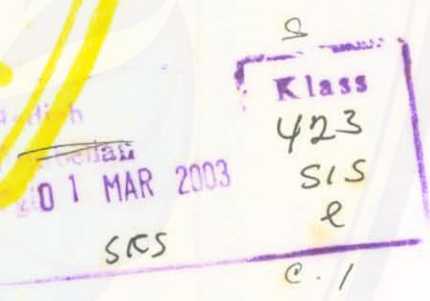
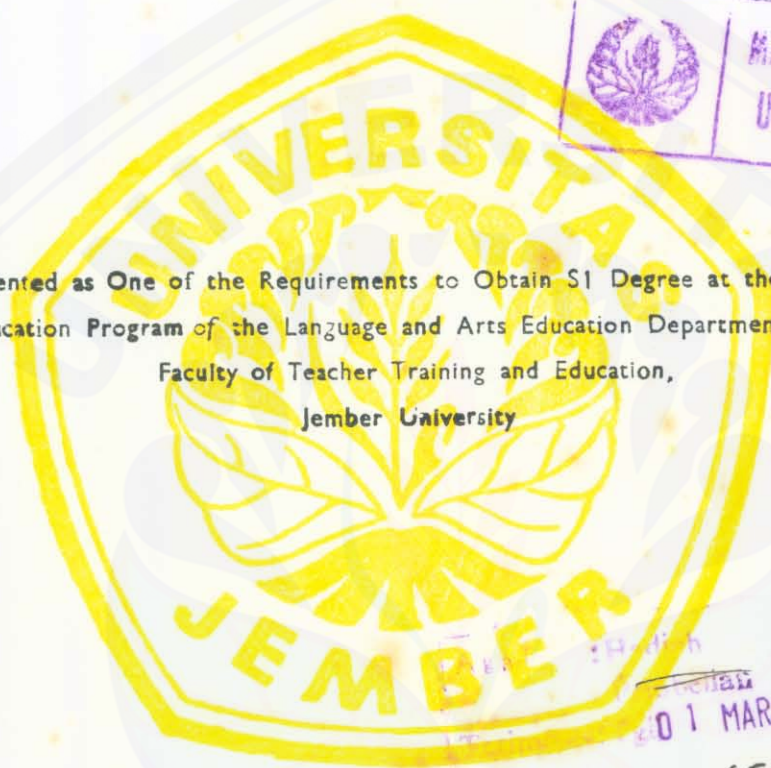


THE EFFECTIVENESS OF THE USE OF FLANNEL BOARD ON
VOCABULARY ACHIEVEMENT OF THE FIFTH YEAR
STUDENTS OF SDN WONOKUSUMO II MOJOSARI
MOJOKERTO IN THE 2002/2003 ACADEMIC YEAR

THESIS



Presented as One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department of the
Faculty of Teacher Training and Education,
Jember University



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ENGLISH EDUCATION PROGRAM
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JEMBER UNIVERSITY

2002

MOTTO

You can if you think you can

(Dr. Norman V. Peale).



DEDICATION

This thesis is dedicated to:

1. My beloved father Suwono, my beloved mother Mistin and my beloved aunt Karsini. Thank you so much for your love and guidance, you mean the world to me. I will do my best to honor you.
2. My beloved brothers: Yustinus, Bambang and A Rizal, my beloved sisters Yustina and Heksa. Thanks for the wonderful time we have spent together. I love you all and I am lucky to have you.
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5. My friends: Faiz, Alfus, Rudi, Yuana, Latifah, Endah, Memil and Diah. Thanks for your kindness.
6. My fellows on the '97 level
7. My almamater

APPROVAL SHEET

This thesis was defended in front of the examiner team and received by the Teacher Training and Education Faculty, Jember University.

On : Saturday

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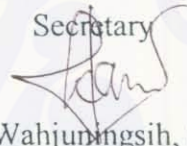
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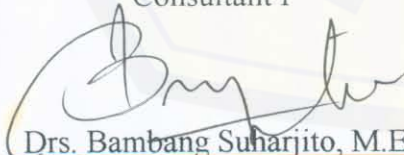
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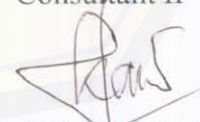
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Jember, December 2002

The Writer

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ABSTRACT

Florentina Siswiyanti, 2002. The Effectiveness of the Use of Flannel Board on Vocabulary Achievement of the Fifth Year Students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 Academic Year.

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

The Consultants: - Drs. Bambang Suharjito, M.Ed.

- Eka Wahyuningsih, S.Pd.

Key words: - Flannel Board

-Vocabulary Achievement

This experimental research was intended to know the effectiveness of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year. To answer this problems, the hypothesis formulated in the research was: There was a significant effectiveness of the use of the flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year and there was a significant effect of the use of the flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year. The data of the study were collected by test, observation, interview, and documentation. To determine the subject, population method was chosen in this research because the total number of the fifth grade students of SDN Wonokusumo II was 41 students. The design of this research was quasi experimental with one group pretest–posttest design. In this research, pretest was given to the respondents on August 29th, 2002 before the treatment. Then, the post test was given on September 7th, 2002 after the treatments. The treatment was teaching vocabulary using the flannel board as media to the experimental group. Primary data collected (the result of vocabulary test) were analyzed by t-test with the significance level of 5% of two tails hypothesis formulation. The result showed statistical computing value was higher than the critical value of t-table ($7.0363 > 2.021$). It means that the students had teach by using the flannel board get better than those had not teach by using the flannel board. Therefore, it can be concluded that there was a significant effect of the use of the flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year. Based on the DRE formula, the effectiveness of teaching vocabulary using the flannel board was 11.99%, which means that the vocabulary teaching using the flannel board was 11.99% more effective than vocabulary teaching without using flannel board. Based on the result, English teachers, especially the English teacher at SDN Wonokusumo II Mojosari Mojokerto was suggested to consider the use of the flannel board as media to teach vocabulary to improve the students' vocabulary achievement.

I. INTRODUCTION



1.1 Background of the Study

Learning English is very important for people in this globalization era. The development of scientific and technological information among nations makes English important since most of the information is presented in English. Consequently, it is important for us to learn English, including the four language skills: listening, reading, speaking, and writing. These four language skills are taught integratedly with the language components, such as: structure, pronunciation, and vocabulary that serve as the foundation of a language. The acquisition of these aspects will make us engaged in real communication.

This study is focused on vocabulary achievement of elementary school students because vocabulary is a significant element of language learning at any level, from the elementary to the advanced level. Communication will stop when learners lack of vocabulary. In this case, Fardhani (1994:1) states that vocabulary is an important area of language, which means that vocabulary serves as the basis for learning a language. Someone cannot master a language without knowing its vocabulary. In other words, vocabulary is one of the important elements in mastering a language.

A good store of vocabulary items is essential to be successful in language learning. Without it people cannot understand or use the language. Moreover, communication breaks down when people do not use the right words (Allen, 1983:5). This means that vocabulary supports the success in communication. In line with this statement, Sugianto (1996:1) states that as an integral part of the foreign language program, teaching vocabulary aims at expanding and enriching the learners' mastery of words, developing, and improving their reading ability, promoting and fostering their listening comprehension and enhancing their communication skill.

According to the decree of the Ministry of Education and Culture No. 060/U/1993, English as a foreign language can be taught to elementary school students in Indonesia. The introduction of English at this level seems to be in line

with an argument that the earlier a child learns a foreign language, the better opportunity they will have to acquire a high proficiency in the target language. This effort will give solution to the problem of vocabulary achievement in Indonesia. The problem is children learn more slowly in teaching learning process because they learn many things at once. Children will become bored easily and forget quickly when their teachers keep employing simple teaching techniques, such as: giving explanation, asking the students to memorize, and asking the students to answer the questions given. So, English teachers of elementary schools should be creative in teaching English. They have to find various types of teaching media to avoid monotonous activities in the English teaching learning process, especially in teaching vocabulary. Allen (1983:39) states that vocabulary can easily be taught to the students when we use a visual aid which contain many activities can be displayed by students and teacher. He adds as one of the instructional media, flannel board is considered as a useful device to teach young learners a foreign language, especially in teaching vocabulary. This means that flannel board can be used by teachers as media in teaching English to help students' master the vocabulary.

Kasbolah (1993:53) states that flannel board also has some strong points as a medium in vocabulary teaching learning process such as: flannel board and paper cut-outs can be prepared before teacher starts to teach and it can be kept for the next teaching, paper cut-outs can be removed any time based on the structure wanted for teaching needed and the making of the flannel board is easy. However, those strong points of flannel board must be balanced out by many teachers' skill.

By using flannel board in vocabulary teaching, it will be easier for students to master vocabulary especially noun, adverb, adjectives, and verb. Students can demonstrate and show the meaning or the names of those vocabularies directly by using the flannel board based on the teacher's instructions. Sadiman (1988:50) said that teachers attract the students' attention by involving them to match the flannel board cut-outs based on the teacher's instructions, and since new vocabulary should not be explained in a long expression, the flannel board could make the instructions more efficient in terms of time. In this case, the materials

given are presented through instructions and illustrations in the form of pictures and models of paper cut-outs. By using flannel board, these paper cut-outs are easily moved or rearranged.

Based on the result of the preliminary study at SDN Wonokusumo II Mojosari Mojokerto, it was known that teaching English vocabulary by using the flannel board has never been applied at SDN Wonokusumo II Mojosari Mojokerto. The teacher used the black board and pictures as the media in teaching vocabulary. When the researcher observed the real condition of the teaching learning process of vocabulary directly, it was known that in teaching vocabulary the teacher used simple techniques, such as: giving the new words and their meaning, asking the students to memorize those words, and asking the students to do exercise given. So, in this class there was not any interesting media and activity to make the students active directly in teaching learning process. It would make the students bored quickly.

Based on the problems above, the writer conducted a research entitled “The Effectiveness of the Use of Flannel Board on Vocabulary Achievement of the Fifth Year Students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 Academic Year”.

1.2 Statement of the Problems

Based on the research background, the problems can be formulated as follows:

1.2.1 General Problems

- a. Is there any significant effectiveness of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year?
- b. Is there any significant effect of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year?

1.2.2 Specific Problems

- a. Is there any significant effectiveness of the use of flannel board on noun achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year?
- b. Is there any significant effectiveness of the use of flannel board on verb achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year?
- c. Is there any significant effectiveness of the use of flannel board on adjective achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year?
- d. Is there any significant effectiveness of the use of flannel board on adverb achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year?

1.3 Operational Definition of the Terms

The terms that are necessarily to be defined operationally are:

- (1) Vocabulary Achievement and (2) Flannel Board.

1.3.1 Vocabulary Achievement

Vocabulary achievement in this research refers to the collection of the words that students have mastered after receiving the treatment three times from the researcher who taught vocabulary by using flannel board as media. It is shown by the fifth year students' scores of vocabulary test covering the materials of nouns, verbs, adjectives and adverbs.

1.3.2 Flannel Board

Flannel board is a sheet of flannel which is made of cloth or carpet stretched over a study backing material such as: plywood, masonite, or heavy card board (Heinich, 1982:110). In this research, the media used was a sheet of flannel or hairy surface, that is, carpet with the size 50 cm x 30 cm to which the flannel board cut-outs will be adhered to. Whereas, the flannel board cut-outs are pieces of paper that consist of pictures of thing and word cards, for instance: pictures of

people in action, pictures of things, and word cards of nouns, adjectives, verbs, and adverbs which are adhered to the flannel board. In this research, the researcher used paper cut-outs because we can get it easily. Teacher can get the paper cut-outs from magazines, newspaper or draw it themselves.

1.4 Research Objectives

The objectives of the research were as follows:

1.4.1 General Objectives

- a. to know the effectiveness of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in 2002/2003 academic year.
- b. to know whether there is any effect of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in 2002/2003 academic year.

1.4.2 Specific Objectives

The specific objectives in this research were as follows:

- a. to know the effectiveness of the use of flannel board on noun achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in 2002/2003 academic year.
- b. to know the effectiveness of the use of flannel board on verb achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in 2002/2003 academic year.
- c. to know the effectiveness of the use of flannel board on adjective achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in 2002/2003 academic year.
- d. to know the effectiveness of the use of flannel board on adverb achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in 2002/2003 academic year.

1.5 Research Significances

It is expected that the results of this research will give some significant input for the English teacher and other researchers.

1.5.1 For the English Teacher

By knowing the effectiveness and the effect of the use of the flannel board on vocabulary achievement, the English teacher should consider the use of flannel board in teaching English for vocabulary practice.

1.5.2 For Other Researchers

The results of this research are expected to be used as an input for the other researchers, especially those who will focus on the use of flannel board medium on vocabulary subject using different research design, for example an action research to improve students' vocabulary by using the flannel board.



II. REVIEW OF LITERATURE

2.1 Vocabulary Achievement

Soejito (1990:1) defines vocabulary as a collection of words used by the speaker or writer to make communication. Meanwhile, as it is explained in Oxford Dictionary, vocabulary means the total number of words that is in line with rules of combining them to make up a language (Hornby, 1995:959). It means that vocabulary consists of more than one words in which they can read, and have meanings. In other words, vocabulary is the total number of words that is used to communicate to others either in oral or written form.

Napa (1991:6), says that vocabulary is one of the language components and there is no language without words. It is supported by O'rouke, in Sugianto (1996:15), who says that vocabulary is considered as a vital part of each student's life that affects his thought, actions, aspirations and success. Thus, it can be concluded that vocabulary, as one of the component of language skills, is a very essential component in learning a foreign language.

Achievement is something successfully finished or gained especially through skills and hard work (Procter, 1981:8). Meanwhile, Savage and Mooney (1979:1) said that achievement is the amount or level of learning that a student has acquired. In this case, Webster (1981:16) states that achievement is performance by students in a course quality and quantity of their work during the period given.

Based on the statements above, vocabulary achievement in this research means the quality and quantity of a student's total number of words that s/he has known after attending the English class where the teaching learning process is conducted using the flannel board as media. It is showed by the students' scores of vocabulary test covering the materials of nouns, verbs, adjectives, and adverbs.

2.1.1 Kinds of Vocabulary

Vocabulary is divided into two classes. The first belongs to large vocabulary called as open classed items and the second belongs to small vocabulary called as closed system items (William, 1970:132). The large

vocabulary includes nouns, verbs, adjectives, and adverbs while the small one includes prepositions, pronouns, conjunctions, articles, and interjections.

Based on the 1994 curriculum of the elementary school, this research is focused on large vocabulary that covers nouns, verbs, adjectives, and adverbs.

a. Nouns

Hornby (1995:791) defines a noun as a word used to name or identify any of a class of things, people, places or ideas. Meanwhile, Thompson and Martinet (1986:24) classifies nouns based on the meanings into four types, namely:

1. - Countable Nouns, for examples: book, bag, table, chair, etc.

Example: It is a lion.

- Uncountable Nouns, for examples: coffee, sugar, salt, water, etc.

Example: There is some sugar in the glass.

2. - Concrete Nouns, for examples: boy, father, girl, flower, etc.

Example: Hery will buy a pen.

- Abstract Nouns, for examples: justice, beauty, naughtiness, etc.

