement test in each cycle was computed quantitatively by using the following formula to find the mean score:

$$M = \frac{\sum X}{N}$$

Notes: M = The mean score

$\sum X$  = The total score of the students' vocabulary test

N = The number of students doing the test

(Hadi, 1989:37)

Then, to find the percentage of the students who got score 65 or more (good category) the researcher used the following formula:

$$E = n/N \times 100\%$$

Notes: E = The percentage of vocabulary achievement

n = The total number of students who got score 65 or more

N = The total number of students

(Adapted from Ali, 1998:186)

Next, the results of the data analysis were classified qualitatively based on the following classification of the score level.

The Classification of the Score Levels

Percentage of Score	Categories
81-100	Excellent
70-80	Good
60-69	Fair
40-59	Poor
0-25	Failed

(Adapted from Depdikbud, 2004)

The criteria used to evaluate the success of the actions were as follows:

1. The students' vocabulary achievement test achieved the target mean score 65 and 75% of the students get score at least 65.
2. The action was considered to be successful if 75% or more students involved actively in the teaching learning process through pocket chart.

In addition, the researcher and the English teacher conducted reflection of the results of the actions in each cycle descriptively. Reflecting the results of data analysis of cycle I and cycle II was done to answer the research problems. The results of the reflecting in the first cycle were used as a guide to revise the action in the second cycle.

## IV. Research Result and Discussion

This chapter presents the results of both actions in cycle I and in cycle II. Each consists of the result of vocabulary test, the result of observation, and the results of reflection. The results of supporting data and discussion are also presented in this chapter.

### 4.1 The Results of Action in Cycle I

The first action cycle was done in two meetings. The researcher did the action while the English teacher observed the activities in the classroom. The first meeting was done on May 2, 2009, and the second meeting was done on May 4, 2009. The stages of activities done in the first cycle covered preparation, implementation, observation, and reflection of the action.

The implementation of the action was based on the lesson plan made by the researcher in cooperation with the English teacher. The vocabulary material taught covered nouns, adjectives, verbs, and adverbs. The themes were taken from the Institutional Level Curriculum for Elementary School. The theme used in the first cycle were Describing People for meeting one, and the theme for meeting two was Daily Activities.

The process evaluation was done in each meeting during the teaching learning process of vocabulary through pocket chart. The observation guide in the form of checklist was used to evaluate the students' involvement in the teaching learning process. The indicators observed were the students' activities while the teachings of vocabulary through pocket chart covering asking questions, answering teacher questions, and doing vocabulary exercises. Beside the process evaluation, product evaluation was also done at the end of cycle I in the third meeting on May 5, 2009. The test was done to measure the students' vocabulary achievement.

#### 4.1.1 The Results of Observation in Cycle I

Classroom observation was done by the teacher and the researcher during the teaching learning process of vocabulary through pocket chart in each meeting. There were three indicators used namely: asking questions, answering teacher's questions, and doing vocabulary exercises correctly. The students were considered to be active if they fulfilled at least two indicators.

Based on the results of observation, there were 22 students of 34 students (64.70%) who were actively involved in the first meeting. Meanwhile, in the second meeting, there were 25 students of 34 students (73.52%) who were actively involved in the teaching learning process of vocabulary through pocket chart. It means that the target requirement of process evaluation, that is, at least 75% of the students actively involved in teaching learning process of vocabulary through pocket chart was not fulfilled yet. In other words, the teaching of vocabulary through pocket chart could not activate the students to be enthusiastically involved in the teaching learning process of vocabulary (See Appendix 4a and 4b).

#### 4.1.2 The Results of Vocabulary Achievement Test in Cycle I

The vocabulary achievement test was conducted in the third meeting on May 5, 2009. The results of vocabulary test are presented in the following table:

**Table 4.1 The Results of Students' Vocabulary Achievement Test in Cycle I**

No.	Name of Respondents	Score	Score Category of $\geq 65$
1.	<i>Luki Adi Misnanto</i>	60	
2.	<i>Aditya Rizqi Candra</i>	60	
3.	<i>Andi Prasetyo</i>	50	
4.	<i>A'idah Maratus Sholiha</i>	65	√
5.	<i>AdindaMalfin Ignasia</i>	70	√
6.	<i>Arif Wicaksono</i>	85	√
7.	<i>Andre Dwi Aditama</i>	65	√
8.	<i>Binta Abrori</i>	60	
9.	<i>Bagus Ada Prabowo</i>	80	√
10.	<i>Choirul Anam Septiano</i>	50	

