



**IMPROVING THE EIGHTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT BY USING POEMS AT SMPN 1 TULANGAN
SIDOARJO**

THESIS

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CONSULTANT APPROVAL

**Improving the Eighth Grade Students' Vocabulary Achievement by Using
Poems at SMPN 1 Tulangan Sidoarjo**

THESIS

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SUMMARY

Improving the Eighth Grade Students' Vocabulary Achievement by Using Poems at Smpn 1 Tulangan Sidoarjo; Linda Listyowati; 110210401016; 2016; 49 pages; English Language Education Study Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the Eighth Grade Students' Vocabulary Achievement by Using Poems at SMPN 1 Tulangan Sidoarjo. This research was started by interviewing the English teacher of the eighth grade students in the school. The interview was intended to get the problems faced by the students in the teaching and learning process of vocabulary. Based on the interview, the students of VIII-J had more problems than the other classes in the teaching and learning process of vocabulary. The problems were the students had limited vocabulary and the class had the lowest score in vocabulary achievement. Then, based on the observation in class VIII-J, the students were not active in the teaching learning process. In this case, poems was chosen to help the students improve their participation and vocabulary achievement.

This research was done in two cycles and each cycle covered four stages of activities namely; (1) the planning of the action, (2) the implementation of the action, (3) observation and evaluation of the action, and (4) reflection of the action. The evaluations conducted of this research were product and process evaluations. The product evaluation was conducted at the end of each cycle by administering a vocabulary achievement test. The process evaluation was conducted by observation in each meeting to evaluate the students' participation during the teaching and learning process of vocabulary. In this classroom action research, the researcher and the English teacher implemented the actions collaboratively. The research targets were 75% of the students got score at least 70 and 75% of the students actively participated in the teaching and learning process of vocabulary by using poems.

From the results of classroom observation in cycle 1, it was known that the percentage of the students who actively participated was 62.05%. Then, in cycle 2 there were 78.75% of the students who actively participated in the teaching learning process of vocabulary by using poems. The result showed that the improvement of the students' participation from cycle 1 to cycle 2 was 16.7%. The result of the students' participation in the second cycle had achieved the research target requirement.

Then, the results of the students' vocabulary achievement test in cycle 1 showed that there were 72.7% (24 students) of 33 students got score 70 or higher in vocabulary achievement. Meanwhile, in cycle 2, there were 78.7% (26 students) of 33 students got score 70 or higher in vocabulary achievement. It means that the results of the students' vocabulary achievement had achieved the research target requirement and showed that the improvement of the students' vocabulary achievement from cycle 1 to cycle 2 was 6%. Therefore, the result of second cycle was successful.

Based on the results above, it could be concluded that the use of poems was able to improve the eighth grade students' participation and vocabulary achievement at SMPN 1 Tulangan Sidoarjo. Therefore, it is suggested to the eighth grade English teacher especially at SMPN 1 Tulangan Sidoarjo to use poems as material in teaching and learning vocabulary to improve students' participation and the students' vocabulary achievement. It is also suggested to the students at SMPN 1 Tulangan Sidoarjo to involve themselves actively in teaching and learning process of vocabulary. They are also suggested to improve their vocabulary achievement by reading or listening to poems. It would be a good habit for the students to increase their vocabulary achievement. Moreover, the future researchers who have similar problems in doing research of vocabulary are suggested to use this result as a reference and source to conduct another research dealing with improving the students' vocabulary achievement by using poems.