Example: They will get new information from their teacher.

3. Proper Nouns, for examples: John, Paris, June, Sunday, etc.

Example: Selecta is in Malang.

4. Collective Nouns, for examples: Committee, class, group, team, etc.

Example: Our team is the best.

b) Adjectives

An adjective is a word that describes or limits a noun or pronoun. It may state a quality or a quantity. An adjective usually comes before the noun (Meade, 1961:204). Meanwhile, Thompson and Martinet (1986:33) classify adjectives into six kinds. They are:

1. Demonstrative adjectives, such as: this, that, these, those

Example: These people come from that hotel over there.

2. Distributive adjectives, such as: each, every, either, neither

Example: Every man knows what to do.

3. Quantitative adjectives, such as: some, any, little, few, many, one, ten, etc.
Example: He didn't make many mistakes.
4. Interrogative adjectives, such as: what, which, whose.
Example: Whose umbrella did you borrow?
5. Possessive adjectives, such as: my, our, his, her, its, their
Example: The girls are with their brothers
6. Adjectives of quality, such as: clever, good, heavy, fat, dry, beautiful, stupid and blue.
Example: It is a beautiful swimming-pool.

c) Adverbs

An adverb is a word that adds more information about places, time, circumstances, manner, cause, degree, etc to a verb, an adjective, a phrase, or another adverb (Hornby, 1995:18). Thompson and Martinet (1986:47) divide adverbs into several kinds as follows:

1. Adverbs of Manner, for examples: quickly, happily, slowly, hard, etc
Example: She danced beautifully.
2. Adverbs of Time, for examples: soon, yet, today, then, now, etc
Example: We'll soon be there.
3. Adverbs of Place, for examples: near, there, here, down, etc
Example: He lives here.
4. Adverbs of Frequency, for examples: often, usually, never, twice, etc
Example: He is always in time for meal.
5. Adverbs of Sentence, for examples: certainly, surely, actually, etc
Example: He actually lives next door.
6. Adverbs of Relative, for examples: when, where, why.
Example: The hotel where they were staying is big.
7. Adverbs of Interrogative, for examples: when, where, why, etc
Example: Why was he late?
8. Adverbs of Degree, for examples: very, rather, too, etc.
Example: She is rather clever.

d) Verbs

A verb is defined as a word that expresses an action or otherwise help to make a statement (Warriner, 1977:16). Furthermore, she classifies verbs into two classes:

1. Action Verbs

There are two large classes of action verbs, they are:

- Transitive Verbs :

A transitive verb requires an object. The example of transitive verbs are: cut, write, read, cook, etc.

Example: The couple cut the cake.

- Intransitive Verbs :

An intransitive verb does not require an object. Some examples of intransitive verbs are bubble, parade, sign, sit, stand, cry, sleep, etc.

Example: My baby cried last night.

2. Linking Verbs

Linking verbs are some verbs that help someone to make statement, not by expressing an action, but by serving as a link between two words. The most commonly used linking verbs are in the forms of the verbs "be" as the following list:

be	shall be	should be
being	will be	would be
am	has been	can be
is	have been	could be
are	had been	should have been
was	shall have been	would have been
were	will have been	could have been

Example: The sum of two and four is six.

Besides, there are some other verbs frequently used as linking verbs, for examples:

appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	turn

Example: That barbecue smells good

2.1.2 Techniques in Teaching Vocabulary at the Elementary Level

In the learning process, some teachers sometimes ask their students to say each word after the teacher says it. Some students find it helpful and may enjoy saying the word as soon as they hear it. Hearing, seeing, and saying the words, may be some aids to learn. However, according to Allen (1983:12), those are only part of learning process, which take too much time and leave only little time for more meaningful activities.

Thus, it can be concluded that hearing, seeing and saying the words are not efficient for teaching vocabulary. The teacher needs much time to teach students in teaching learning process, and the students will have a monotonous activities because they only repeat what the teacher says without having any interesting activities in class. It will make the students get bored easily.

Cross (1992:6-10) offers three techniques in vocabulary teaching especially for beginner level, such as: ostensive, definitions and translation. The first technique is ostensive. It means that teachers can hold things up or point to the objects in the classroom to show the meaning of words, such as: pen, bag, the tallest boy, brown bag, my book and so on. This technique is not limited by only showing things which can be found in the classroom. There are also ways to show the meaning of words and concepts from the words outside the school. Teachers could ask the students to bring things to school, such as: a piece of bread or fruit, toys, eggs and so on, showing the teacher's body and showing pictures from the teachers' drawings, magazines or pictures that the students draw. Besides, pictures can be presented by using flannel board. Teacher can ask one of the students to show her/his part of body and the other students can be asked to

mention the name or the meaning of those parts of body by using flannel board. On the other hand, ostensive technique can be combined by using flannel board. So, it will help students to get the concepts about the meanings of the words easily.

The second technique which may be used in vocabulary teaching, is verbal definition. A linguistic approach is not suitable for the beginners as they do not have large vocabulary to understand the teacher's explanation. There are several ways to define the meanings of words using the verbal explanation. The teacher may use words sets, synonyms, antonyms, cognates, and illustrative sentence (Cross, 1992:7-10). This means that the teacher may use words set, for example: in teaching students about names of days. The teacher can say "Today is Monday", then students will know directly the meaning of Monday, because today is "*Senin*", and the teacher can continue the questions by saying "what day is tomorrow?" etc. For synonyms, the teacher can show the same meaning of a word, for example: The teacher may ask the students, "What is the meaning of wood?" Then, the teacher says again "The same meaning of wood is timber" etc. Furthermore, to teach the antonyms, teacher can tell the students the opposite of the word, for example: "Hot is the opposite of cold" etc. To teach vocabulary by using cognates means that the teacher explains the correlation of the word. For example: "family" is related to the words such as; father, mother, and children. The teacher can also define the meaning of the word using illustrative sentences. For examples: I'm a kind of animal, big, has a long nose and wide ears. What am I? The students then mention the name of the animal. To help the students get comprehension about vocabulary easily, this technique can be helped by using flannel board. For example: The teacher describes a kind of animal and the students are asked to mention the name of that animal by using flannel board. Of course, for the beginner level, the sentences should be presented in the simple English.

The last technique is translation, which can be used when there is no other easy alternative. Faced with grammar or a formulation expression, it is sometimes better to use the mother tongue (language that is used by the local society)

equivalent combined by using flannel board to reinforce students' mastery on vocabulary, rather than to spend a great deal of time trying to define or show the meaning. Because by giving the mother tongue equivalent combined by using flannel board, the students can understand the meaning of words easily and clearly. This means that translation is the last alternative technique, which can be used by the teacher by using flannel board as a medium to show the meanings of words.

Based on the statements above, those techniques can be used by the teacher in teaching vocabulary at elementary school level by using flannel board as a medium in order to get the interesting activities. So, the students pay more attention to the vocabulary teaching, which they usually find boring.

2.2 Flannel Board

Flannel board is a teaching learning medium that has an important role in English teaching especially vocabulary teaching. In the following part, it will be discussed about flannel board such as: definitions of the flannel board, the advantages of the use of the flannel board, the making of the flannel board, the flannel board cut-out, and the use of the flannel board.

2.2.1 Definitions of the Flannel Board

According to Heinich (1982:110), cloth board or what we call the flannel board is made of cloth or carpet stretched over a study backing material such as: plywood, masonite, or heavy cardboard. The cloth used for the board may be of various types, including flannel, felt or hook and loop material.

Meanwhile, Ellington (1985:18) states that flannel boards and felt boards are comparatively inexpensive, highly portable and movable displays. Besides, they are extremely useful especially in situations that require the movement or rearrangement of pieces.

In this research, the flannel board is a simple teaching media which is made from the plywood 50 cm X 30 cm and covered by green carpet. Then, it is

given a hanger on the top of the flannel board in order to be easier to move or hang the flannel board everywhere.

Based on the definition above, the flannel board as one of teaching aids consists of two materials, namely cloth or flannel and board. This aid can be used everywhere because the flannel board is inexpensive, highly portable, and movable.

2.2.2 The Advantages of the Use of the Flannel Board

Ibrahim (1982:57) states that the flannel board provides the users with the following advantages:

- a. It can be used for all level of students, from elementary until the advanced one;
- b. It activates students by doing activities of displaying the flannel cut-outs;
- c. It can be made by the teacher him/herself with the assistance of his/her students;
- d. It can be arranged in advance;
- e. It can be used many times;
- f. It is efficient for the teacher both in time and energy to construct the board.

Based on the above advantages of the use of flannel board, the flannel board can be used as one of the effective aids to help the students improve the vocabulary achievement.

2.2.3 The Making of the Flannel Board

According to Burke (1978:18), the flannel board operates on the principle that when hairy surface is pressed against a similar surface, they will remain together because of their fiber interlace. Though flannel and felt are ideal surfaces, there are still many other woolly type materials available in a small shop. An old woolen blanket, surgical lint, and even blotting paper can be used to cover the surface. Further, he adds that the teacher-made flannel board can be simple and inexpensive or complex and expensive. This means that the making of flannel board is very simple that it is based on the two hairy surface adhesion principle.

Hence, the teacher can make the simple and inexpensive or complex and expensive flannel board by himself. He suggests some methods to make flannel board. They are as follows:

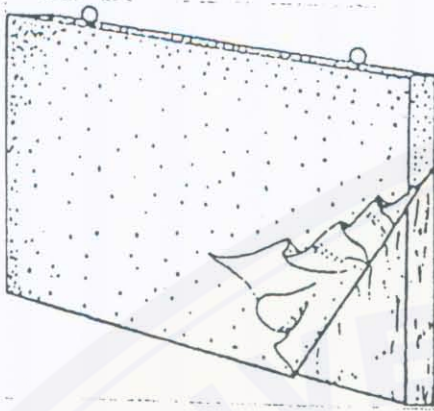
(1) Making A Simple Flannel Board

Burke (1978:19) states that the simplest flannel board consists of a piece of coarse, "hairy" material tightly spread over thick straw board or thin plywood and either stapled or sewn on the back side. This flannel board is usually small (about 1 m by 0.6 m), light, and portable with screw-eyes. The flannel board could be hung on the chalk board for language lessons or hung against the wall when the flannel board is not in use. If the flannel board is sufficiently light to carry, it can be used with equal facility elsewhere in the classroom or out-of door, or leaning against the back of a chair. This means that the simplest flannel board has small size (about 1 m by 0.6), "hairy" surface spread over thick straw board and can be used everywhere.

There are, of course, many other kinds of flannel boards, which a teacher can make by him/herself or with some assistance from his/her students. Besides using plywood or strawboard, canite or soft board, as it is more commonly known, can also be used. Soft board provides a suitable backing for the coarse cloth in that it is strong and light. Then, board can be covered by dark colored surgical lint, or old woolen blanket, which is already colored dark. Dark colored cloth, green, blue, red or even black, for examples, is more suitable than lighter colored cloth for covering the flannel board. The darker colors provide background that clearly shows up the cut-outs that are pressed into it and even more important for the teacher, dust and dirt are less easily seen on the darker surface. Then, the two pieces of cloth are sewed together round the board (Heinich, 1982). This means that the teacher can use darker colors, to cover the board, so that everything stuck on it can be seen easily.

Based on the above explanations, the simplest flannel board has several characteristics such as: small, simple, portable, and light to carry. Therefore, the teachers can use it in the classroom or out-of door.

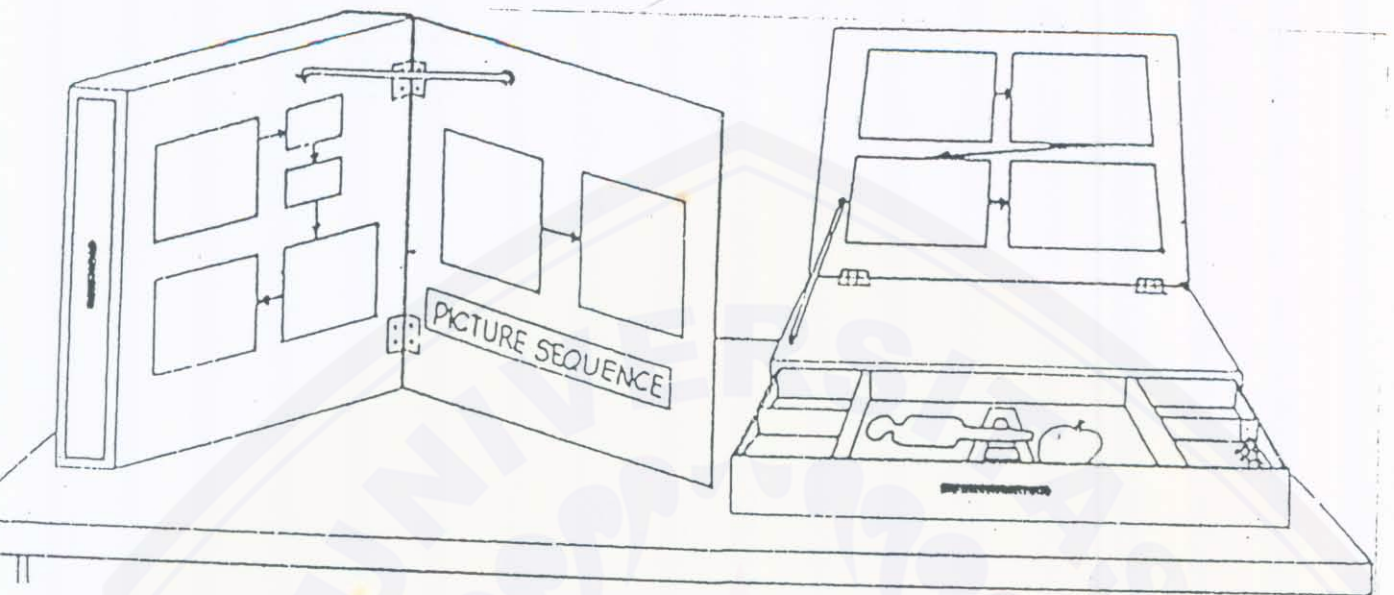
The following is the example of a simple flannel board:



(2) Making More Complex Teacher-made Flannel Board

According to Burke (1978:18), a more complex teacher-made flannel board has several additional features. Additional features in this case means special facility such as: a sliding drawer and a small compartment. Ellington (1985:89), states that another kind of teacher-made flannel board has a sliding drawer (approximately 100 cm x 60 cm x 10 cm) attached to the back of one of the sheet of 5 plys which enable teachers to store cut-outs and pictures, laying them flat between sheets of cardboard. Whereas a small compartment within the drawer can be used to keep the materials needed for the flannel board, such as: scissors, glue, sandpaper, sticky tape, and lint. This means that the facility of the complex flannel board is more complete than the simple one. It is designed with special facility for examples; sliding drawer to store cut-outs or pictures and a small compartment used to save teacher's equipment.

The following is the examples of more complex teacher made-flannel board:



Concerning with the various types of flannel board mentioned above the teachers might choose one of them under consideration that it will enable them to prepare and help them to increase their vocabulary teaching learning process.

