ENHANCING THE EIGHTH GRADE STUDENTS' PARTICIPATION AND THEIR VOCABULARY ACHIEVEMENT BY USING INDIVIDUAL PICTURES AT SMPN 3 BALUNG

THESIS

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2015

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DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, Suban Sodiq and Trisning Dwi Wahyuni.

2. My only dearest sister, Nadia Rahayu Lestari.

MOTTO

The vocabulary I use has to reflect the people I’m trying to communicate with

(Damian Loeb)

CONSULTANTS' APPROVAL

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LETTER OF STATEMENT

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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ACKNOWLEDGEMENT

First of all, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing my thesis entitled "Enhancing the Eight Grade Students' Participation and Their Vocabulary Achievement by Using Individual Pictures at SMPN 3 Balung."

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Language Education Study Programs.
4. My first consultant, Drs. Bambang Suharjito, M.Ed, for the willingness and suggestions to guide me in accomplishing this thesis.
5. My second consultant, Drs. Sugeng Ariyanto, M.A, for spending the time and giving me suggestions and many ideas to make my thesis better.
6. The Principal, the English teacher and class VIII E of SMPN 3 Balung for giving me an opportunity, help, and support to conduct this research.

Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do believe that this thesis might have some weaknesses. Therefore, any criticism and suggestions will be wisely appreciated.

Jember, January 2015

The writer

TABLE OF CONTENTS

Page

TITLE i

DEDICATION ii

MOTTO iii

CONSULTANTS' APPROVAL iv

APPROVAL OF EXAMINATION COMMITTEE v

LETTER OF STATEMENT vi

ACKNOWLEDGEMENT vii

TABLE OF CONTENTS viii

THE LIST OF PICTURES AND TABLES xii

THE LIST OF APPENDICES xiii

SUMMARY xiv

CHAPTER 1. INTRODUCTION

1.1 Background of the Research 1

1.2 Problems of the Reseach 3

1.3 Objectives of the Research 3

1.4 Significance of the Research 3

1. For the English Teacher 3

2. For the Students 4

3. For the Future Researchers 4

CHAPTER 2. REVIEW OF RELATED LITERATURE

2.1 The Definitions of Vocabulary 5

2.2 Classifications of Vocabulary 5

2.2.1 Nouns..... 6

2.2.2 Verbs..... 6

2.2.3 Adjectives..... 7

2.2.4 Adverbs 7

2.3 Vocabulary Achievement 7

2.4 Pictures as the Media in Teaching Vocabulary 8

2.5 The Advantages and Disadvantages of Using Pictures in Language Teaching..... 9

2.5.1 The Advantages of Using Pictures 9

2.5.2 The Disadvantages of Using Pictures 9

2.6 Types of Pictures 10

2.7 The students' Participation 12

2.8 The Procedures of Teaching Vocabulary by Using Individual Pictures 13

2.9 Hypothesis 14

CHAPTER 3. RESEARCH METHODS

3.1 Research Design 14

3.2 Area Determination Method 17

3.3 Subject Determination Method 17

3.4 Data Collection Methods 18

3.4.1 Primary Data 18

3.4.1.1 Test 18

3.4.1.2 Observation 19

3.4.2 Supporting Data 20

3.4.2.1 Interview 20

3.4.2.2 Documentation 20

3.5 Research Procedures 20

3.5.1 The Planning of the Action 20

3.5.2 Implementing the Action 21

3.5.3 Observation and Evaluation 21

3.5.4 Data Analysis and Reflection 22

3.5.4.1 Analysis 22

3.5.4.2 Reflection 23

3.6 Operational Definitions of the Terms 23

3.6.1 Vocabulary Achievement 23

3.6.2 The Students' Participation 24

3.6.3 Individual Pictures 24

CHAPTER 4. RESEARCH RESULTS AND DISCUCCION

4.1 The Results of the Action in Cycle 1 25

4.1.1 The Results of the Action 25

.....