11.	Diah Anggraeni	65	√
12.	<i>Dwi Kushartita S</i>	60	
13.	Ervika Nurhaza Iryanti	77	√
14.	Erinnisa Yuniar Sakina	65	√
15.	<i>Fandi Ananta</i>	60	
16.	Ferrina Eky Prasanti	84	√
17.	Feramita Eka Himiah	90	√
18.	Gayuh Pratama	77	√
19.	Isti Uswatul Hasanah	80	√
20.	Ina Dika Rina	79	√
21.	<i>Ira Maulana</i>	50	
22.	Nur Muslimah	80	√
23.	Novika Khusniatul Laila	67	√
24.	<i>Olivia Wahyu Arista</i>	60	
25.	Sigid Budi Kurniawan	65	√
26.	Siti Shofiatul Husnah	72	√
27.	Sri Wahyuni	68	√
28.	Yuda Kurniawan	65	√
29.	Yoga Yulian Rahmad	87	√
30.	Jodi Erlangga	70	√
31.	<i>Jefri Setyawan</i>	60	
32.	<i>Erlangga Ade Prasetyo</i>	63	
33.	Nila Aisyah	95	√
34.	Rita Sulinda	65	√
	Total	2349( $\sum X$ )	23 (n)
	The students	34 (N)	34 (N)
		71.03(M)	67.64% (E)

$$M = \sum X/N$$

$$= 2349/34$$

$$= 69.08$$

$$E = n/N \times 100\%$$

$$= 23/34 \times 100\%$$

$$= 67.64\%$$

The names of students in italic were students who got below the standard requirement score (65). Based on the data above, it was found that the mean score of the students' vocabulary achievement was 69.08 (Fair Category). It means that, the target mean score requirement, 65 has been achieved. In addition, the cycle of this research was considered successful if 75% of the students got score  $\geq 65$ . In fact, there were 67.64% or 23 students of 34 students got score  $\geq 65$ . It means that the target

percentage of the students gaining score  $\geq 65$  has not been achieved yet. The complete classification and frequency of the vocabulary test can be seen in the following table.

**Table 4.2 The Classification and Frequency of the Students' Vocabulary Test Scores in Cycle I**

Classification	Interval Scores	Frequency	%
Excellent	81-100	8	23.52%
Good	70-80	6	17.65%
Fair	60-69	17	50%
Poor	40-59	3	8.82%
Failed	0-25	0	0

#### 4.1.3 The Results of Reflection in Cycle I

The reflection was done after the result of vocabulary achievement test and the result of observation were known. It was done by the English teacher and the researcher. The results of the vocabulary test in the first cycle has achieved the target mean score requirement in this research, that was 65 ( $M= 69.08$ ). In addition, it was targeted that 75% of the students got score  $\geq 65$ . However, there were only 67.64% or 23 students who got  $\geq 65$ . Meanwhile, the result of observation showed that the percentage of active students increased from 64.70% (22 students of 34 students) in the first meeting to 73.52% in the second meeting (25 students of 34 students). However, its percentage did not achieve the target requirement of the process evaluation yet that was 75% of the students were actively involved in the teaching learning process. Therefore, it was continued to the cycle II to improve the students' vocabulary achievement through pocket chart.

## **4.2 The Result of Action in Cycle II**

Cycle II was conducted since the result of cycle I did not achieve the target requirement. It was done in two meetings. The first meeting was done on May 6, 2009 and the second meeting was done on May 7, 2009. Basically, the procedure of the second cycle was similar to that of the previous cycle (cycle I). The vocabulary material taught covered nouns, adjectives, verbs, and adverbs. The themes were taken from the Institutional Level Curriculum for Elementary School. The theme taken in the first cycle was Professions for meeting one, and the theme for meeting two was Transportation.

The implementation of the actions was based on the revised lesson plans of cycle I made by the researcher in cooperation with the English teacher. The data were obtained from the observation and the students' vocabulary test. The observation was done in each meeting during the teaching learning process. Meanwhile, the students' vocabulary test was done in the third meeting on May 8, 2009. The vocabulary test covered nouns, adjectives, verbs, and adverbs.

### **4.2.1 The Result of Observation in Cycle II**

In cycle II, the students showed their interest and motivation in the teaching learning process of vocabulary through pocket chart. The observation was conducted with the same indicators as cycle I: asking questions, answering teacher's questions, and doing vocabulary exercises.