2.2.4 The Flannel Board Cut-Outs

According the Burke (1978:22), there are basically two kinds of cut-outs that can be used on the flannel board, namely cloth cut-outs and paper cut-outs.

(1) Cloth or Felt Cut-Outs

Cloth or felt cut-outs work on the principle that similar coarse, hairy pieces of cloth will hold together when they are pressed together, because of their fiber interlock. The language teacher may use silhouettes of people, animals, trees, houses, clothing, and some items for background scenery which can be cut from different colored pieces of felt, lint, or any wool or flannel material and stored until they are needed for the lessons. Cloth cut-outs are advantageous because they can be pressed in place, one on top of the other, to add detailed color to the picture. This means that cloth or felt cut-outs is flannel board cut-outs made of similar coarse hairy pieces of cloth which will hold together easily when they are

pressed, so that it is easier for the teacher to add some other details to give additional information.

(2) Paper Cut-Outs

Ellington (1985:23) states that paper cut-outs which consist of pictures that have been drawn, traced or cut from the magazines, for examples, are more versatile than cloth or felt cut-outs for language lessons in that the teacher can provide the students with greater variety. Paper cut-outs may be individual pictures (a boy, a house, a tree, etc) that can be used to build up a scene. They can also be scenes (people at the market, the zoo, a house, etc). Based on his ideas, paper cut-outs are pictures that have been drawn, traced or cut from the magazines, bulletin, newspaper, etc which can be arranged to build a situation.

Meanwhile, Brown (1983:103) states that paper cut-outs will not last very long in the classroom if they are not backed with light-weight cardboard or vanguard paper. The live-expectancy of flannel board pictures will be enhanced if they are mounted on the cardboard and will be prevented from dust and dirt if they are painted with clear varnish. Teacher should experiment with the kinds of paste they use to glue the picture to the cardboard. This means that paper cut-outs can be adhered on the card board to decrease the damage of paper cut-outs.

Further, Brown (1983:104) explains that paper cut-outs will not stick to the flannel board unless some kind of adhesive is placed on the back of the cardboard. There are many different kinds of adhesive suitable for the back of the paper cut-outs. Some adhesives hold the picture much more firmly to the flannel board than others. The best type is teasletape or a strip of tape with scores of small nylon hooks. It is so strong an adhesive that the tiniest piece is all that is needed on the back of the picture. This means that nylon hooks are the best type of an adhesive to hold the picture more firmly to the flannel board.

Based on the above different ideas, we can conclude that paper cut-outs which consist of the pictures that have been drawn, traced, or cut from the magazines must be backed with card board and must be varnished in order that

they can be used for a long time. Before being varnished the picture must be adhered to the card board by using some adhesive.

2.2.5 The Use of the Flannel Board

Burke (1978:24-28) states that there are many different ways for using the flannel board, some of them are discussed below:

(1) Picture Talks

A large interesting picture (made from felt and picture cut-outs) is presented or built up on the flannel board and the students are given a short time to examine it. The teacher encourages the students to express any thought they have about the picture. In the early grades, where the students are more limited in what they can say, the teacher may sum up the students' comments at the end of her lesson. In the higher grades, the oral discussion of the picture may be the first step towards a written composition that the students write later. This means that, in this way the teacher can encourage the students to express their ideas, either orally or in the written form of the presented picture on the flannel board given by the teacher or they examine it in a given time.

The following picture is the example of the students while expressing their ideas based on paper cut-outs on the flannel board in picture talks activity:

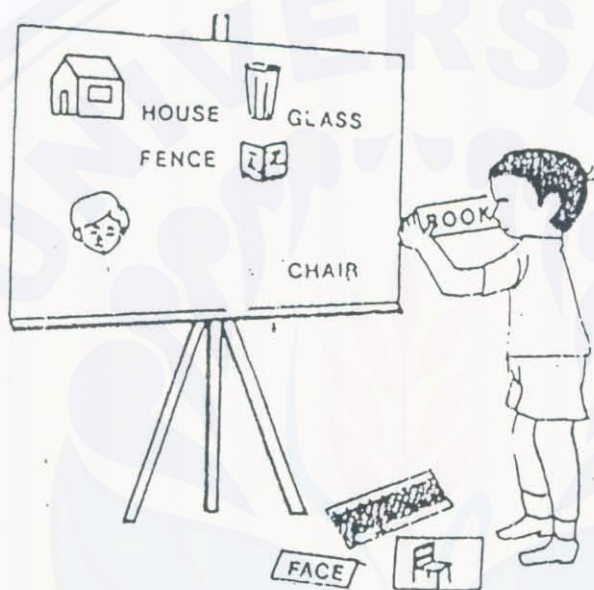


(2) Spelling Test

Instead of the usual kind of spelling test where the students write down the words he has heard, the teacher may try another approach using the flannel board.

In this approach, the students may be required to match word-cards with pictures on the flannel board. So, in this way, students write down the word she/he has heard and they may be required to match the word with picture on the flannel board.

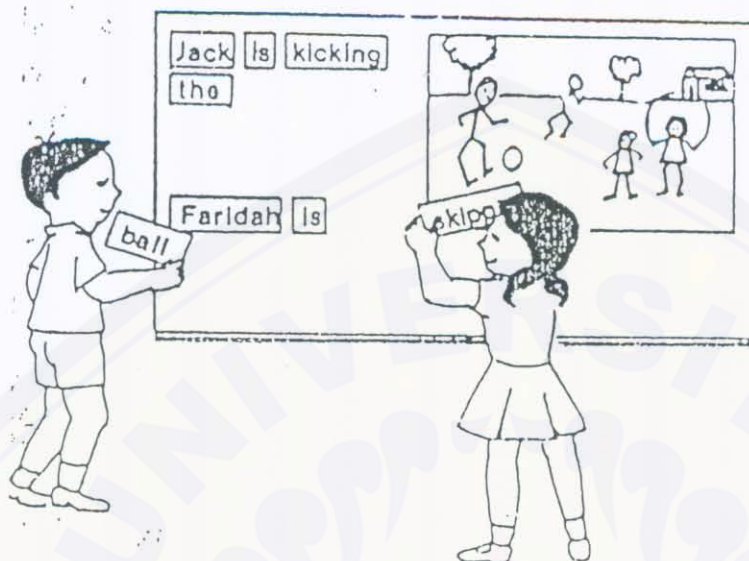
The following action is the example of the student while matching the word with the picture on the flannel board:



(3) Teaching Word-Order

Each student in the class is given a small one-word, word-card. The students are then shown a picture that has been pressed onto the flannel board and after a minute, they are asked to make up sentences about the picture using the word-cards. One at a time, the students volunteer to press their cards onto the flannel board to form acceptable and appropriate sentences. This means that in this way students are asked to make up appropriate sentences which are suitable with the picture that has been pressed by teacher.

The following is the example of students while making up the appropriate sentences by using word cards based on the pictures on the flannel board:



(4) Talking Balloons

As most primary and secondary students are ardent comic readers, the teacher may capitalize on this by creating scenes on his/her flannel boards, using "talking balloons" to teach direct speech. Most students will be familiar with talking balloons from the comics they have read and so, when these balloons are placed near the people in the picture on the flannel board, the students should be able to suggest the words the people may be saying. When the teachers feel the students are ready to write direct speech, they could let them write down those words that would ordinarily be written in the balloons, enclosing them in inverted commas. The students must be told that as each speaker in a comic has a separate balloon, the word in each balloon must be written on a new line in written speech. This means that the main step of using talking balloons is to show the sentences spoken by the people near the balloons. When the balloons are placed near the people in the picture on the flannel board, the teacher encourages the students to suggest the utterance and write them in the balloons. Talking balloons is usually used to teach direct speech.

The following is the example of the talking balloons on a flannel board:



(5) Letters of the Alphabet

Letters of the alphabet and figures can be cut from lint or some other hairy material and used on the flannel board to teach students, particularly to slow learners, the correct formation. Students who have difficulty in forming letters may be helped by allowing them trace over these letters with their fingers. Feeling the shape of the letters has been found to assist certain learners. The cloth letters can also be taken from the flannel board to the students' desk where he may continue to look closely at them and to trace over them with his finger until he is ready to write them. This means that students are required to produce words by using letter cut-outs.

The following activity is the example of the student while arranging the letters cut-outs to name the picture:



Based on the above ways of using the flannel board, the teacher can choose one of them based on the lesson, level, and students' ability, to improve the fifth year students' vocabulary achievement. A teacher can use them to teach spelling test, word-order or letters of the alphabet. And in this research, the researcher used spelling test and letters of the Alphabet for her treatment activity.

2.3 The Flannel Board for Vocabulary Teaching in the Elementary Level

The value of pictures is undoubtedly significant in teaching vocabulary, especially in the elementary level. Allen (1983:7) points out that the success of learning process often depends on the number of senses, which are used in the learning process. When the students can see something, a picture, for example, in addition to hearing and saying the word that names it, there is a stronger chance that the word will be learned. There are several ways in displaying pictures, for examples; by using the magnetic board, wall charts, the chalk board and the flannel board. One of them is by using the flannel board or cloth board which is well known as a versatile aid in language teaching (Ellington, 1985).

Based on the above ideas, the flannel board is one of several ways in displaying pictures. It can be used to teach vocabulary especially at elementary school.

In relation to the use of the flannel board in building up the elementary school students' vocabulary achievement, the design used should refer to the characteristics of the students themselves. For that reason, the flannel board and its items should be designed, especially to meet the teaching objective. For instance, the English teacher provides the colorful pictures cut-outs for her/his students in teaching. The colorful pictures will capture their attention, since young learners love color and appreciate their teacher who treat them to a variety of it (Forest, 1949:335). Besides, designing the flannel board and its items in accordance with the young learner's characteristic, the teacher should consider the level of children's ability and intelligent development. Those two things will enhance the success of using the flannel board to build up the students' vocabulary achievement. This means that if the teacher wants to succeed in teaching vocabulary with the flannel board, s/he must use the flannel board in accordance with young learners' characteristics, level of children' ability and intelligent development.

By using the flannel board, the teacher may combine several techniques of instruction to build up students' vocabulary achievement. First, building up their vocabulary achievement by combining visual and verbal instruction. Ideas which are visually and verbally presented will enable the students to understand English vocabulary easier. This technique means that by combining visual and verbal instruction in using the flannel board, The teacher can help students to master vocabulary easier.

Second, involving students in learning activities which require English words as a part. This can be done by promoting interaction among students and between students and the material displayed. The teacher may encourage his/her students to do exercises, for example, which are presented in a sequence as they respond either orally or by going to the board, and matching questions with answers, symbols with words, or symbols with symbols according to the lesson

requirement. This means that the technique using the flannel board involves the students to do many activities, and make them active.

Third, animating stories or events on the flannel board to build up students' vocabulary. Burke (1978:24) states that teachers of reading activities can use the flannel board to illustrate stories, poems and other reading materials. Visual depicting characters and scenes in a story, for example, can be placed on the ground and moved around as the story unfolds. Besides helping the students to retain the vocabulary items presented, this activity also greatly captures students' attention. In line with this statement, Wright (1989:5-9) states that stories should be a central park of the work of all primary teachers no matter they are teaching the mother tongue or foreign language. It happens, since the students are still fond of fantasy/imagination. So, one kind of activities that works well is telling stories (Scott and Ytreberg, 1994:3-5). This technique means that the flannel board is used as medium to illustrate stories, poems, and reading materials in teaching vocabulary. This activity can totally attract students' attention.

If the problem of students' vocabulary achievement is on the students' motivation itself, the use of the technique totally can be one of the alternative solution to the problem. However, the flannel board or flannel graph as with most other aids, is only as good as the person who is using it, and the imaginative teacher can make the flannel board as a versatile and powerful tool to teach vocabulary (Ellington, 1985:24). Based on the above statements, we can get conclusion that teaching English vocabulary in the elementary level can use the flannel board as medium to improve the students' vocabulary achievement. And in this research, the researcher used the flannel board as the media to teach new vocabulary to the fifth year students of the elementary school at SDN Wonokusumo II, the place where the research was conducted.

2.4 Vocabulary Materials Taught to the Fifth Year Students of the Elementary School.

Based on the 1994 English curriculum as a local content subject, the vocabulary materials taught to the fifth year students of elementary school consist

of nouns, adjectives, verbs, and adverbs. Furthermore, the materials that cover themes and sub themes at the first semester in 2002/2003 which are recommended by the English curriculum at SDN Wonokusumo II Mojosari Mojokerto are listed below:

Semester I:

- Theme = Recreation
 - Sub Theme = *Kenjeran* Beach
- Theme = Transportation
 - Sub Theme = Means of transportation
- Theme = The Country and the City Life
 - Sub Themes = City Life
- Theme = Family Life
 - Sub Theme = Hobbies and Daily Activity
- Theme = Public Service
 - Sub Theme = In a Restaurant

This research was conducted at SDN Wonokusumo II Mojosari Mojokerto in the first semester in the 2002/2003 academic year, and the materials of vocabulary were taken from the book entitled "*First Step for Primary School*" the fifth level written by Budi Prawoto, S. Pd.

2.5 Hypothesis

Based on the problems and the literature review presented above, the hypothesis was formulated as follows:

- a. There was a significant effectiveness of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year.
- b. There was a significant effect of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year.



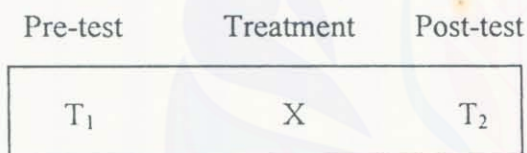
III. RESEARCH METHODS

3.1 Research Design

The research design is a design of a research used as a guideline to carry out the research (Arikunto, 1998:44). This means that it keeps one headed in the right direction.

The aim of this research were to know the effectiveness of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year and to know the effect of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year. Therefore, an experimental research was used. The research design used was quasi experimental with one group pretest-posttest design.

The design could be illustrated as follows:



(Adapted from Suryabrata, 1997:41)

Note:

X = Treatment

T₁ = Pre-test

T₂ = Post-test

The procedures of the research design were as follows:

- Giving pre-test to the respondents (subjects) to measure vocabulary achievement before the treatments.
- Giving treatment to the respondents that is teaching vocabulary by using the flannel board.
- Giving post-test to measure the students' vocabulary achievement after being given the treatment.

- d. Finding the mean difference between the results of the pre-test and post-test.
- e. Analyzing the data using t-test formula to prove the hypothesis.

3.2 Research Area

The research area is the location where all of the research activities to get the data is conducted. This area was taken purposively. Arikunto (1998:113) says that purposive method is a method based on the certain purpose and reasons.

This research was conducted at SDN Wonokusumo II Mojosari Mojokerto. It was chosen as the research area because at the school, the flannel board has never been used by the teacher as media in the teaching learning process of English vocabulary. It was also chosen based on the consideration of technical reasons, such as: time, fund, the location of that school is in the researcher's home town, and it is easy for the researcher to get the permission from the headmaster of that school to conduct the research.

3.3 Respondent Determination Method

The respondent determination method in this research was population method. Arikunto (1998:187) states that if the number of the respondents is less than a hundred, it is better to take all the subjects. On the other hand, if the number of the respondents is more than a hundred, it is allowed to take 10% - 15% or 20% - 25% or more of the population as the respondents. Based on the idea, the population method was chosen in this research because the number of the respondents was less than one hundred. The number of the fifth grade students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year was 41 students.