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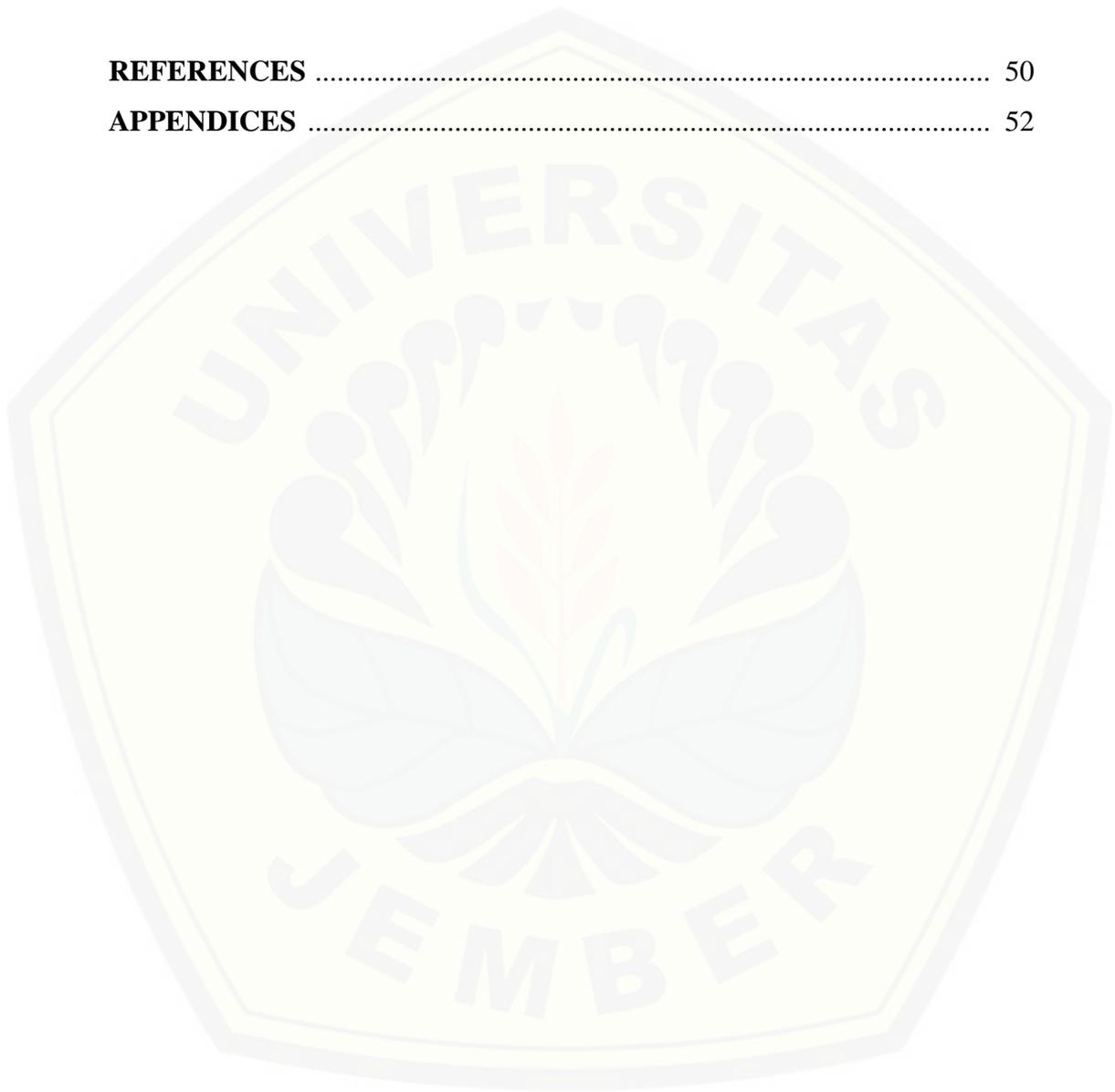
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CHAPTER 1. INTRODUCTION

This chapter presents some aspects dealing with the research. It includes the background of the research, the problems of the research, the objectives of the research and the significance of the research.

1.1 Background of the Research

Learning English as a foreign language is learning how to communicate both spoken and written language. Learning to communicate should be supported by having a lot of vocabularies. However, the students will not be able to communicate by using English if they do not master the vocabulary of the language sufficiently. As the basic language component, vocabulary is very important to master English. Tarigan (1985:2) states that the quality of someone's language skill depends on his quality and quantity of vocabulary they have. By having many vocabularies it would be more easily for the students to master English.

Vocabulary needs to be mastered by the students if they want to produce utterances or sentences well in English. According to Richards and Rodgers (2001:37), vocabulary is one of the most important aspects for foreign language. Then, Fardhani (2005:3) defines vocabulary as an important aspect of language, because vocabulary or words are the tools of thought. It means that vocabulary has an important role in learning a language especially English. Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This means that the main thing in mastering English is vocabulary. Without having enough vocabularies students will find it hard to produce sentences.