4.1.2 The Results of the Actions in Cycle 1 26

4.1.3 The Results of the Students' Vocabulary Achievement Test in Cycle 1 27

4.1.4 The Results of Reflection in Cycle 1 27

4.2 The Results of The Action in Cycle 2 29

4.2.1 The Results of the Action 29

4.2.2 The Results of the Observation in Cycle 2..... 29

4.2.3 The Results of the Students' Vocabulary Achievement Test in Cycle 2. 30

4.2.4 The Results of Reflection in Cycle 2 30

4.3 Discussion..... 31

CHAPTER 5. CONCLUSION AND SUGGESTIONS

5.1 Conclusion 34

5.2 Suggestions 33

REFERENCES 36

APPENDICES 38

THE LIST OF PICTURES AND TABLES

Page

Picture 2.1 Composite Picture 10

Picture 2.2 Picture in Series 11

Picture 2.3 Individual Picture 11

Picture 3.1 The Design of Classroom Action Research..... 16

Table 4.1 The Enhancement of the Students' Participation and Their Vocabulary Achievement..... 31

THE LIST OF APPENDICES

Page

APPENDIX A Research Matrix..... 38

APPENDIX B Rencana Pelaksanaan Pembelajaran (Meeting 1 Cycle 1)..... 41

APPENDIX C Rencana Pelaksanaan Pembelajaran (Meeting 2 Cycle 1) 52

APPENDIX D Vocabulary Test Cycle 1 62

APPENDIX E Rencana Pelaksanaan Pembelajaran (Meeting 1 Cycle 2)..... 66

APPENDIX F Rencana Pelaksanaan Pembelajaran (Meeting 2 Cycle 2)..... 76

APPENDIX G Vocabulary Test Cycle 2 86

APPENDIX H Guide of Supporting Data Instrument 90

APPENDIX I The Students' Results of Vocabulary Tests 92

APPENDIX J The Result of Observation in Cycle 1 110

APPENDIX K The Results of the Students' Vocabulary Achievement Test in Cycle 1..... 111

APPENDIX L The Result of Observation in Cycle 2 112

APPENDIX M The Results of the Students' Vocabulary Achievement Test in Cycle 2..... 113

SUMMARY

Enhancing the Eight Grade Students' Participation and Their Vocabulary Achievement by Using Individual Pictures at SMPN 3 Balung; Linda Rosita Triswadianti, 100210401031; 2014; 39 pages; English Language Education Study Program Language and Arts Department The Faculty of Teacher Training and Education, Jember University.

This research was a classroom action research. It was intended to enhance the eighth grade students' participation and their vocabulary achievement by using individual pictures. The research subjects were the students of class VIII E at SMPN 3 Balung in the 2014 academic year. This class was chosen because it had the lowest mean score of the vocabulary test. Besides that, teaching vocabulary by using individual pictures had never been conducted. The English teacher of the eighth grade students had employed the simple teaching activity, such as giving explanations, doing exercises in the students' guide book (LKS) or asking the students to memorize the word meaning, and the teacher used the things around the class only as the media to demonstrate and describe the material of the subject. The teacher also added that most of the students were relatively passive in the English teaching and learning process. The enhancement of the students' participation and their vocabulary achievement were analyzed quantitatively. In this research, the observation and vocabulary test were used to get the primary data, while interview guide and documentation were used to get the supporting data.

This research was carried out in two cycles and each cycle was done in two meetings and one meeting for vocabulary test. Each cycle covered four stages that included the planning of the action, the implementation of the action, classroom observation and evaluation, and data analysis and reflection.

Based on the results of the vocabulary test, the percentage of the students who got score ≥65 in the vocabulary test in cycle 1 was 71.4% or 25 of 35 students. It had achieved the target success in this research that was 70%. However, the actions were continued in cycle 2 to measure the consistency of the students' vocabulary

achievement. In cycle 2, the percentage of the students who got score ≥65 in the vocabulary test in cycle 2 was 85.7% or 30 of 35 students. It means that the percentage of the students' vocabulary achievement enhanced from 71.4% in cycle 1 to 85.7% in cycle 2. Therefore, the success criteria of this research that was ≥65 had been achieved, and it proved that the use of individual pictures was helpful to enhance the students' vocabulary achievement in teaching vocabulary.

Based on the results of the observation, the percentage of the students' participation in cycle 1 was 54.5%. It means that the target of the success in this research had not been achieved yet. Therefore, the observations were continued to cycle 2. Based on the results of observation in cycle 2 showed that the percentage of the students' participation increased from 54.5% in cycle 1 to 77.1% in cycle 2. It indicated that the use of individual pictures could enhance the students' active participation in the learning process. Thus, it is suggested to the English teachers to use individual pictures as the media in teaching English especially in teaching vocabulary to enhance the students' participation and their achievement.