3.4 Data Collection Methods

The data of this research consisted of primary and supporting data. The primary data were taken from the vocabulary test. The supporting data were taken from interview, observation and documentation.

3.4.1 Test

Test was applied to obtain the primary data about the students' achievement of vocabulary after they got the materials given during the experimental treatment. Test is a method of collecting data by giving test items to the respondents. Arikunto (1998:139) explains that test is a set of questions, exercises or other means which are used to measure skill, knowledge, intelligence, ability or talent of individuals or groups.

Furthermore, he (1998:139) divides test into seven categories. Based on the objective that will be evaluated, test can be divided into personality test, aptitude test, intelligence test, attitude test, projective test, interest test and achievement test. The achievement test applied in this research was a teacher-made test given in the form of objective type. Objective test can be defined as a kind of test in which the test takers answer the questions based on the choice provided. The objective test in this research was in the form of multiple choice and completion. It was chosen because it was used to measure the students' vocabulary achievement with consideration that it can be scored easily and quickly. The materials of the test applied were based on the 1994 English curriculum for elementary school and was consulted to the English teacher.

The total number of the pre-test items was 40 items and the total number of post-test was 40 items with equal distribution of each indicator. Those items covered nouns (10 items), verbs (10 items), adjectives (10 items), and adverbs (10 items). The detailed information about the distribution of the test items could be seen on Appendix 3. The total score of the test items was 100. The test was given to the respondents at the end of the first semester and the time given to do the test was 90 minutes. The vocabulary test items and the answer key could be seen on Appendix 4–7.

Dealing with validity and reliability, Hughes (1989:22) states that a test is said to be valid if it measures what it is intended to measure. In this research, the validity used was content validity because the test used was an achievement test, which was in line with the syllabus. Further, he states that a valid test must provide consistent results. Here, the test was made suitable with 1994 English

curriculum for elementary school, English teacher's instruction and hand book at SDN Wonokusumo II Mojosari Mojokerto, and the content of the test was divided based on the each of indicators. According to Saukah (1997:5) reliability was consistency of the test results or scores. For the reliability of the test, Weirs (1998:3) states if the test is valid, it must be reliable. Therefore, the test reliability was not established.

3.4.2 Interview

Arikunto (1998:145) states that interview is a dialogue conducted by the interviewer to obtain the data from the interviewee. In this research, interview was used in the form of a list of questions to obtain the supporting data about the techniques used by the teacher in teaching vocabulary, the vocabulary materials taught to the students, the students' problems in learning vocabulary and the media used in teaching vocabulary. The type of the interview used in this research was structured interview in which a list of interview question was used as a guide while interviewing the English teacher. The interview guide was enclosed in Appendix 2.

3.4.3 Observation

In this research, observation was intended to observe the vocabulary teaching learning process in the fifth year students, mainly the class activities and the teaching media used by the teacher in teaching vocabulary. Here, the method used was direct observation in which the researcher observed directly in the class while the researcher was teaching English, especially teaching vocabulary using flannel board. The observation was conducted three times helped by the English teacher at SDN Wonokusumo II Mojosari Mojokerto.

3.4.4 Documentation

Documentation, in this research was used to get the supporting data. Arikunto (1998:149) states that documentation is used to find out the fact or variables in the form of notes, transcripts, books, newspaper, etc. In this research,

documentation was used to get the data about the names of respondents, the personnel of the school and the school facilities of SDN Wonokusumo II Mojosari Mojokerto.

3.5 Data Analysis

Data analysis method is very important in a research. In conducting a research, it is a requirement to analyze the data in order to be able to interpret the data obtained from the field. It is realized that the raw data will be meaningless if they are not analyzed.

The data analysis method used in this research was t-test. T-test was used to analyze the data and to compare the mean difference of the pre-test and post-test. The formula was as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Notes:

- t = The coefficient of the formula.
- Md = The mean difference of the pre-test and post test.
- xd = Deviation of each subject (d - Md).
- $\sum x^2 d$ = The total number of squares of deviation.
- N = The total number of subjects.
- d.b. = Degree of freedom.

(Adapted from Arikunto, 1998:300).

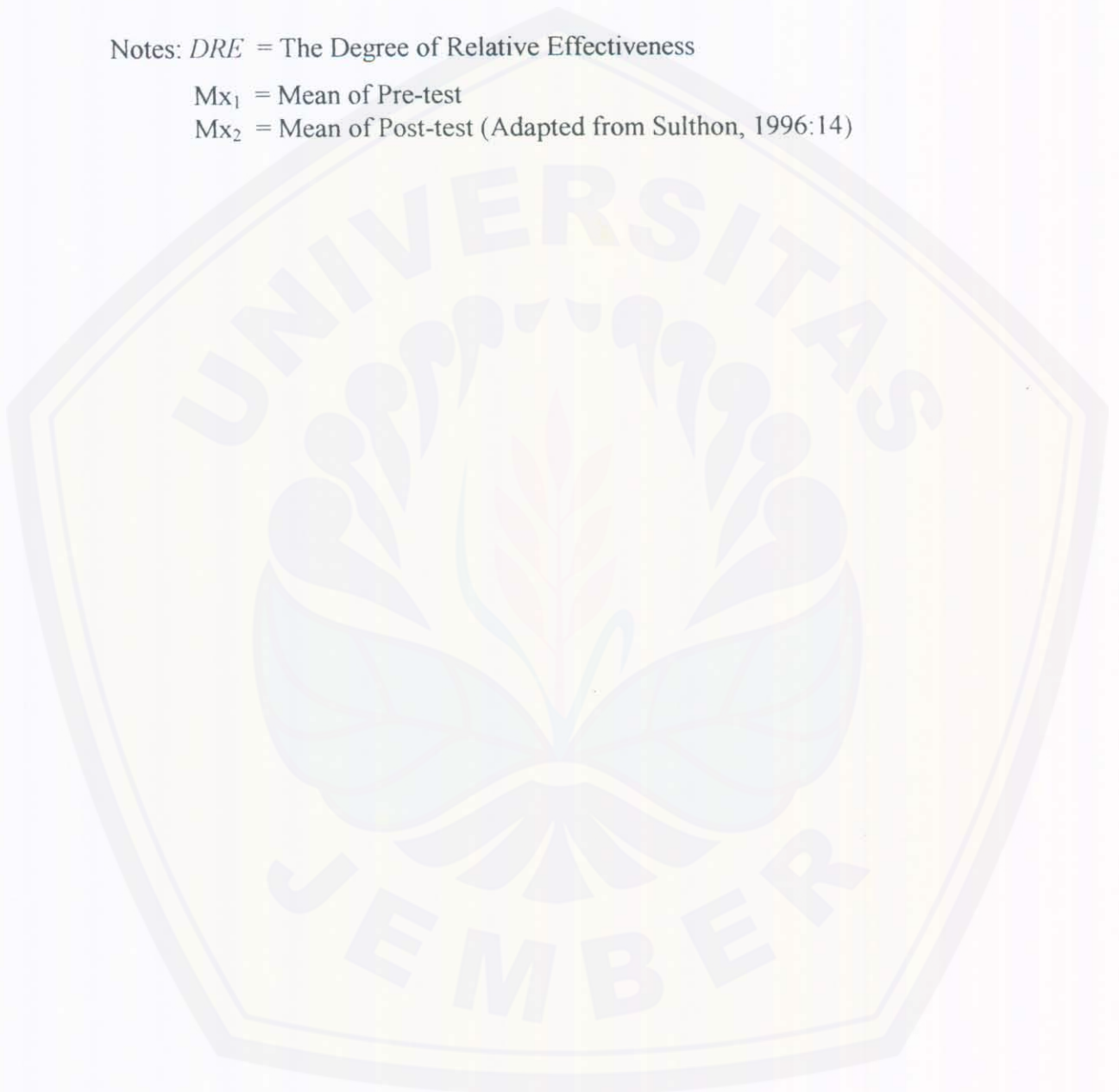
T- test is used to check the effect of using flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 Academic year. Then, to know the degree of effectiveness of the treatments, the researcher apply the formula of DRE (Degree of Relative Effectiveness) as follows:

$$DRE = \frac{Mx_2 - Mx_1}{Mx_1} \times 100\%$$

Notes: *DRE* = The Degree of Relative Effectiveness

Mx_1 = Mean of Pre-test

Mx_2 = Mean of Post-test (Adapted from Sulthon, 1996:14)



IV. RESEARCH RESULTS AND DISCUSSION

4.1 The Results of Supporting Data

It has been stated in the previous chapter that supporting data in this research were obtained by using some methods. They were observation, interview, and documentation. Here are the results.

4.1.1 The Results of Observation

The observation was conducted by the researcher during three times on September 4th, 5th, and 6th, 2002 at SDN Wonokusumo II Mojosari Mojokerto, and this was done after the researcher gave pre-test. Here, the researcher taught vocabulary (nouns, verbs, adjectives, and adverbs) to the students by using the flannel board media and cut-outs which consist of pictures of things and word cards. Those pictures were made colorfully. The activity in the class during the treatments were, such as: the researcher showed the pictures of the words by using the flannel board, asked the students to match the names of the pictures with the word cards given, and the students were given the exercises by using the flannel board to do in front of the class one by one. During the vocabulary teaching learning process, all of the students could follow those activities happily. So, the condition of teaching learning process was alive and not boring. When the writer concluded the lesson, the students could mention the vocabulary given quickly and correctly. It means that during the vocabulary teaching learning process by using the flannel board, the students could memorize the vocabulary well.

4.1.2 The Result of Interview

The interview was carried out on August 28th, 2002 with English teacher of SDN Wonokusumo II Mojosari Mojokerto. The data obtained from the interview were the technique used in teaching vocabulary, the vocabulary materials given, the media used, kinds of assignments given to the students and the problems usually faced in teaching vocabulary.

According to the English teacher, the techniques used in teaching vocabulary were translation technique in which the teacher showed the meaning of the words to the students directly. The materials taught to the students were based on the 1994 English curriculum for the fifth year students. They were taken from "First Step Book" published by P.T Intan Pariwara and Let's Practice English for the fifth grade as compulsory work sheet published in 2000 by Grasindo. The media used in teaching vocabulary were blackboard and pictures. The kinds of assignments given to the students were individual assignments, group assignments, and homework. The problem usually faced by the teacher in teaching learning process was that the students were passive and less-interested in learning English.

4.1.3 The Results of Documentation

The data gathered from documentation method were the names of respondents, the school personnel, and the school facilities. They can be seen on Appendices 8, 9 and 10.

4.2 The Results of Primary Data (The Results of Pre-test and Post-test)

In this research, pre-test as an instrument to get the primary data was administered on August 29th, 2002 before the researcher gave treatments to the respondents. Then, the post-test was given on September 7th, 2002 after giving the treatments which were conducted three times on September 4th, 5th, and 6th, 2002. Post-test was conducted in order to get the data about the students' vocabulary achievement after they had been given the treatments, that is teaching vocabulary using the flannel board as media. Then, the results of the pre-test and post-test were analyzed by using t-test and were consulted to t-table (can be seen on Appendix 12) to test the hypothesis. Further information about the results of pre-test and post-test and the data analysis could be seen in Table 1.

4.3 Data Analysis and Interpretation

The data were analyzed by using the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Notes:

t = The coefficient of the formula.

Md = The mean difference of the pre-test and post-test.

xd = Deviation of each subject (d – Md).

$\sum x^2 d$ = The total number of squares of deviation.

N = The total number of subjects.

d.b. = Degree of freedom.

Tables 1. Recapitulation of Pre-test and Post-test Scores of Vocabulary Achievement and Data Analysis.

Subject	Pre-test	Post-test	(d)= (Posttest- pretest)	x_d	$x^2 d$
				(d-Md)	
1	2	3	4	5	6
1	52.5	67.5	15	7.3780	54.4356
2	75	82.5	7.5	-0.1220	0.0149
3	80	87.5	7.5	-0.1220	0.0149
4	50	62.5	12.5	4.8780	23.7954
5	75	80	5	-2.6220	6.8746
6	60	60	0	-7.6220	58.0941
7	42.5	50	7.5	-0.1220	0.0149
8	72.5	77.5	5	-2.6220	6.8746
9	62.5	65	2.5	-5.1220	26.2344
10	60	72.5	12.5	4.8780	23.7954
11	50	72.5	22.5	14.8780	221.3563
12	65	77.5	12.5	4.8780	23.7954
13	45	47.5	2.5	-5.1220	26.2344
14	60	70	10	2.3780	5.6551
15	70	72.5	2.5	-5.1220	26.2344
16	50	70	20	12.3780	153.2161
17	62.5	65	2.5	-5.1220	26.2344
18	67.5	62.5	-5	-12.6220	159.3137

1					
19	47.5	67.5	20	12.3780	153.2161
20	42.5	62.5	20	12.3780	153.2161
21	47.5	50	2.5	-5.1220	26.2344
22	47.5	47.5	0	-7.6220	58.0941
23	72.5	70	-2.5	-10.1220	102.4539
24	80	87.5	7.5	-0.1220	0.0149
25	82.5	85	2.5	-5.1220	26.2344
26	72.5	80	7.5	-0.1220	0.0149
27	60	65	5	-2.6220	6.8746
28	60	72.5	12.5	4.8780	23.7954
29	65	72.5	7.5	-0.1220	0.0149
30	70	87.5	17.5	9.8780	97.5758
31	75	80	5	-2.6220	6.8746
32	62.5	62.5	0	-7.6220	58.0941
33	65	80	15	7.3780	54.4356
34	80	87.5	7.5	-0.1220	0.0149
35	72.5	87.5	15	7.3780	54.4356
36	50	60	10	2.3780	5.6551
37	75	82.5	7.5	-0.1220	0.0149
38	72.5	70	-2.5	-10.1220	102.4539
39	77.5	75	-2.5	-10.1220	102.4539
40	67.5	70	2.5	-5.1220	26.2344
41	60	72.5	12.5	4.8780	23.7954
N = 41	Σ=2605	Σ=2917.5	Σd=312.5		Σx ² d=
	X ₁ =62.0238	X ₂ =69.4643			1924.3902

$$Md = \frac{\Sigma d}{N} = \frac{312.5}{41} = 7.622$$

From the table above, the statistical computation of the t-value can be presented as follows:

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\
 &= \frac{7.622}{\sqrt{\frac{1924.3902}{41(41-1)}}} \\
 &= \frac{7.622}{\sqrt{\frac{1924.3902}{1640}}} \\
 &= 7.0362998 \\
 t &= 7.0363
 \end{aligned}$$