In reality, not all students had sufficient vocabularies. They still had difficulty in learning vocabulary. The students could not find the meaning of the words given by the teacher. Based on the importance of vocabulary above,

English teacher has to be aware of the significance of giving an appropriate teaching technique for the students. The teacher has to apply an interesting teaching strategy to help the students interested in learning English. There are many interesting strategies that can be given to the students to master vocabulary, such as by giving riddle, games, songs, poems, pictures etc. In this research, the researcher chose poems to improve the students' vocabulary achievement because poems were hardly ever used for teaching vocabulary, especially at SMPN 1 Tulangan. Through poems, the students had chance to practice language intensively with fun. Poems could create enjoyable condition in the class that could motivate the students to memorize new vocabulary from the poems. The researcher chose the poem based on descriptive text stated in the curriculum for eighth grade in second semester.

From the result of the preliminary study done by the researcher on October 31st, 2015 by interviewing the English teacher, it was known that the eighth grade students of SMPN 1 Tulangan still have difficulties in learning some vocabularies taught by the teacher.

As stated by the English teacher to the researcher, the students learnt more vocabularies on reading text based on the students' worksheet. After discussing the text, the teacher explained some new words to the students. The teacher only read the vocabulary from the students' worksheet word by word, and it made the students felt bored. The students did not show any interest in the teaching learning process. They just sat and kept silent during the class. This learning activity was a kind of monotonous learning process, because the teacher used material from the students' worksheet only. The teacher gave material from the students' worksheet and asked the students to do the exercises based on the students' worksheet too. The teacher did not have other supplementary materials to teach English to the students. This activity could also make the students feel bored in the classroom because they just learn vocabulary based on the students' worksheet. In other words, the students did not give enough attention to the teacher and class if they did not enjoy learning. Then, the teacher gave a vocabulary test, but many of them could not answer the questions.

Based on the mean score obtained from the English teacher, the result of the test was not good. From all of the classes results the lowest result was the VIII-J grade students. This class mean score is 66.3, while the passing grade was 70. It meant that this class did not pass it. The students needed a new interesting strategy that could make them feel happy in learning vocabulary and they could pass the passing grade as well.

The world of teaching English as a foreign or second language has come up with numerous approaches, methods and techniques to make teaching and learning English in classroom environments become as effective and enjoyable as possible. The use of poems in the language classroom can lead to a meaningful and fruitful language learning experience. As stated by Haslam (1971:40), poems are vocabularies enriched. Poems can effectively be used in English language class to reinforce students' knowledge of the English language vocabulary. Poems help the students to learn words of English. English is the target language taught from elementary level up to university level, and it has four skills namely; listening, speaking, reading and writing. It also covers three language components namely; vocabulary, grammar and pronunciation. To know the development of knowledge around the world people have to master English by learning those four skills and three language components above. Based on the situation above, the researcher tried to use poems as an effective way to improve the students' mastery on mastering vocabulary. Poems could make the students feel curious about the new words and they will get enjoyment and interest in finding the meaning as well. Scott and Ytreberg (1994:27) state that children love rhymes and like to repeat them again and again, since rhymes are repetitive, have a natural rhythm, and have elements of fun. Through poems the students will repeat rhythmic words and explore themselves to find the meaning of the words. By having pleasure the students will feel happy in learning vocabulary.

Dian (2005) on her research showed that the use of poems could improve the fifth grade students' vocabulary achievement at SDN Gondang Tulungagung. Dian used children poems taken from website to improve students' vocabulary achievement focusing on adjective. In this research, the researcher also uses the

children poems taken from website to improve students' vocabulary achievement focusing on large vocabulary. In measuring students' vocabulary achievement, Dian did vocabulary test in the form of multiple choice test that consists of 20 test items. While in this research, the researcher measures the students' vocabulary achievement by doing the same test which consists of 30 test items that cover large vocabulary. Dian on her research used poems to improve the fifth grade students' vocabulary achievement, but in this research the researcher used the poems to improve the eighth grade students' vocabulary achievement. The different level influences the selection of the poems used. This study used poems which covered large vocabulary with familiar themes such as animal and person which are suitable for SMP students. The procedure used by Dian in applying poems in the vocabulary teaching was based on Schoolwide (2009), but in this research the researcher used procedures which were based on Freeman (2015).

Therefore, the reason for choosing vocabulary was because according to the English teacher, the eighth grade students of SMPN 1 Tulangan were still lack of vocabulary mastery. Based on the problem above, it was necessary for the researcher to conduct a classroom action research entitled "Improving the Eighth Grade Students' Vocabulary Achievement by Using Poems at SMPN 1 Tulangan Sidoarjo".

