

Improving VIII-A Students' Vocabulary by Using Stick Figures at SMP Negeri 1 Jelbuk Jember

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Abstract

It is kind of Classroom Action Research (CAR). The objectives of this research were: (1) To improve the VIII-A students' participation by using stick figures at SMP Negeri 1 Jelbuk Jember, and (2) To improve the VIII-A students' vocabulary achievement by using stick figures at SMP Negeri 1 Jelbuk. The research area was chosen by using purposive method. The data collection methods of this research were interview, observation, documentation, and vocabulary achievement test. The research participants were VIII-A students. This research was held collaboratively between the researcher and the English teacher. The research was done in two cycles while each cycle consisted of three meetings. Meeting I and Meeting II were used to teach the students by using stick figures and to observe their participation. Meeting III was used to conduct vocabulary achievement test. Based on the observation result in Cycle 1, it showed that the average of the students' participation was only 65.03% students who were categorized as active participants. It increased become 89.65% students participated actively in the observation result in Cycle 2. Furthermore, the students' mean score increased from 69.47 in Cycle 1 to 76.14 in Cycle 2. Additionally, there were only 50% students who got score 70 or higher in the vocabulary achievement test done in Cycle 1. It was improved become 86.21% students who got score 70 or higher in the vocabulary achievement test in Cycle 2. Based on the research results, it meant that the objectives of the research were completed.

Keywords: *Stick Figures, Students' Participation, Students' Vocabulary Achievement.*

Introduction

There are so many languages which are used to keep the communication among the people in this world. Every country has their own languages, so we need a language which can connect all of those differences to be in common. English is an important language used in many countries as an additional language to support our life in every aspect (Thirumalai, 2002:2). Additionally, Barber *et al* (2011:239) confirm that English is the language used by almost all countries in the world, it is certain that English is very important to be learnt by people in the world.

Limpong (2012:224) states, "To be proficient in English, the learner has to master the four basic language skills (listening, speaking, reading, and writing) and language components (grammar, pronunciation, spelling, and vocabulary)".

Vocabulary is very important for the students to be learnt as one of the language components in learning English. As Thornbury (2002:1) states that, "All languages have words", we can say as a foreign learner, the students should know first about the English words and its meaning in learning English language. This is why vocabulary achievement is the basic thing which the students should reach to start in learning English.

However, it is still difficult for the students to get the vocabulary achievement because of some problems (Siddiqi and Saragih, 2012:2). One of them is that they face the English words which are totally unfamiliar; the students have no idea about its meaning at all (Thornbury, 2002:2).

Besides, the technique used by teachers in teaching English is not quite interesting (Zahro, 2010:2). Teacher often asks students to write a list of words as a note and asks them to memorize those words in order to enrich their vocabulary. In fact, that is not an effective activity because it will make them get bored in learning English.

Simpson (2000:2) says, "A reasonable stick figure at this point should contain a midline for the spine, two arms, two legs, and a circle for the head". As Doff (2000:17) states that drawing stick figures is a good way to teach the vocabulary to the students, it is easy to be drawn on the blackboard without taking too much time. Therefore, stick figures are the most suitable media to help the students to improve their vocabulary achievement to be better.

Stick figures could improve the students' vocabulary achievement; it had been proved by the previous research which was conducted by Sari entitled "Improving the Fifth Grade Students' Vocabulary Achievement by Using Stick Figures at SDN Dawuhan Lor 5 Lumajang in the 2013/2014 Academic Year". In line with the previous research result, the other research entitled "The Effect of Using Stick Figures on Listening Comprehension Achievement of the Eighth Grade Students of SMPN 13 Jember in 2012/2013 Academic Year" by Astuti (2013:47) also proved that by using stick figures, there were a significant effect on the listening comprehension of the eighth grade students of SMPN 13 Jember in 2012/2013 academic year.