The results of classroom observation in cycle II were described as follows. In the first meeting, there were 26 students of 34 students (76.47%) who were active in taking part in the teaching learning process, and in the second meeting there were 28 students of 34 students (82.35%) who were active. The results of classroom observation in the second cycle achieved the target requirement of process evaluation that is the research was considered to be successful if 75% of the students actively involved in the teaching learning process of vocabulary (See Appendix 4c and 4d).

#### 4.2.2 The Results of Vocabulary Achievement Test in Cycle II

The vocabulary achievement test was conducted in the third meeting on May 8, 2009. The results of vocabulary test are presented in the following table:

**Table 4.4 The Results of the Students' Vocabulary Achievement Test in Cycle II**

No.	Name of Respondents	Score	Score Category of $\geq 65$
1.	<i>Luki Adi Misnanto</i>	63	
2.	<i>Aditya Rizqi Candra</i>	60	
3.	<i>Andi Prasetyo</i>	63	
4.	<i>A'idah Maratus Sholiha</i>	78	√
5.	<i>AdindaMalfin Iqnasia</i>	84	√
6.	<i>Arif Wicaksono</i>	80	√
7.	<i>Andre Dwi Aditama</i>	79	√
8.	<i>Binta Abrori</i>	80	√
9.	<i>Bagus Ada Prabowo</i>	78	√
10.	<i>Choirul Anam Septiano</i>	63	
11.	<i>Diah Anggraeni</i>	88	√
12.	<i>Dwi Kushartita S</i>	80	√
13.	<i>Ervika Nurhaza Iryanti</i>	73	√
14.	<i>Erinnisa Yuniar Sakina</i>	78	√
15.	<i>Fandi Ananta</i>	80	√
16.	<i>Ferrina Eky Prasanti</i>	90	√
17.	<i>Feramita Eka Himiah</i>	95	√
18.	<i>Gayuh Pratama</i>	84	√
19.	<i>Isti Uswatul Hasanah</i>	80	√
20.	<i>Ina Dika Rina</i>	79	√
21.	<i>Ira Maulana</i>	60	
22.	<i>Nur Muslimah</i>	73	√
23.	<i>Novika Khusniatul Laila</i>	70	√
24.	<i>Olivia Wahyu Arista</i>	50	
25.	<i>Sigid Budi Kurniawan</i>	73	√
26.	<i>Siti Shofiatul Husnah</i>	80	√
27.	<i>Sri Wahyuni</i>	79	√
28.	<i>Yuda Kurniawan</i>	78	√
29.	<i>Yoga Yulian Rahmad</i>	70	√
30.	<i>Jodi Erlangga</i>	84	√
31.	<i>Jefri Setyawan</i>	88	√
32.	<i>Erlangga Ade Prasetyo</i>	60	-
33.	<i>Nila Aisyah</i>	95	√

34.	Rita Sulinda	80	√
	Total	2595( $\sum X$ )	27 (n)
	The students	34 (N)	34 (N)
		76.32(M)	79.41% (E)

$$M = \sum X/N$$

$$= 2595/34$$

$$= 76.32$$

$$E = n/N \times 100\%$$

$$= 27/34 \times 100\%$$

$$= 79.41\%$$

The names of students in italic were students who got below the requirement score, which are 65. Based on the data above, it could be concluded that the percentage of students' vocabulary achievement through pocket chart in cycle II (E= 79.41%) was higher than that in cycle I (E= 67.64%). It means that the test result already achieved the target score. Thus, the action was stopped.

**Table 4.5 The Classification and Frequency of the Students' Vocabulary Test Scores in Cycle II**

Classification	Interval Scores	Frequency	%
Excellent	81-100	15	44.11%
Good	70-80	12	35.29%
Fair	60-69	6	17.64%
Poor	40-59	1	2.94%
Failed	0-25	0	0
Total		34	100%

#### 4.2.3 The Result of Reflection in Cycle II

The reflection was done after the results of vocabulary achievement, and the results of observation were known. The results of observation in cycle II showed significant improvement of the students' participation in joining the vocabulary lesson. The students' involvement increased from 76.47% (26 students) in the first meeting to 82.35% (28 students) in the second meeting. It means that the target requirement of process evaluation has been achieved (at least 75% of the students are

actively involved in the teaching learning process of listening). From the results of vocabulary achievement test II, the students' mean score was 76.32 (Good Category), and there were 27 students of 34 students (79.41%) who got score  $\geq 65$  (75% of the students achieved the target score that was at least 65). It means that the standard score of vocabulary achievement in this research was achieved. Since the results of product evaluation and process evaluation in cycle II achieved the target score, the actions were stopped.