While the degree of freedom was =

$$d.b = N - 1 = 41 - 1 = 40$$

Table 2. Recapitulation of Pre-test and Post-test Scores of Nouns

Subject	Pre-test (Nouns)	Post-test (Nouns)	(d)=(Posttest- pretest)	x_d (d-Md)	$x^2 d$
1	2	3	4	5	6
1	12.5	20	7.5	3.354	11.247
2	22.5	25	2.5	-1.646	2.7104
3	22.5	20	-2.5	-6.646	44.174
4	12.5	25	12.5	8.354	69.784
5	17.5	15	-2.5	-6.646	44.174
6	12.5	20	7.5	3.354	11.247
7	10	20	10	5.854	34.265
8	20	20	0	-4.146	17.192
9	12.5	25	12.5	8.354	69.784
10	20	25	5	0.854	0.7287
11	7.5	25	17.5	13.35	178.32
12	20	20	0	-4.146	17.192
13	20	20	0	-4.146	17.192
14	15	25	10	5.854	34.265
15	12.5	20	7.5	3.354	11.247
16	15	25	10	5.854	34.265
17	22.5	15	-7.5	-11.65	135.64
18	17.5	25	7.5	3.354	11.247

1	2	3	4	5	6
19	10	20	10	5.854	34.265
20	10	15	5	0.854	0.7287
21	12.5	15	2.5	-1.646	2.7104
22	10	20	10	5.854	34.265
23	10	15	5	0.854	0.7287
24	22.5	25	2.5	-1.646	2.7104
25	25	20	-5	-9.146	83.656
26	20	20	0	-4.146	17.192
27	15	15	0	-4.146	17.192
28	12.5	20	7.5	3.354	11.247
29	20	10	-10	-14.15	200.12
30	17.5	25	7.5	3.354	11.247
31	15	25	10	5.854	34.265
32	15	20	5	0.854	0.7287
33	17.5	25	7.5	3.354	11.247
34	17.5	25	7.5	3.354	11.247
35	20	20	0	-4.146	17.192
36	17.5	25	7.5	3.354	11.247
37	22.5	15	-7.5	-11.65	135.64
38	15	20	5	0.854	0.7287
39	17.5	25	7.5	3.354	11.247
40	15	10	-5	-9.146	83.656
41	15	15	0	-4.146	17.192
N = 41	Σ=665	Σ=835	Σd=170		Σx ² d=1495.12
	X ₁ =15.833	X ₂ =19.88095			

$$Md = \frac{\Sigma d}{N} = \frac{170}{41} = 4.1463$$

From the table above, the statistical computation of the t-value can be presented as follows:

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}} \\
 &= \frac{4.1463}{\sqrt{\frac{1495.12}{41(41-1)}}} \\
 &= \frac{4.1463}{\sqrt{\frac{1495.12}{1640}}} \\
 &= 4.3425484 \\
 t &= 4.3425
 \end{aligned}$$

Table 3. Recapitulation of Pre-test and Post-test Scores of Adjectives

Subject	Pre-test (Adjectives)	Post-test (Adjectives)	(d)=(Posttest- pretest)	x_d (d-Md)	x^2d
1	2	3	4	5	6
1	12.5	10	-2.5	-4.5732	20.9139
2	20	20	0	-2.0732	4.2980
3	15	10	-5	-7.0732	50.0297
4	10	5	-5	-7.0732	50.0297
5	17.5	20	2.5	0.4268	0.1822
6	15	15	0	-2.0732	4.2980
7	12.5	20	7.5	5.4268	29.4505
8	17.5	10	-7.5	-9.5732	91.6456
9	15	15	0	-2.0732	4.2980
10	15	20	5	2.9268	8.5663
11	7.5	20	12.5	10.4268	108.7188
12	15	10	-5	-7.0732	50.0297
13	10	15	5	2.9268	8.5663
14	15	15	0	-2.0732	4.2980
15	17.5	10	-7.5	-9.5732	91.6456
16	10	20	10	7.9268	62.8346
17	12.5	15	2.5	0.4268	0.1822
18	17.5	15	-2.5	-4.5732	20.9139
19	15	15	0	-2.0732	4.2980
20	10	25	15	12.9268	167.1029
21	10	25	15	12.9268	167.1029
22	12.5	20	7.5	5.4268	29.4505
23	22.5	20	-2.5	-4.5732	20.9139
24	22.5	20	-2.5	-4.5732	20.9139
25	22.5	20	-2.5	-4.5732	20.9139
26	15	20	5	2.9268	8.5663
27	15	15	0	-2.0732	4.2980
28	12.5	10	-2.5	-4.5732	20.9139
29	17.5	20	2.5	0.4268	0.1822
30	15	17.5	2.5	0.4268	0.1822
31	10	17.5	7.5	5.4268	29.4505
32	10	15	5	2.9268	8.5663
33	15	17.5	2.5	0.4268	0.1822
34	5	17.5	12.5	10.4268	108.7188
35	20	20	0	-2.0732	4.2980
36	15	10	-5	-7.0732	50.0297
37	10	12.5	2.5	0.4268	0.1822
38	15	17.5	2.5	0.4268	0.1822
39	20	20	0	-2.0732	4.2980

1	2	3	4	5	6
40	10	17.5	7.5	5.4268	29.4505
41	10	12.5	2.5	0.4268	0.1822
N = 41	Σ=585	Σ=670	Σd=85		Σx ² d= 1311.2805
	X ₁ =13.9286	X ₂ =15.9524			

$$Md = \frac{\Sigma d}{N} = \frac{85}{41} = 2.0732$$

From the table above, the statistical computation of the t-value can be presented as follows:

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}} \\
 &= \frac{2.0732}{\sqrt{\frac{1311.2805}{41(41-1)}}} \\
 &= \frac{2.0732}{\sqrt{\frac{1311.2805}{1640}}} \\
 &= 2.3185441 \\
 t &= 2.3185
 \end{aligned}$$

Table 4. Recapitulation of Pre-test and Post-test Scores of Adverbs

Subject	Pre-test (Adverbs)	Post-test (Adverbs)	(d)=(Posttest- pretest)	x _d	x ² d
				(d-Md)	
1	2	3	4	5	6
1	12.5	15	2.5	0.9756	0.9518
2	12.5	20	7.5	5.9756	35.7079
3	20	17.5	-2.5	-4.0244	16.1957
4	12.5	12.5	0	-1.5244	2.3238
5	17.5	20	2.5	0.9756	0.9518
6	17.5	12.5	-5	-6.5244	42.5677
7	10	15	5	3.4756	12.0799
8	15	15	0	-1.5244	2.3238
9	17.5	15	-2.5	-4.0244	16.1957

1	2	3	4	5	6
10	5	10	5	3.4756	12.0799
11	15	22.5	7.5	5.9756	35.7079
12	17.5	25	7.5	5.9756	35.7079
13	5	2.5	-2.5	-4.0244	16.1957
14	20	17.5	-2.5	-4.0244	16.1957
15	15	17.5	2.5	0.9756	0.9518
16	10	12.5	2.5	0.9756	0.9518
17	7.5	5	-2.5	-4.0244	16.1957
18	12.5	12.5	0	-1.5244	2.3238
19	15	20	5	3.4756	12.0799
20	7.5	17.5	10	8.4756	71.8360
21	10	7.5	-2.5	-4.0244	16.1957
22	12.5	17.5	5	3.4756	12.0799
23	20	15	-5	-6.5244	42.5677
24	20	22.5	2.5	0.9756	0.9518
25	17.5	20	2.5	0.9756	0.9518
26	17.5	20	2.5	0.9756	0.9518
27	15	15	0	-1.5244	2.3238
28	17.5	12.5	-5	-6.5244	42.5677
29	15	17.5	2.5	0.9756	0.9518
30	17.5	20	2.5	0.9756	0.9518
31	20	17.5	-2.5	-4.0244	16.1957
32	12.5	15	2.5	0.9756	0.9518
33	15	20	5	3.4756	12.0799
34	20	22.5	2.5	0.9756	0.9518
35	15	20	5	3.4756	12.0799
36	12.5	17.5	5	3.4756	12.0799
37	15	17.5	2.5	0.9756	0.9518
38	20	20	0	-1.5244	2.3238
39	20	17.5	-2.5	-4.0244	16.1957
40	20	17.5	-2.5	-4.0244	16.1957
41	12.5	15	2.5	0.9756	0.9518
N = 41	Σ=610	Σ=672.5	Σd=62.5		Σx ² d= 560.9756
	X ₁ =14.5238	X ₂ =16.0119			

$$Md = \frac{\Sigma d}{N} = \frac{62.5}{41} = 1.5244$$

From the table above, the statistical computation of the t-value can be presented as follows:

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\
 &= \frac{1.5244}{\sqrt{\frac{560.9756}{41(41-1)}}} \\
 &= \frac{1.5244}{\sqrt{\frac{560.9756}{1640}}} \\
 &= 2.6064473 \\
 t &= 2.6064
 \end{aligned}$$

Table 5. Recapitulation of Pre-test and Post-test Scores of Verbs

Subject	Pre-test (Verbs)	Post-test (Verbs)	(d)=(Posttest- Pretest)	x_d	x^2d
				(d-Md)	
1	2	3	4	5	6
1	15	20	5	2.744	7.529
2	20	22.5	2.5	0.244	0.0595
3	22.5	25	2.5	0.244	0.0595
4	15	20	5	2.744	7.529
5	22.5	22.5	0	-2.256	5.09
6	15	20	5	2.744	7.529
7	10	12.5	2.5	0.244	0.0595
8	20	20	0	-2.256	5.09
9	17.5	12.5	-5	-7.256	52.651
10	20	22.5	2.5	0.244	0.0595
11	20	25	5	2.744	7.529
12	12.5	17.5	5	2.744	7.529
13	10	17.5	7.5	5.244	27.499
14	10	15	5	2.744	7.529
15	25	20	-5	-7.256	52.651
16	15	22.5	7.5	5.244	27.499
17	20	22.5	2.5	0.244	0.0595
18	20	17.5	-2.5	-4.756	22.62
19	7.5	12.5	5	2.744	7.529
20	15	17.5	2.5	0.244	0.0595
21	15	15	0	-2.256	5.09
22	12.5	17.5	5	2.744	7.529

1	2	3	4	5	6
23	20	20	0	-2.256	5.09
24	15	22.5	7.5	5.244	27.499
25	17.5	20	2.5	0.244	0.0595
26	20	17.5	-2.5	-4.756	22.62
27	15	17.5	2.5	0.244	0.0595
28	17.5	22.5	5	2.744	7.529
29	12.5	15	2.5	0.244	0.0595
30	17.5	25	7.5	5.244	27.499
31	22.5	25	2.5	0.244	0.0595
32	20	17.5	-2.5	-4.756	22.62
33	15	20	5	2.744	7.529
34	25	20	-5	-7.256	52.651
35	17.5	22.5	5	2.744	7.529
36	10	15	5	2.744	7.529
37	25	22.5	-2.5	-4.756	22.62
38	20	17.5	-2.5	-4.756	22.62
39	20	20	0	-2.256	5.09
40	15	17.5	2.5	0.244	0.0595
41	20	22.5	2.5	0.244	0.0595
N = 41	Σ=705	Σ=797.5	Σd=92.5		Σx ² d=497.56
	X ₁ =16.7857	X ₂ =18.9881			

$$Md = \frac{\Sigma d}{N} = \frac{92.5}{41} = 2.2561$$

From the table above, the statistical computation of the t-value can be presented as follows:

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}} \\
 &= \frac{2.2561}{\sqrt{\frac{497.56}{41(41-1)}}} \\
 &= \frac{2.2561}{\sqrt{\frac{497.56}{1640}}} \\
 &= 4.0959781 \\
 t &= 4.096
 \end{aligned}$$

4.4 Hypothesis Verification

The alternative hypothesis of this research are "There is a significant effectiveness of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year" and "There is a significant effect of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year". It is accepted if the value of t-test is higher than t-table. Whereas, the hypothesis is rejected if the value of t-test is lower than t-table. Since this research is using statistical analysis, the alternative hypothesis should be changed into null hypothesis (H_0). The null hypothesis are "there is no significant effectiveness of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year" and "there is no significant effect of the use of flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year".

The result of data analysis pointed out that the statistical value of t-test of vocabulary achievement was 7.0363 and the t-critic value was 2.021. The degree of freedom (df/d.b) was 40 and the significance level used was 5%. So, the value of t-test was higher than the value of t-critic, or ($7.0363 > 2.021$). It means that, the alternative hypothesis (H_a) was accepted, and the null hypothesis was rejected. Thus, there was a significant effect of the use of the flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in 2002/2003 academic year. Then, the result of the hypothesis verification of every indicator of vocabulary achievement as follows:

1. Nouns

The result of the data analysis showed that the statistical value of t-test was 4.3425, while the critical value of t-table with the significance level of 5% and degree of freedom (d.b) 40 was 2.021. So, the statistical value of t-test was higher than the critical value of t-table ($4.3425 > 2.021$). This means that there is

significant effect of the use of the flannel board on Nouns achievement of the fifth year students of SDN Mojosari II Mojokero in the 2002/2003 academic year.

2. Adjectives

The statistical value of t-test was 2.3185, while the critical value of t-table with the significance level of 5% and degree of freedom (d.b) 40 was 2.021 ($2.3185 > 2.021$). In sum, the statistical value of t-test was higher than the critical value of t-table. This means that there is a significant effect of the use of the flannel board on adjective of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year.

3. Adverbs

The statistical value of t-test was 2.6064, while the critical value of t-table with the degree of freedom (df/d.b) 40 on 5% significance level was 2.021. So, t-test was higher than t-critic ($2.6064 > 2.021$). This means that there is a significant effect of the use of the flannel board on adverb of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year.

4. Verbs

The statistical value of t-test was 4.096, when it was consulted to t-table with degree of freedom 2.021 (df/d.b) 40 on 5% significance level. So, t-test is higher than t-critic ($4.096 > 2.021$). This means that there is a significant effect of the use of the flannel board on verb of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year.

Based on the results of the data analysis, the degree of effectiveness of the use of the flannel board on vocabulary achievement is shown by post-test which was given after the treatment and compared it with that one of teaching vocabulary without the flannel board as media as it was shown by pre-test done before giving treatment. The formula used to know the result of the Degree of Relative effectiveness is as follows:

$$DRE = \frac{Mx_2 - Mx_1}{Mx_1} \times 100\%$$

Notes: *DRE* = The Degree of Relative Effectiveness

Mx_1 = Mean of Pre-test

Mx_2 = Mean of Post-test (Adapted from Sulthon, 1996:14)

The calculation of *DRE* in this research is as follows:

1. Vocabulary

$$\begin{aligned} DRE &= \frac{69.4643 - 62.0238}{62.0238} \times 100\% \\ &= \frac{7.4405}{62.0238} \times 100\% \\ &= 11.9962\% \end{aligned}$$

This means that teaching vocabulary using the flannel board is 11.9962% more effective than teaching vocabulary without using the flannel board.

2. Nouns

$$\begin{aligned} DRE &= \frac{19.88095 - 15.833}{15.833} \times 100\% \\ &= \frac{4.04795}{15.833} \times 100\% \\ &= 25.5665\% \end{aligned}$$

This means that teaching nouns using the flannel board is 25.5665% more effective than teaching nouns without using the flannel board.