To make the research problem clearer, the researcher interviewed the English teacher of eighth grade at SMP Negeri 1 Jelbuk at January 10th, 2015. Based on the

interview results, the researcher knew that VIII-A students had the lowest mean score of English subject in the semester test among the other VIII grade classes. The students of VIII-A had the lowest mean score, it was 63.65, which could not reach the minimum requirement standard score of the English subject, it was 70. There were only 8 students who got ≥ 70 while the rest 23 students got < 70 . The English teacher said that it happened because the students of VIII-A mostly lacked of vocabulary. It could be caused by some factors; (1) they were not motivated to learn English because there was no interesting media which was used in the teaching learning process, (2) they were usually taught by using the book (BSE) or the students' worksheets (LKS), so when they did not know about some words, (3) they would feel lazy to find its meaning by themselves. Then, the researcher observed the VIII-A students' condition while they were in teaching learning process of English subject at January 12th, 2015. The observation's result showed that (1) most students of VIII-A did not know the meaning of simple words like goat, said, ill, and bedroom, (2) there were some students who did not follow the teaching learning process properly, they were often busy with their friends rather than paid attention to the teacher's explanation. The researcher identified their acts as a reaction because they were bored in the class when the teacher taught them by using an old and ordinary way in teaching English, that was the lecturing technique.

The researcher thought that the students need something new and attractive in the English class, so they would be more motivated to follow the teaching learning process and they could improve their knowledge in English especially for their vocabulary achievement. The explanations above were the reasons why the researcher was interested to conduct a classroom activity research entitled "IMPROVING VIII-A STUDENTS' VOCABULARY ACHIEVEMENT BY USING STICK FIGURES AT SMP NEGERI 1 JELBUK JEMBER".

Research Method

The research design of this research was a classroom action research with Lewin's model. It consisted of four basic stages: (1) Reconnaissance (Fact finding), (2) Planning the action, (3) Implementation, and (4) Evaluation (Elliot, 1991:70). The area determination was SMP Negeri 1 Jelbuk Jember. It was chosen by using purposive method because it was the school where the researcher did a teaching practice for three months so the researcher knew about what the students need there rather than the other schools. The research participants were VIII-A students. They were chosen because they had the lowest mean score of English score among the other classes.

There were two kinds of data which would be collected in this research. They were main data and supporting data. Main data were collected by doing a systematic observation and vocabulary achievement test, while supporting data were collected by doing an interview

with the English teacher of eighth grade, non systematic observation, and documentation.

There were three meetings in each Cycle which would be conducted in this research. The criteria used to evaluate the success of the implementation of Cycle 1 were: 1) at least 70% of students actively participated in the teaching learning process, 2) the students' means score was at least 70, because it was the minimum requirement standard score of the English subject in the school being researched, and 3) at least 70% of students got the standard score, it aimed to control the students' score balance.

Research Results and Discussion

This classroom action research was focused to improve the students' participation and their vocabulary achievement consisting nouns, verbs, adjectives, and adverbs by using stick figures. It was conducted to VIII-A students at SMP Negeri 1 Jelbuk Jember in the 2014/2015 academic year. This research was held in two cycles, Cycle 1 and Cycle 2. Each cycle was carried out in three meetings, they were Meeting I, Meeting II, and Meeting III. Meeting I and Meeting II were used to conduct a teaching learning process of vocabulary achievement by using stick figures. The students' participation was also observed in those meetings. While, Meeting III was held to conduct vocabulary achievement test. It aimed at knowing the students' score of vocabulary achievement test given by the teacher.

In the implementation of Cycle 1, Meeting I and Meeting II were taught by the researcher. It happened because the English teacher could not teach in Meeting II. Moreover, the observers of the students' participation in Meeting I were the English teacher and a colleague then there were two colleagues acted as the observers in Meeting II. Based on the observation results, it showed that only 65.03% students participated actively in the teaching learning process. It had not achieved the criteria success which stated that at least 70% students participate actively in the teaching learning process of vocabulary achievement by using stick figures. Furthermore, the students' mean score of vocabulary achievement test given in Meeting III was 69.47. Besides, the students who got score 70 or higher were only 50% from the total students of VIII-A. They could not achieve the criteria success which the students' means score of vocabulary achievement test is at least 70 and at least 70% of students get the standard score.