### **4.3 The Results of Supporting Data**

#### **4.3.1 The Result of Interview**

The interview was conducted with the English teacher of the fifth grade of SDN 5 Pasirian- Lumajang in the preliminary study. From the interview with the English teacher, it was found that the students of the fifth grade of SDN 5 Pasirian- Lumajang especially VB, still had problem in learning vocabulary, especially in memorizing the words. These difficulties were caused due to low motivation since the materials were given monotonously. The teacher only asked the students to look up the meaning of the new words from the dictionary, and then asked the students to memorize the words. She said that teaching vocabulary through pocket chart had never been applied, and she gave positive respond because this teaching aid was useful for teaching vocabulary.

#### **4.3.2 The Result of Documentation**

Documentation was used to get the supporting data about the list of the respondents. The respondents were the students of the fifth grade (VB) of SDN 5 Pasirian- Lumajang in the 2008/2009 academic year consisted of 34 students. The class of VB was chosen as the respondents because most of them had problem in vocabulary. The list of the names and the primary score were enclosed in Appendices 3 and 13.

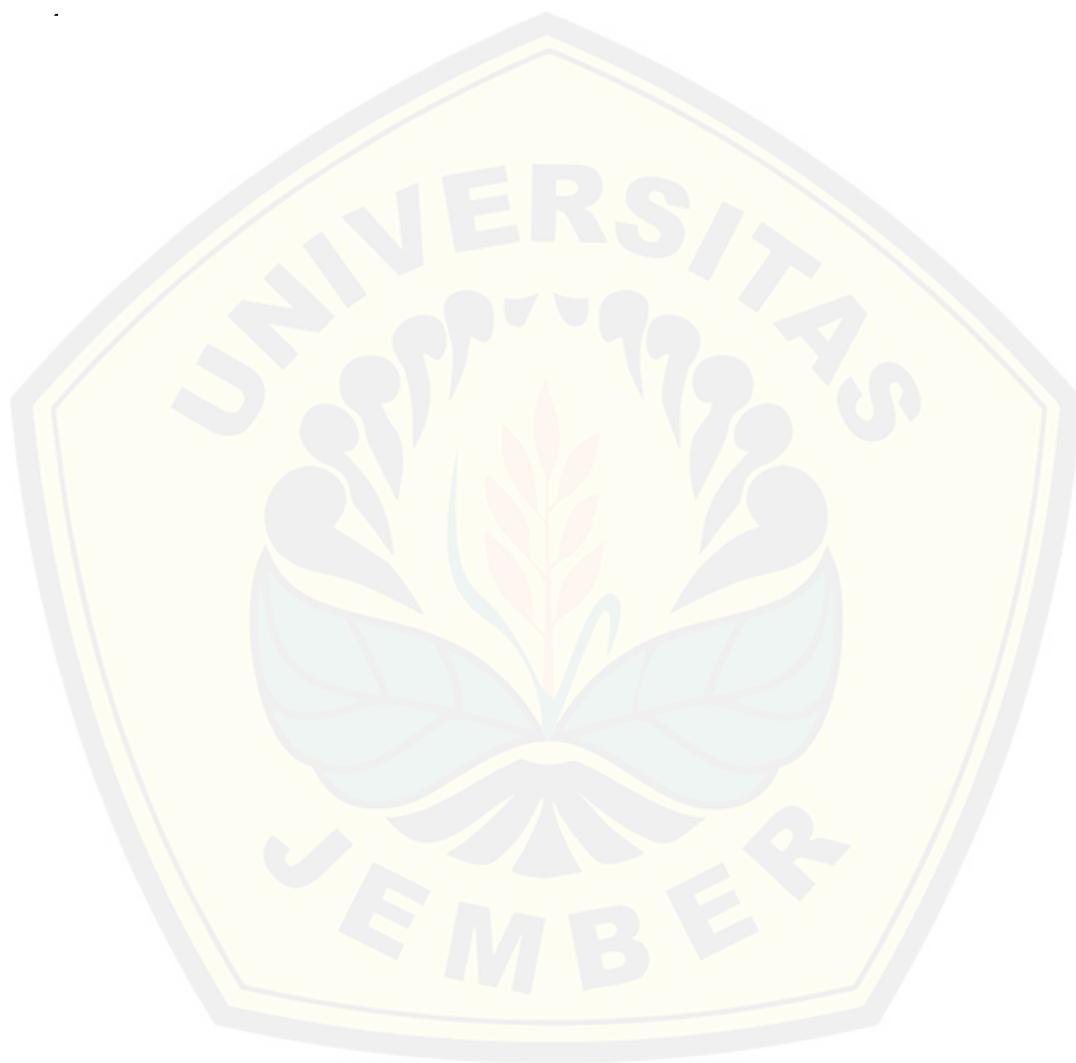
#### 4.4 Discussion

Based on the result of vocabulary test, it showed that the results of students' vocabulary test improved from cycle I to cycle II. The results of the students' mean score increased from 69.08 in cycle I to 76.32 in cycle II. In cycle 1, the students' mean score had fulfilled the target mean score requirement ( $M= 65$ ), but there were only 67.64% or 23 students who got score  $\geq 65$ . It means that teaching vocabulary through pocket chart did not achieve the target requirement yet. The research was considered successful if the mean score was 65 and 75% of the students got score  $\geq 65$ . Meanwhile, in cycle 2, the students' mean score was 76.32 and the number of the students who got score  $\geq 65$  was 79.41% or 27 students. It means that the standard mean score requirement and the percentage of the students who got score  $\geq 65$  in this research have been achieved

On the basis of the results of the vocabulary test analysis, it could be concluded that the results of the students' vocabulary achievement in the first cycle did not achieve the research objective. There were only 67.64% of the respondents who could reach 65 or more. Some aspects that caused the results, such as it was the first time for the students to use pocket chart in learning vocabulary, the students could not recognize the words, which words belonged to nouns, adjectives, verbs, and adverbs. They could only find the meaning of the new words without knowing how to classify the words. Hence, the action in the second cycle was conducted by revising some aspects in the first cycle.

In cycle II, they were given more new words in colored word card. It helped them to recognize and memorize the words. Moreover, the researcher allowed the students to make a list of the words based on the parts of the speech. Hopefully it was easy for the students to understand the sentence. Therefore, such problems could be solved in the second cycle. The students' mean score in second cycle improved from 69.08 to 79.41. Besides, 82.35% of the respondents were actively involved in teaching learning process. This improvement might be caused by the revised