3. Adjectives

$$\begin{aligned} DRE &= \frac{16.9524 - 13.9286}{13.9286} \times 100\% \\ &= \frac{3.0238}{13.9286} \times 100\% \\ &= 21.7093\% \end{aligned}$$

This means that teaching adjectives using the flannel board is 21.7093% more effective than teaching adjectives without using the flannel board

4. Adverbs

$$\begin{aligned} DRE &= \frac{16.0119 - 14.5238}{14.5238} \times 100\% \\ &= \frac{1.4881}{14.5238} \times 100\% \\ &= 10.246\% \end{aligned}$$

This means that teaching adverbs using the flannel board is 10.246% more effective than teaching adverbs without using the flannel board.

5. Verbs

$$\begin{aligned} DRE &= \frac{18.9881 - 16.7857}{16.7857} \times 100\% \\ &= \frac{2.2024}{16.7857} \times 100\% \\ &= 13.1207\% \end{aligned}$$

This means that teaching verbs using the flannel board is 13.1207% more effective than teaching verbs without using the flannel board.

4.5 Discussion and Interpretation

Based on the results of the data analysis, it is known that the statistical computation of t-value was 7.0363 for vocabulary achievement with the indicators as follows: $t = 4.3425$ for Nouns, $t = 2.3185$ for adjectives, $t = 2.6064$ for adverbs and $t = 4.096$ for verbs. Meanwhile, the critical value on the degree of freedom (d.b) 40 with the significance level of 5% is 2.021. So the statistical computation value is higher than the critical value. It means that the result of data analysis shows that there is a significant effect. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

Then, the degree of effectiveness of the use of the flannel board on vocabulary achievement was 11.99% which means that the vocabulary teaching

using flannel board is 11.99 % more effective than vocabulary teaching without using flannel board.

The result of the data analysis above points out that the use of the flannel board is very useful to be applied in vocabulary teaching. This aid has proved to be successful in improving the students' vocabulary achievement. This evidence can be seen from the results of posttest, where the mean of posttest is 69.4643 and the mean of pre test is 62,0238. This means that the flannel board can be used by the teacher as media in teaching vocabulary to help the students' master of the vocabulary easily. In addition, flannel board can avoid the monotonous activities in the English teaching learning process. It is stated by Heinich et al (1982:110) that vocabulary teaching using flannel board had successfully been able to be an interesting aid to make the students pay more attention on vocabulary teaching, which they usually find boring. Alive situation can be seen clearly when the researcher gives the treatment, that is teaching vocabulary using the flannel board. Besides, this technique can also increase the teachers' creativity to create the variety of activities by using the flannel board for example: teaching song by using flannel board. So, the students of elementary school will feel happy and become interested in teaching English vocabulary.

V. CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the results of the data analysis in the previous chapter, it could be concluded as follows:

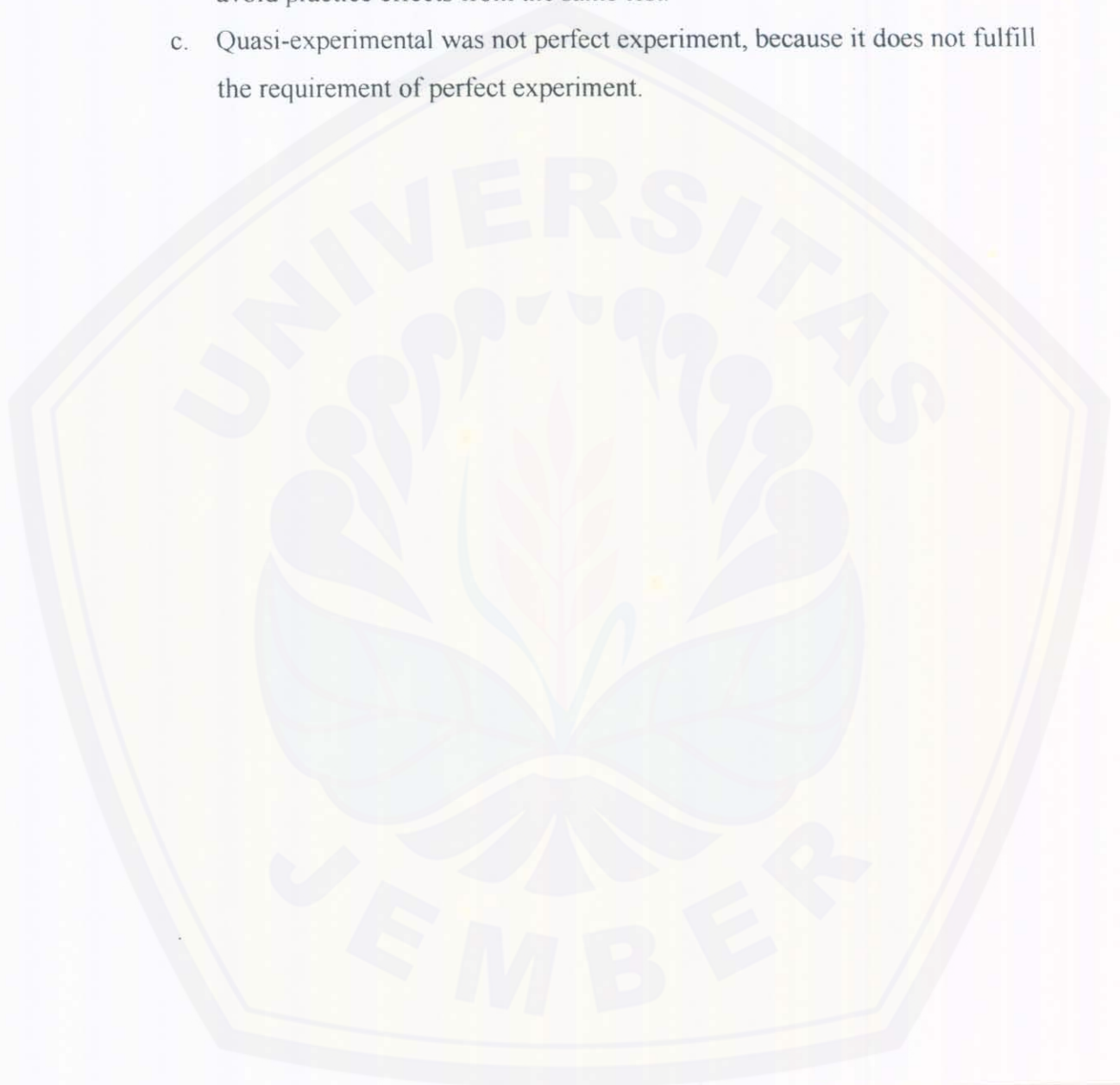
1. There was a significant effectiveness of the use of the flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year.
2. The result showed that the use of the flannel board was effective to improve the students' vocabulary achievement.

5.2 Suggestions

After knowing that there was a significant effect of the use of the flannel board on vocabulary achievement of the fifth year students of SDN Wonokusumo II Mojosari Mojokerto in the 2002/2003 academic year, some suggestion were given to the following persons:

1. The English teacher, especially at SDN Wonokusumo II Mojosari Mojokerto and other teachers should increase the frequency of using the flannel board as media to avoid monotonous activities in English teaching learning process and to improve the students' vocabulary mastery.
2. The other researchers who are interested in educational research are suggested to do the similar research with another design, such as a developmental or an action research for improving the students' vocabulary achievement by using other media such as: chalkboard or wall chart or magnetic board
3. The other researcher who will take this research design, the writer mentions the weaknesses of this research to be considered before they do the research. The weaknesses of this research are as follows:

- a. In fact, the first treatment often affects the results of treatments on the next treatment, because the respondents of this research were same.
- b. The quasi-experimental one group design needs two different tests to avoid practice effects from the same test.
- c. Quasi-experimental was not perfect experiment, because it does not fulfill the requirement of perfect experiment.



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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
The Effectiveness of the Use of Flannel Board on Vocabulary Achievement of the Fifth Year Students of SDN Wonokusumo II Mojokerto in the 2002/2003 Academic Year	a. Statement of the problems: Is there a significant Effectiveness of the Use of Flannel Board on Vocabulary Achievement of the Fifth Year Students of SDN Wonokusumo II Mojokerto in the 2002/2003 Academic Year?	Independent: The Use of Flannel Board Dependent: Vocabulary Achievement of the Fifth Year Students	Large Vocabulary : - Nouns - Verbs - Adjectives - Adverbs	A. Respondents - The fifth year students of SDN Wonokusumo II Mojokerto in the 2002/2003 Academic Year B. Informant - The English Teacher C. Documents	A. Research Design: Quasi Experimental - Pre test – post test (one group) B. Area Determination Method - Purposive C. Respondent determination: - Population D. Data Collection: 1. Primary Data - Test (Vocabulary Achievement) 2. Supporting Data - Interview - Observation - Documentation E. Data analysis - T-test formula: $t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$	a. There is a significant effectiveness of the Use of Flannel Board on Vocabulary Achievement of the Fifth Year Students of SDN Wonokusumo II Mojokerto in the 2002/2003 Academic Year
	b. Is there a significant Effect of the Use of Flannel Board on Vocabulary Achievement of the Fifth Year Students of SDN Wonokusumo II Mojokerto in the 2002/2003 Academic Year?				Notes: t = The coefficient of the formula. Md = The mean difference of the pre-test and post test. xd = Deviation of each subject (d - Md). $\sum x^2 d$ = The total number of squares of deviation. N = The total number of subjects. d.b. = N - 1. (Adapted from Arikunto, 1998:300).	b. There is a significant effect of the Use of Flannel Board on Vocabulary Achievement of the Fifth Year Students of SDN Wonokusumo II Mojokerto in the 2002/2003 Academic Year

Appendix 2

Supporting Data Instrument

I. Interview

No.	Interview Questions	Data Resources
1.	Could you tell me the technique used in teaching vocabulary?	English Teacher
2.	Could you tell me the materials given in teaching vocabulary ?	
3.	Could you tell me the media used in teaching vocabulary?	
4.	Could you tell me the kinds of assignments given to the students in teaching vocabulary?	
5.	Could you tell me the problems usually faced in teaching vocabulary?	

2. Documentation

No.	The Supporting Data	Data Resources
1.	The school location and the number of the respondents	Documents
2.	The names of respondents	Documents
3.	The personnel of the school	Document
4.	The facilities provided at SDN Wonokusumo II Mojosari Mojokerto.	Documents

Appendix 3

Distribution of the Items

No.	Indicators	Pre – test	Post – test
		Item number	Item number
I	Nouns :		
	- Countable Nouns	1 and 24	7
	Uncountable Nouns	4 and 32	36 and 26
	- Concrete Nouns	37 and 11	9
	Abstract Nouns	28	35, 13, and 30
	- Proper Nouns	16 and 22	2, 15 and 22
	Collective Nouns	9	
II	Adjective :		
	- Demonstrative adjective	5 and 30	40
	- Distributive adjective		34
	- Quantitative adjective	33, 25 and 38	
	- Interrogative adjective	2 and 18	14
	- Possessive adjective	26	31 and 25
	- Adjective of Quality	23 and 40	5, 39, 11, 19, and 28
III	Adverb :		
	- Adverb of Manner	27	8, 24, and 21
	- Adverb of Time	3, 17, and 35	27
	- Adverb of Place	14 and 34	16 and 37
	- Adverb of Frequently		29 and 33
	- Adverb of Sentence		3
	- Adverb of Relative	20	4
	- Adverb of Interrogative	7	
	- Adverb of Degree	19 and 39	
IV	Verb :		
	- Action Verb	6,10,13, 15,21 and 36	1, 10,17,18, 23, 32 and 38
	- Linking Verb	8, 12, 29, and 31	6, 12, and 20

Appendix 4

PRE – TEST

Subject : English
Grade / Semester : V / I
Year : 2002 / 2003
Language Focus : Vocabulary
Time : 90'

I. Circle the correct answer! (Lingkari jawaban yang benar!)

1. Rizal and his family have dinner in a
a. bookstore b. bank c. post office d. restaurant
2. A: book did he borrow?
B: He borrowed Rina's book
a. Whose b. Why c. How d. Where
3. A : When does the sun rise ?
B :
a. in the morning b. at noon c. in the evening d. at night
4. I need some, to make a glass of juice.
a. sugar b. salt c. coffee d. jam
5. books belong to my brother.
a. this b. that c. its d. those
6. A: Why does he go to the post office?
B: Because he wants to a letter.
a. send b. borrow c. read d. write
7. was the teacher angry? Because I came late to go school.
a. whom b. where c. why d. what
8. A: you Indonesian?
B: No, I am not. I am Japanese.
a. Do b. Can c. Will d. Are
9. Mother, father, brother, and sister are my
a. parents b. relatives c. family d. brothers
10. A horse can
a. fly b. read c. swim d. run

11. I need a stamp, I go to the
- a. post office b. hospital c. bank d. school
12. A: this your book?
B: No, this isn't.
- a. are b. is c. does d. was
13. Mira, Ani, and Ida badminton every Sunday morning.
- a. take b. play c. bring d. study
14. She lives ... me.
- a. Away b. near c. here d. there
15. If we want to get 10 in English test, we must ... hard.
- a. study b. sleep c. stay d. eat
16. Monas is in ...
- a. Jakarta b. Surabaya c. Bandung d. Bogor
17. We have dinner
- a. in the morning
b. in the afternoon
c. in the night
d. in the school break
18. A: hand do you use to eat?
B: I eat with the right hand.
- a. Where b. What c. Why d. Which
19. Rohana is a popular singer.
- a. very b. too c. never d. so
20. The year he was born.
- a. which b. who c. when d. where
21. Grandfather doesn't like milk. He a cup of coffee.
- a. do b. does c. wants d. like
22. Yesterday was Monday. Today is
- a. Wednesday b. Sunday c. Saturday d. Tuesday
23. My teeth are
- a. yellow b. white c. black d. blue

24. Kitty wears a on her neck.
a. necklace b. Belt c. ring d. earring
25. I haven't sugar.
a. small b. many c. some d. any
26. Rita andfamily go to restaurant in the holiday.
a. their b. our c. his d. her
27. She got ten marks for her arithmetic test. She studied it
a. badly b. carelessly c. hardly d. seriously
28. Mother Theresa's to the poor people will always be remembered by many people.
a. kindness b. naughty c. beauty d. funny
29. A: Are you like hot coffee?
B:
- a. yes, they are b. Yes, he is c. No, they are not d. No, I am not
30. plates are clean.
a. This b. Those c. That d. There

**II. Complete the following paragraph with the provided words correctly !
(Lengkapilah paragraf di bawah ini dengan kata yang telah disediakan dengan benar!)**

- a. yesterday c. in the dining room e. are g. now
b. some d. any f. food h. in the kitchen
i. is j. sugar

Cooking in the Kitchen

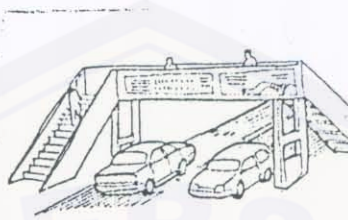
Mother and her daughter (31) in the kitchen. Her daughter is Nia. She is helping mother in the kitchen. Now they are cooking some(32). Nia is washing (33) plates and spoons. Mother is standing in front of the stove and she is cooking rice and vegetables. Nia is preparing breakfast for her father. Her father is waiting for them (34). They are having breakfast together. At present 'Nia is leaving the dining room. She is going to school (35).