Although the research results of Cycle 1 had not achieved the criteria success yet, there was a positive effect brought by the use of stick figures in the teaching learning process of vocabulary achievement. It had the same idea which was stated by Arsyad (2006:115) that the use of simple stick figures positively affects students learning process. Based on the observation results of Cycle 1 that focused in indicator number 3, it was shown that all of VIII-A students participated interestingly in drawing the stick figures. It was done in line with the guidelines came

from Rodriguez and Studio (2009:1) who suggest letting the students create their stick figures. After knowing the research results in Cycle 1, the researcher did a reflection collaboratively with the English teacher and a colleague. The reflection was done to revise some necessary aspects in order to make the results of the implementation of Cycle 2 better.

In the implementation of Cycle 2, Meeting I was taught by the researcher while the English teacher and a colleague observed the students' participation in the teaching learning process. Then, the English teacher taught the students in Meeting II while the researcher and a colleague acted as the observers during the teaching learning process. Based on the observation results in Cycle 2, it was known that the average percentage of the students' participation increased up to 24.62% into 89.65% students who were categorized as active participants. The observation results of Cycle 2 proved that it had achieved the criteria success which stated that at least 70% students participated actively in the teaching learning process of vocabulary achievement by using stick figures. It was in line with Bhaskaran (2013:1) who says that stick figures can build the students' imagination so they will be more enthusiasm in the teaching learning process. The students' mean score was known after the vocabulary achievement test was given in Meeting III. Based on the vocabulary achievement test results, it was shown that the students' mean score was 76.14. It could be concluded that the students' mean score of vocabulary achievement test had achieved the criteria success which must be at least 70, because it was the minimum requirement standard score of the English subject in the school being researched. Another criteria success was at least 70% of students get the standard score, it also had been achieved because there were 86.21% students got score 70 or higher. The research results supported the statement of Grady *et al* (1997:3) who believe that any concepts of the material being learnt are much more likely to be remembered if they are presented in pictures rather than in words.

Finally, based on the research results of Cycle 1 and Cycle 2 which were conducted by the researcher, it was concluded that the use of stick figures could improve VIII-A students' participation and their vocabulary achievement at SMP Negeri 1 Jelbuk Jember in the 2014/2015 academic year.

Conclusion and Suggestion

Based on the data analysis and discussion in the previous chapter, it can be concluded that:

The use of stick figures could improve the VIII-A students' participation at SMP Negeri 1 Jelbuk Jember. The use of stick figures could improve the VIII-A students' vocabulary achievement at SMP Negeri 1 Jelbuk Jember.

Due to the results of the research which showed that the use of stick figures could improve VIII-A students'

participation during the teaching learning process and their vocabulary achievement, some suggestions are proposed to the following people:

1. The English Teacher

The English teacher is suggested to use stick figures in improving the students' vocabulary achievement. Based on the research results, it proved that the students are interested in learning the words through drawing its stick figures. So it can make the students actively participate in the teaching learning process and also it can improve their vocabulary better. Besides, it can be used to avoid the students' boredom in teaching learning process. Furthermore, stick figures are also easy to be drawn by everyone.

2. The Students

The students are suggested to learn new vocabulary through stick figures, because it is better than only memorize it. The students can draw the stick figure based on the new vocabulary they want to learn. While the students drawing the stick figure, the students also memorize the vocabulary without they realize it. So, learning new vocabulary through stick figure is an interesting and also an effective way for the students.

3. The Future Researchers

The future researchers are suggested to use the research results to be as an input or reference to conduct another research dealing with similar problem by using different research designs such as an experimental research, a descriptive research, or even the same research design in other level of students of different schools.

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