1.2 Problems of the Research

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

1. Can the use of poems improve the eighth grade students' participation in vocabulary teaching and learning process at SMPN 1 Tulangan Sidoarjo?
2. Can the use of poems improve the eighth grade students' vocabulary achievement at SMPN 1 Tulangan Sidoarjo?

1.3 Objectives of the Research

Based on the background and problems of the research, the objectives of the research were formulated into general objectives as follows:

1. To improve the eighth grade students' participation in vocabulary teaching and learning process at SMPN 1 Tulangan Sidoarjo.
2. To improve the eighth grade students' vocabulary achievement by using poems at SMPN 1 Tulangan Sidoarjo.

1.4 Significance of the Research

The result of this research was expected to give contributions for the English teacher, the students and the other researchers.

1. For the English Teacher

The result of this research was expected to be useful information for the English teacher, especially in learning vocabulary by using poems in order to improve the students' vocabulary achievement and their participation in teaching learning process.

2. For the Students

The result of this research was expected to give the students enjoyment for learning vocabulary that could motivate the students in using poems to improve their vocabulary achievement.

3. For the Other Reseachers

The results of this research were expected to give further information in using poems in vocabulary teaching learning process which could also be used as a reference for the other researchers who were interested in doing research about vocabulary by using poems.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the research topics. They are the classification of vocabulary, the vocabulary achievement, the meaning and function of poems in EFL learning, the advantages and disadvantages of using poems in teaching learning process, the procedures of teaching vocabulary by using poems, the previous research finding and action hypothesis.

2.1 Vocabulary Achievement of English as a Foreign Language (EFL) Learners

English foreign language (EFL) learners here refer to students of junior high school who were taught English vocabulary. The use of English as a foreign language means that the language is not used in daily communication but as a subject to be learned at school.

One of the important things in learning language is vocabulary. It is one of the language components that supports the four language skills of English (listening, reading, speaking, and writing). According to Hatch and Brown (1995:1), vocabulary is a list or set of words for a particular language or a list or a set of words that individual speakers of a language might use. Hughes (2003:12-13) states that achievement is related to the test that is done to establish how successful students have been in achieving objectives of a course. This means that vocabulary achievement deals with the students' knowledge about set of words they get after having the test. According to McMilan (1992:117) achievement is the students' knowledge, understanding, and skill required as a result of specific educational experience. Therefore, it could be concluded that vocabulary achievement is the achievement of students who succeed in efforts to understand the words after learning process.

In this research, vocabulary achievement is measured by the result of students' vocabulary test. The students' vocabulary achievement in this research deals with how well the students master set of words or vocabulary taught by the

English teacher. This study also gave large vocabulary to the students that cover nouns, verbs, adjectives and adverbs.

In this research, the vocabulary achievement measured English as a foreign language. Foreign language is a language which is used in a foreign country. English has been taught in elementary level up to university level. English needs to be learned by the students in many countries and it becomes the most important language in the world.

According to Richards and Schmidt (2002:206), a foreign language (FL) is a language indigenous to another country.

“It is also a language not spoken in the native country of the person referred to. They also define a “foreign language” as a language which is not the native language of large numbers of people in a particular country of region. They note that foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language” (Richards and Schmidt, 2002:206).

In this case, English as a foreign language means a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.

Based on the ideas above, students must have many vocabularies for learning a foreign language. By having many vocabularies it will be easier for the students to learn new words to communicate and express feeling with other people in this world. In this case, vocabulary plays an important role in learning a foreign language.

2.1.1 The Classification of Vocabulary

The most essential language component that is important to be mastered is vocabulary. It is an important part for those who want to master certain language, including English. In order to understand and communicate effectively, someone needs to have knowledge of vocabulary.

According to William and Quirk (1970:14), vocabulary is divided into two groups, namely large vocabulary and small vocabulary. Large vocabulary consists of nouns, verbs, adjectives and adverbs. Then, small vocabulary consists of

prepositions, pronouns, conjunctions, and articles. In this research, large vocabulary is used as the materials for teaching vocabulary, because based on the preliminary study the students were mostly taught large vocabulary by the teacher. Besides, large vocabulary is mostly discussed in students' English book based on the 2013 Curriculum for the eighth grade students. Here was the explanation about the classification of large reserve vocabulary:

English vocabulary is classified into four big categories and they are, nouns, verbs, adjectives and adverbs. According to Harmer (2004:49) noun is a word (a group of words) that is the name of a person, a place, a thing or activity or a quality or idea.