III. Read the sentences carefully. Then match those sentences with correct pictures! (Bacalah kalimat di bawah ini dengan hati-hati. Kemudian jodohkan kalimat itu dengan gambar yang benar!)

a.



b.



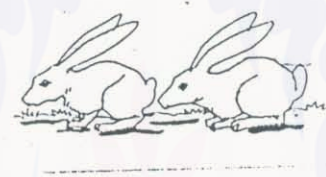
c.



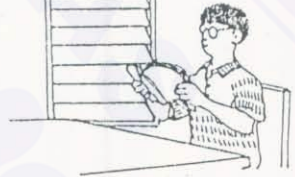
d.



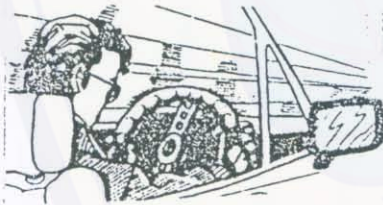
e.



f.



g.



h.



i.



36. Rizal is a very good artist. He likes to paint. (i.)
37. There are many people walking along the pavement. (d.)
38. Mary has two rabbits in her garden. (e.)
39. The driver in that car is driving that car very fast. (g.)
40. My mother is a nurse. She wears a white uniform. (c.)

Appendix 5

Answer Key for Pre - Test

I.

- | | | |
|------------------------|-------------------|-----------------------|
| 1. d. (restaurant) | 6. a. (send) | 11. a. (post office) |
| 2. a. (whose) | 7. c. (why) | 12. b. (is) |
| 3. a. (in the morning) | 8. d. (are) | 13. b. (play) |
| 4. a. (sugar) | 9. c. (family) | 14. b. (near) |
| 5. d. (those) | 10. d. (run) | 15. a. (study) |
| 16. a. (Jakarta) | 21. c. (wants) | 26. d. (her) |
| 17. c. (in the night) | 22. d. (Tuesday) | 27. d. (seriously) |
| 18. d. (Which) | 23. b. (white) | 28. a. (kindness) |
| 19. a. (very) | 24. a. (necklace) | 29. d. (No, I am not) |
| 20. c. (when) | 25. d. (any) | 30. b. (Those) |

II

- | | |
|-----------------------------|--------------------|
| 31. e. (are) | 36. i. (to paint) |
| 32. f. (food) | 37. d. (pavement) |
| 33. b. (some) | 38. e. (two) |
| 34. c. (in the dining room) | 39. g. (very fast) |
| 35. g. (now) | 40. c. (white) |

III

Scoring Guide

- I. No. 1 – 30 = $30 \times 2.5 = 75$
II. No. 31 – 35 = $5 \times 2.5 = 12.5$
III. No. 36 - 40 = $5 \times 2.5 = 12.5$
The Total Score = 100

Appendix 6

POST - TEST

Subject : English
Grade / Semester : V / I
Year : 2002 / 2003
Language Focus : Vocabulary
Time : 90'

I. Circle the correct answer! (Lingkari jawaban yang benar!)

1. I TV at my neighbor.
a. look b. see c. watch d. hear
2. is the last month of the year.
a. July b. December c. October d. November
3. I ... hope to see him.
a. Sure b. Surely c. Certain d. believe
4. The day.... they arrived.
a. whom b. where c. when d. which
5. I'm sorry, I can't help you. I'm very
a. lazy b. sad c. crowded d. busy
6. John absent last Monday.
a. was b. am c. were d. is
7. I'm big, have a long nose and wide ears. What am I ?
a. a cat b. an ant c. a bird d. an elephant
8. I can speak English
a. well b. quickly c. bad d. fluency
9. Ricky, Yuda, and Febrianto go to Borobudur
a. beach b. waterfall c. temple d. monument
10. I a glass of water.
a. do b. eat c. drink d. use
11. Tuti goes to bed because she is
a. hungry b. clever c. thirsty d. sleepy
12. they clever students?
a. Do b. Does c. Are d. Is

13. Dian has at noon.
a. breakfast b. lunch c. dinner d. supper
14. A: pencil do you like?
B: I like blue pencil.
a. Who b. Which c. When d. Which
15.is capital of Indonesia.
a. Surabaya b. Jakarta c. Semarang d. Bandung
16. Ann (on phone): Is that you, Tom? Is Ann.
a. Here b. In front of you c. beside you d. There
17. You must Your work.
a. finishes b. do c. started d. stopped
18. I a magazine in the living room.
a. watch b. read c. write d. work
19. John isn't healthy. He is
- a. hungry b. angry c. sick d. lazy
20. A: Are there any bookstore here?
B: Yes, there one bookstore.
a. is b. am c. are d. do
21. I am not going to go with Robert. He always driver ...
a. careful b. carefully c. careless d. carelessly
22. Every, Joan goes to church.
a. Monday b. Sunday c. Tuesday d. Wednesday
23. Amir sports.
a. likes b. like c. don't likes d. don't like
24. She hung the clock on the wall.
a. beautifully b. silently c. politely d. carefully
25. John kicks the ball with leg.
a. her b. his c. their d. our
26. My grandmother poured some in to the cup.
a. jam b. tea c. salt d. cheese

27. He hasn't finished his breakfast
- a. slow b. not yet c. yet d. slowly
28. Indonesia flag is
- a. red and white
b. white and blue
c. red and blue
d. white and yellow
29. You should ... pray to God before doing the examination.
- a. always b. sometime c. seldom d. never
30. For your own please use the zebra crossing to cross the road.
- a. kindness b. happiness c. freedom d. safety

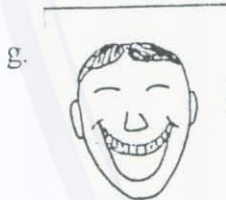
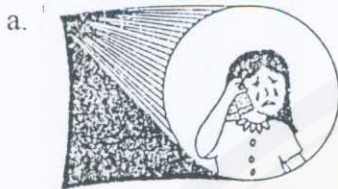
**II. Complete the following paragraph with the provided words correctly!
(Lengkapilah paragraf di bawah ini dengan kata yang telah disediakan dengan benar!)**

- a. communication d. her g. very j. always
b. our e. communicate h. every week
c. taught f. every day i. teaches

Studying English

Mita and (31) friends study English in the class. They are very clever and very diligent. The English teacher is Miss Endah. She is clever in teaching English and she is very happy with her students. She (32) English twice a week. The student ... (33) practice English in the class. She said to her students, you must practice your English at home (34) because English is very important in (35).

IV. III. Read the sentences carefully. Then match those sentences with correct pictures! (Bacalah kalimat di bawah ini dengan hati-hati. Kemudian jodohkan kalimat itu dengan gambar yang benar!)



36. Timmy loves eating a corn of ice- cream. (c.)
37. Mark speaks Chinese. He is from China. (f.)
38. I sew a jacket for her sister. (d.)
39. Do not be sad, be happy. (...)
40. This is a cat. (h.)

Appendix 7

Answer Key for Post - Test

I.

- | | | |
|------------------|---------------------|--------------------------|
| 1. c. (watch) | 6. a. (was) | 11. d. (sleepy) |
| 2. b. (December) | 7. d. (an elephant) | 12. a. (Do) |
| 3. b (surely) | 8. a. (well) | 13. b. (lunch) |
| 4. c. (when) | 9. c. (temple) | 14. d. (What) |
| 5. d. (busy) | 10. c. (drink) | 15. b. (Jakarta) |
| 16. a. (here) | 21. a. (carelessly) | 26. b. (tea) |
| 17. b. (do) | 22. b. (Sunday) | 27. c. (yet) |
| 18. b. (read) | 23. a. (likes) | 28.a. (red and
white) |
| 19. c. (sick) | 24. d. (carefully) | 29.a. (always) |
| 20. a. (is) | 25. b. (his) | 30.d. (safety) |

II.

31. d. (her)
 32. i. (teaches)
 33. j. (always)
 34. f. (everyday)
 35. a. (communication)

III.

36. c. (ice – cream)
 37. f. (China)
 38. d. (sew)
 39. g. (happy)
 40. h. (this)

Scoring Guide

- I. No. 1 – 30 = $30 \times 2.5 = 75$
 II. No. 31 - 35 = $5 \times 2.5 = 12.5$
 III. No. 36 - 40 = $5 \times 2.5 = 12.5$
 The Total Score = 100

Appendix 8

LESSON PLAN

Subject : English
 Grade/Semester : V/II
 Theme : Transportation
 Language Focus : Vocabulary (Nouns, Adjectives, Adverbs, and Verbs)
 Time : 90'

I. General Instructional Objectives :

By mastering \pm 250 new vocabulary in the level of about 750 words related to the chosen theme and sub theme, students are able to comprehend vocabulary about transportation

II. Specific Instructional Objectives :

Students are able to:

- 2.1 showing the pictures of transportation given correctly
- 2.2 put the names of transportation in the correct column
- 2.3 fill in the blanks with the correct answers in the box
- 2.4 rearrange the jumbled letters correctly based on the pictures given.

III. Lesson Materials

3.1 Task that is relation the topic

IV. Teaching Learning Activities

- a. Approach : Meaning approach
 - b. Media : Task from "Let's Practice English" for the fifth level. Flannel board.
- Sources : Let's Practice English for the fifth level published in 2000 by Grasindo.

c. Activities

	Activities	Time
1	Introduction	
	- Greeting	5'
	- Giving motivation	5'
2	Main Activities	
a	Asking the students to showing the pictures of transportation by using the flannel board	20'
b	Asking the students to put the names of transportation in the correct column by using the flannel board.	20'
c	Asking the students to fill in the blanks with the correct answers in the box by using the flannel board	18'

d	Asking the students to rearrange the jumbled letters into the correct words based on the picture given by using the flannel board	15'
3	Closing	
-	Concluding the lesson by giving questions to the students by using the flannel board.	7'
-	Parting	

V. Evaluation: Process evaluation was conducted during teaching learning process.

Worksheet 1

I. Show the pictures of transportation below!

- a An aeroplane
- b A truck
- c A train
- d A bicycle
- e A sailing boat

II. Put these names of transportation in the correct column!

- | | | |
|-----------------|--------------|----------------|
| 1. Ship | 6. Scooter | 11. Plane |
| 2. Motorcycle | 7. Raft | 12. Taxi |
| 3. Bus | 8. Train | 13. Boat |
| 4. Sailing Boat | 9. Ferry | 14. Car |
| 5. Helicopter | 10. Aircraft | 11. Cargo ship |

Land Transport	Water Transport	Air Transport
Car	Ferry	Plane
.....
.....
.....
.....

III. Fill the blank with the correct answer in the box by using the flannel board !

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. What can I for you ? 2. How glasses do you want ? 3. Can you me, Dedy ? 4. The sun is shining today. 5. They see some buses, cars, and taxis in the.... 6. Where is the tourist from ? 7. Mango, nangka, grape, apple are 8. Mother ... rice in the kitchen 9. Tuti goes to bed, because she is 10. There is sugar | <ol style="list-style-type: none"> a. America b. terminsl c. fruits d. many e. sleepy f. cooks g. animals h. help i. brightly j. do k. some |
|---|--|

IV. Rearrange the jumbled letters correctly based on the picture given!

1.  → V - E - I - D - R =

2.



→ O - T - H - O - O - T =

3.



→ Y - N - M - E - O - K =

4.



→ A - S - D =

II. Lesson Plan

Subject : English
Grade / Semester : V/I
Theme : The Country and City Life
Language Focus : Vocabulary (Nouns, Adjectives, Adverb, and Verbs)
Time : 90'

I. General Instructional Objectives :

By mastering of about 250 new vocabulary in the level of about 750 words related to the chosen theme and sub theme, students are able to comprehend the vocabulary about The Country City Life.

II. Specific Instructional Objectives :

Students are able to:

- 2.2 Complete the letters by using flannel board.
- 3.3 Match the sentences by using the flannel board correctly.
- 4.4 Choose the right answer by using the flannel board.
- 5.5 Arrange the jumbled letters by using the board correctly

III. Lesson Materials :

- 2.2 Task that is related to the topic

IV. Teaching Learning Activities :


- a. Approach : Meaningfulness Approach
- b. Media : - Task from "First step 3 "for fifth level.
- Flannel Board

Source : First step 3 for fifth level for Elementary Schools
published in 1998 by PT. Intan pariwara


Worksheet 2

I. Complete the letters below based on the pictures given by using the flannel board !


a




c



b



d



a.	H				
b.	M				
c.	F				
d.	S				

II. Match the sentences with the pictures correctly by using the flannel board !

1. It is a big bus ()
2. It is a small car ()
3. It is a high mountain ()
4. it is expensive ()
5. It is cheap ()

a.



b.



c.



d.



e.



III. Choose the right answer below based on the pictures given by using the flannel board !



- a. city
- b. a car
- c. city bus



- a. a bus
- b. a city bus
- c. bus station



- a. she sweeps the floor
- b. she washes the floor
- c. she brushes the floor



- a. mother cooks the soup in the dining room
- b. mother cooks the soup in the living room
- c. mother cooks the soup in the kitchen



- a. a tower
- b. a bus station
- c. a market

IV. Arrange these jumbled letters correctly by using the flannel board !

- 1. FERRAM (N) =
- 2. LEIFD (N) =
- 3. IREC - NTPALS (N) =

III. Lesson Plan

Subject : English
Grade / Semester : V/I
Theme : Family Life
Language Focus : Daily Activities
Time : 90'

I. General Instructional Objectives:

By mastering of about 250 new vocabulary in the level of about 750 words related to the chosen theme and sub theme, students are able to comprehend vocabulary about Daily Activities.

II. Specific Instructional Objectives :

Students are able to:

- 2.1 Fill in the blanks with the correct answers by using the flannel board.
- 2.2 Fill in the blanks with the words in the box by using the flannel board.
- 3.3 Choose the sentences to describe the pictures given by using the flannel board.
- 4.4 Complete the net words by using the flannel board.

III. Lesson Materials :

- 3.1 Task that is related to the topic

IV. Teaching Learning Activities :

- a. Approach : Meaningfulness Approach
 - b. Media : - Task from "First step 3" for fifth level.
- Flannel Board
- Source : "First step 3" for fifth level for Elementary Schools published in 1998 by PT. Intan pariwara

V. Activities.

Activities	Time
1. Introduction	
a. Greeting	5'
b. Giving Motivation	5'
2. Main Activities	
a. Asking the students to fill in blanks with the correct answers in the box based on the pictures given by using the flannel board.	20'
b. Asking the students to fill in the blanks with the words in the box correctly by using the flannel board.	15'
c. Asking the students to choose the sentences to describe the pictures by using the flannel board	20'
d. Asking the students to complete the net words, by writing the kind of hobbies correctly by using the flannel board	18'
3. Closing	
a. Concluding the lesson by giving questions to the students by using the flannel board.	5'
b. Parting.	2'

c. Evaluation

Process evaluation is conducted during teaching learning process.

Worksheet 3.