understand it, and remember it. As long as they can see it, they can comprehend it (Hutton, 2003:25). Therefore, the results of this action research in two cycles proved the action hypothesis.





## V. CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the research and suggestions. The suggestions are given to English teachers, the students, and the other researchers.

### 5.1 Conclusion

Based on the results of the data analysis and discussion, it could be concluded that teaching vocabulary through pocket chart could improve the fifth grade students' vocabulary achievement and the fifth grade students' activeness in the teaching learning process at SDN 5 Pasirian- Lumajang in the 2008/2009 academic year.

The improvement could be seen from the results of the students' vocabulary test and the results of observation. In cycle I, the students' mean score of vocabulary test was 69.08. It means that, the target mean score requirement, 65 has been achieved. In addition, the cycle of this research was considered successful if 75% of the students got score  $\geq 65$ . In fact, there were 67.64% or 23 students of 34 students got score  $\geq 65$ . It means that the target percentage of the students gaining score  $\geq 65$  has not been achieved yet. Meanwhile, the results of observation also showed the improvement. The students' activeness increased from 64.70% (22 students) in the first meeting to 73.52% (25 students) in the second meeting. However, the cycle I did not achieve the target requirement of process evaluation yet, that was 75% of the students were actively involved in the teaching learning process. Therefore, the second cycle was conducted. In cycle II, the students showed their improvement. The students' mean score of vocabulary test was 76.32. The number of the students who got score  $\geq 65$  was 27 students (79.41%). Another conclusion is that in the first meeting, there were 26 students (76.47%) who actively involved in teaching learning process of vocabulary and 28 students (82.35%) who actively involved in the second meeting. It means that in the second cycle, the students' vocabulary achievement and students' activeness improved significantly.

## 5.2 Suggestion

The result showed that the application of pocket chart could improve the students' vocabulary achievement and the students' activeness in the teaching learning process. By considering the results, some suggestions are given to the following people:

### 1. The English Teacher

The English teacher is suggested to use pocket chart more frequently as alternative teaching aids in teaching learning process to improve the students' vocabulary achievement, since it is interesting, useful, and increasing the students' motivation in learning new words. Moreover, the students are suggested to be actively involved in the teaching learning process of vocabulary through pocket charts since pocket charts could improve their vocabulary achievement.

### 2. The Other Researcher

This result of the research was expected to be used as information for future researchers to conduct further researches dealing with the application of pocket chart by using a different or the same research design at different schools or subjects, such as: the use of pocket chart to improve the students' ability in speaking or the students' reading comprehension achievement.

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