1. Fill in the blanks with the correct answer in the box based on the pictures given by using the flannel board !

- | | |
|----------------|-----------|
| a. a newspaper | e. They |
| b. study | f. Sunday |
| c. books | g. floor |
| g. goes | h. early |

1. She the school at six o'clock in the morning



2. watch television programme in the living-room



3. Mr Hadi always reads a in the living-room



4. Ani and Ina sweep the everyday



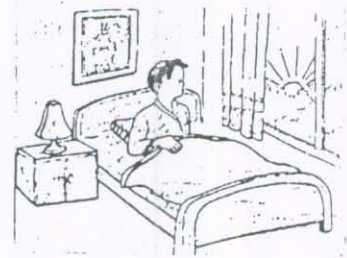
5. We don't go to school because today is



6. father and his staff read in the office



7. I get up in the morning



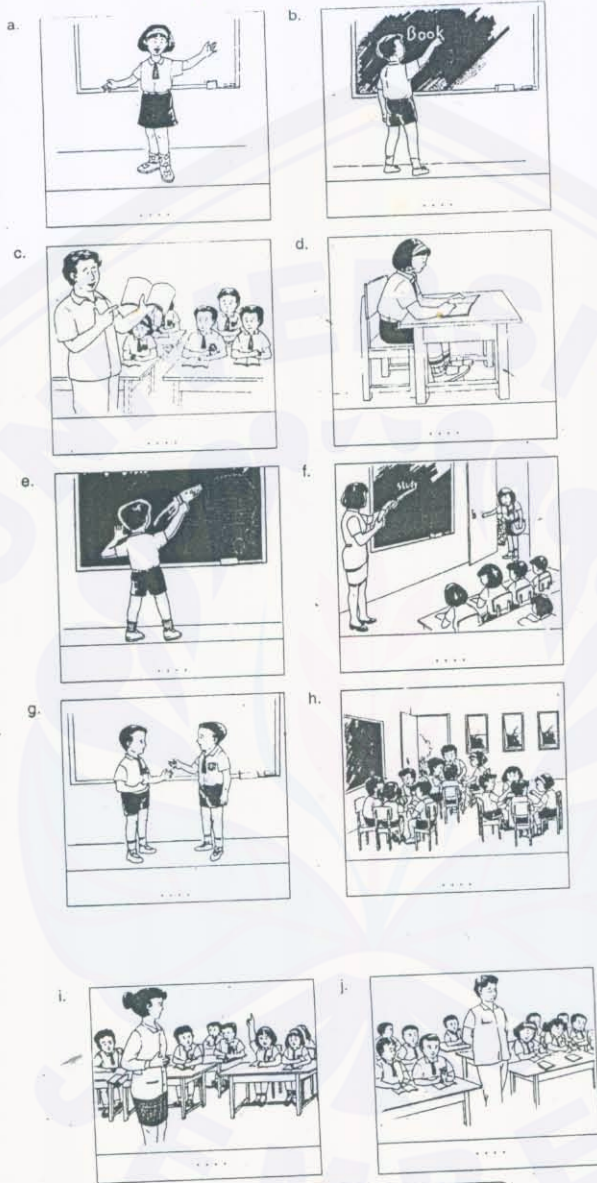
8. We have to everyday



II. Fill the blanks with the words in the box correctly by using the flannel board !

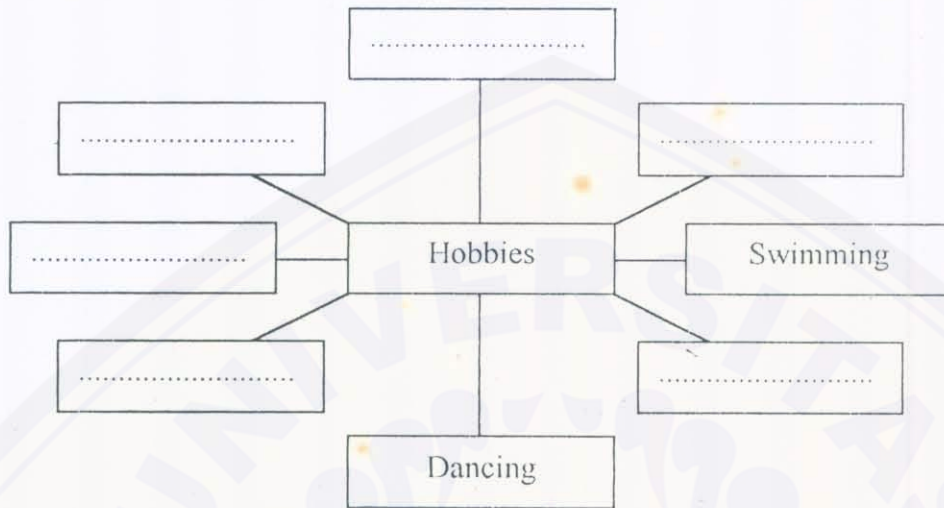
- | | |
|--|--------------------|
| 1. Where is Sengkaling ? It is in East Java | a. there |
| 2. I will go ... someday | b. would |
| 3. your ever been there ? | c. is |
| 4. you tell me about Sengkaling, please ? | d. Malang |
| 5. We can see a scenery | e. Have |
| 6. It a nice place | f. Wonder
fully |

III. Choose the sentences to describe the pictures below by using the flannel board!



- They are practising the dialogue.
- She comes late.
- She is singing in front of the class.
- They are doing the exercises.
- He is writing on the blackboard.
- They are working in groups.
- He is cleaning the blackboard.
- He is teaching.
- She wants to ask something.
- She is reading a book.

IV. Complete the net words, by using the kind of hobbies correctly by using the flannel board !



Appendix 9

THE NAMES OF RESPONDENTS

NO.	NAMES	NIS
1.	AGA DIRJA PUTRAWAN	1693
2.	YULIA	1736
3.	AFIFATUR ROHMAH	1741
4.	AISHAH NOVITA P	1742
5.	ANDI ROHMADIANTO	1744
6.	ANDRIAS EKO A	1745
7.	ARDI ANGGA	1746
8.	ARGA TEGUH	1747
9.	ASMAUL CHUSNIA	1749
10.	DANA NURMAN ALAN	1750
11.	DEDY NURWIDYANTO	1751
12.	DENY MARTA A	1752
13.	DIA SULISTYOWATI	1753
14.	ELOK SURYA	1754
15.	EVA SILVIANA	1755
16.	EVAN ADITYANTO	1756
17.	EVI OKTAVIANI	1757
18.	FANI ARIF S	1758
19.	FARIK ABSOR	1759
20.	FEBRIANI ROSALIA	1760
21.	FIRSTY NIMAS A	1761
22.	FITRI DWIATI	1762
23.	HUDATUL HENDRY	1764
24.	IIS DEPITA AYU CITRA	1766
25.	ITA UMROTUL IZZA	1767
26.	IVANDA APRILIA	1768
27.	LEANDRI OSAMA	1770
28.	LINDA ALVIONITA	1771
29.	LOLITA SEPTYN M	1772
30.	LUTHFIDAH IRMALIA	1773
31.	MARDIAH FATRA M	1774
32.	MOKH. BAYRUDIN	1775
33.	M. IMRON MAGHROBI	1776
34.	M. AFRI EFENDI	1777
35.	NOVI HANDAYANI	1778
36.	NUR ALIYAH	1779
37.	ROKHMAT HIDAYAT	1782
38.	RANGGA SEPTIYAN	1784
39.	RENITA YULI A	1785
40.	SUFİYANA DEWI R	1786
41.	WASKITO ADI WIBOWO	1787

Source: The School Document

Appendix 10

**THE NAMES OF THE PERSONNEL OF SDN WONOKUSUMO II
MOJOSARI MOJOKERTO IN 2002**

NO.	NAMES	OCCUPTION
1.	Drs. MUNDZIR	THE PRINCIPAL
2.	SULASTRI SLAMET	THE SIXTH GRADE TEACHER
3.	LUKITA FIRNANDIAH	THE FIFTH GRADE TEACHER
4.	SUMANYU	THE FOURTH GRADE TEACHER
5.	SUKARMANTO	THE THIRTH GRADE TEACHER
6.	SITI MARIYAM	THE SECOND TEACHER
7.	ISWANTO	THE FIRST GRADE TEACHER
8.	HADI SANTOSO	THE RELIGION TEACHER
9.	PUJO SETYO	THE SPORT TEACHER
10.	ADUS SOLEH, S.Ag	THE RELIGION TEACHER
11.	NURUL RUSMA FARIDA	ADMINISTRATION
12.	HERU IVAN WIJAYA	THE ENGLISH TEACHER

Source: The School document

Appendix 11

THE FACILITIES OF SDN WONOKUSUMO II MOJOSARI
MOJOKERTO IN 2002

NO.	KIND OF FACILITIES	TOTAL
1.	The room of principal	1
2.	The room of teachers	1
3.	Library	1
4.	Class rooms	6
5.	The room of UKS	1
6.	Mosque	1
7.	Toilet	3
8.	Canteen	1

Source: The School Document

TABEL NILAI - NILAI t DENGAN

TARAF SIGNIFIKANSI 5% DAN 1%.

db.	T a r a f S i g n i k a n s i	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24+	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	2,042	2,750
40	2,021	2,704
60	2,000	2,660
120	1,980	2,617
	1,960	2,576.

Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid II, cetakan kedua, Yayasan Penerbitan Fakultas Psikologi UGM, Yogyakarta, 1975, p. 272.



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 2 92 8 /J25.1.5/PL5/2002

Jember, 16 AGUSTUS2002

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. ~~KEPALA SDN. WONOKUSUMO II~~

MOJOKERTO

di. -

TEMPAT

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

N a m a : FLORENTINA SISWYANTI

N i m : 970210401257

Jurusan/Program : PENDIDIKAN BAHASA DAN SENI / BAHASA INGGRIS

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

THE EFFECTIVENESS OF THE USE OF FLANNEL BOARD ON VOCABULARY

ACHIEVEMENT OF THE FIFTH YEAR STUDENTS OF SDN WONOKUSUMO II

MOJOKERTO IN THE 2002/2003 ACADEMIC YEAR.

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan

Pembantu Dekan I,



H. MISNO AL, M.Pd

Telp. 130 937 191



PEMERINTAH KABUPATEN MOJOKERTO
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI WONOKUSUMO II No. 252
Jl. Hayam Wuruk No. 46A Kec. Mojosari Telp. (0321) 593870 Kode Pos 61382

SURAT KETERANGAN
Nomor : 421.2/128/406-114.13.252.04.02

Yang bertanda tangan di bawah ini :

Nama : Drs. MUNDZIR
NIP : 130 622 088
Jabatan : Kepala Sekolah
Alamat Dinas : SDN Wonokusumo II, Kecamatan Mojosari, Kab Mojokerto

Menerangkan bahwa

Nama : FLORENTINA SISWIYANTI
NIM : 970210401257
Jurusan/Program : Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris
Perguruan Tinggi : UNIVERSITAS JEMBER

Telah melaksanakan penelitian di kelas V SDN Wonokusumo II Kecamatan Mojosari, Mojokerto tanggal 28 Agustus – 7 September 2002 dengan judul :

"THE EFFECTIVENESS OF THE USE OF THE FLANNEL BOARD ON VOCABULARY ACHIEVEMENT OF THE FIFTH YEAR STUDENTS OF SDN WONOKUSUMO II MOJOSARI IN THE 2002 2003 ACADEMIC YEAR"

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



Mojokerto, 7 September 2002
Kepala Sekolah


Drs. MUNDZIR
Pembina
NIP. 130 622 088

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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N a m a : FLORENTINA SISWIYANTI.....
 NIM/Angkatan : 97/970210401257.....
 Jurusan/Program Studi : PR. DAN S./PENDIDIKAN BAHASA INGGRIS.....
 Judul Skripsi : THE EFFECTIVENESS OF THE USE OF FLANNEL BOARD ON
 VOCABULARY ACHIEVEMENT OF THE FIFTH YEAR STUDENTS OF
 SDN MOJOSARI II MOJOKERTO IN THE 2001/2002.....
 ACADEMIC YEAR.....
 Pembimbing I : Drs. BAMBANG SUHARJITO, M. ED.....
 Pembimbing II : Drs. SARA W. SYANTIKUM.....

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	KAMIS, 6-9-2001	JUDUL DAN MATRIX	<i>[Signature]</i>
2.	SENIN, 17-9-2001	CHAPTER I	<i>[Signature]</i>
3.	SELASA, 25-9-2001	REVISI CHAPTER I	<i>[Signature]</i>
4.	KAMIS, 25-10-2001	CHAPTER II	<i>[Signature]</i>
5.	SELASA, 6-11-2001	REVISI CHAPTER II	<i>[Signature]</i>
6.	SENIN, 12-11-2001	REVISI CHAPTER I DAN II	<i>[Signature]</i>
7.	SELASA, 20-11-2001	CHAPTER III	<i>[Signature]</i>
8.	RABU, 28-11-2001	REVISI CHAPTER I, II, DAN III	<i>[Signature]</i>
9.	SABTU, 2-3-2002	SEMINAR ON THESIS PROPOSAL	<i>[Signature]</i>
10.	<i>Sabtu 3 8 2002</i> RABU, 27-3-2002	REVISI INSTRUMENT (TEST)	<i>[Signature]</i>
11.	<i>JUM'AT, 26-4-2002</i>	CHAPTER I, II, III, IV DAN V	<i>[Signature]</i>
12.	SELASA, 28-5-2002	REVISI I, II, III, IV, V, AND ABSTRACT	<i>[Signature]</i>
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
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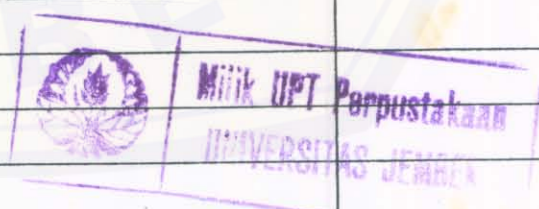
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 NIM/Angkatan : 970210401257/97.....
 Jurusan/Program Studi : PB dan S/Pendidikan Bahasa Inggris.....
 Judul Skripsi : THE EFFECTIVENESS OF THE USE OF FLANNEL BOARD ON
 VOCABULARY ACHIEVEMENT OF THE FIFTH YEAR STUDENTS OF
 SDN MOJOSARI II MOJOKERTO IN THE 2001/2002.....
 ACADEMIC YEAR.....
 Pembimbing I :
 Pembimbing II : EKA WENYUNINGSIH, S.Pd.....

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	SENIN, 27-8-2001	JUDUL DAN MATRIX	Ka
2.	SENIN, 3-12-2001	CHAPTER I, II, DAN III	Ka
3.	RABU, 12-12-2001	REVISI CHAPTER I, II, DAN III	Ka
4.	SENIN, 4-2-2002	ACC SEMINAR ON THESIS PROPOSAL	Ka
5.	SABTU, 2-3-2002	SEMINAR ON THESIS PROPOSAL	Ka
6.	RABU, 27-3-2002	REVISE INSTRUMENT (TEST)	Ka
7.	SENIN, 6-5-2002	CHAPTER I,II,III,IV AND V	Ka
8.	SELASA, 24-5-2002	REVISI I, II, III, IV, V, AND ABSTRACT	Ka
9.			
10.			
11.			
12.			
13.			
14.			
15.			



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