Nouns can be classified according to the meaning and their form. According to the meaning, it consists of common nouns, proper nouns, collective nouns, abstract nouns and concrete nouns. Then, according to their form, nouns are classified into simple nouns and compound nouns.

There are five nouns according to their meaning, the first one is common nouns refer to something that we can see, touch, hear or taste. They do not need capital letters and can be identified easily by placing a, an, or the, in front of the word. For example: a pencil. The second one is proper nouns which are names of people, places, days, months, and things. They always take capital letters. For example: Linda. The third one is collective nouns which describe groups or organisations. For examples: family. The fourth one is abstract nouns and concrete nouns. Abstract nouns are names of feelings or qualities, things that we cannot see, feel, or touch, but still exist. For examples: love, hunger. Then, Concrete nouns refer to object that can be visualized or touched. For examples: flower, boy.

The last one is countable nouns and non countable nouns. Countable nouns can be counted and therefore can make them plural by adding -s or -es. Non countable nouns cannot be counted and cannot be used in plural forms and we cannot put number in front of them. The examples of countable nouns are: an apple, while the examples of non countable nouns are water, air, and hair.

Then, there are two nouns according to the form. The first one is simple nouns and compound nouns. Simple nouns include all primary nouns in the language. For examples: girl, ship, agent and slave. The second one is compound nouns which can be used in one word. For example: walking stick, cherry tree, town hall and boy friend.

In this research, the poems that were used mostly focused on common nouns, because the poems provide mostly common nouns.

The Second classification according to Harmer (2004:49) is a verb. Verb is a word (a group of words) which is used in describing an action, experience or state. There are two important types of verb: they are auxiliary verbs and ordinary verbs. The Auxiliary verbs are "be, do, and have", and the modal auxiliary cover verbs "can, could, may, might, must, ought, should, will, would". Ordinary verbs consist of regular verbs and irregular verbs. Regular verbs, in the simple past and the past participle are formed by adding *-d* or *-ed* to the infinitive, the present participle and gerund are formed by adding *-ing* to the infinitive. Irregular verbs, in the irregular past tense and past participle are not added by *-d* or *-ed*.

In this research, the poems were focused on ordinary verbs.

The third classification is an adjective. Hatch and Brown (1995:228) define that adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, and bright. According to Thomson and Martinet (1990:33) there are six types of adjectives. The first is demonstrative. For example, this, that, these, those. The second is distributive. For example, each, every, either, neither. The third is qualitative. For example some, any, no, little, few, many, much. The fourth is interrogative. For example, which, what, whose, where. The fifth is possessive. For example, my, our, your, his, her, its, their. The last is quality. For example, clever, good, heavy, soft.

In this research, the poems were focused on quality adjectives.

The last classification according to Harmer (2004:49) is adverb. An adverb is a word (or group of words) that describes or adds the meaning of a verb, and adjective, another adverbs or whole sentences. In addition, according to Thomson

and Martinet (1990:47) there are eight kinds of adverbs. They are as follows: the first is manner. For example, fast, carefully, hard, slowly. The second is place. For example, down, near, here, there. The third is time. For example, soon, now, today, then, yesterday. The fourth is frequency. For example, always, seldom, often, twice. The fifth is certainly. For example, definitely, certainly, surely, probably. The sixth is degree. For example, quite, rather, too, very. The seventh is interrogative. For example, where, when, why. The last is relative. For example, who, whom, whose.

In this research, the poems applied adverbs of place and frequency.

2.2 The Meaning and Function of Poems in EFL Learning

Most of poems are written to express someone's feeling, for example happy, sad, angry, etc. Poem is about a writer sharing with the reader an experience and strong feelings. Poem is also a piece of writing or speech which uses an unusually large number of rhetorical devices. According to Haslam (1971:40), children delight in hearing and repeating nursery rhymes and jingles, particularly where there is a chance for actions with fingers, arms, and the rest of the body. This is an opportunity not only to enhance clear speech but to develop the vocabulary of number. A teacher's own collection of speech rhymes, poems, etc which have proved popular and effective with the children, will be invaluable as material to which she can readily turn. Besides, Nurgiyantoro (2005:312) defines poem as a kind of literary work which focuses on word choice and the language of poem is a filtered language. It meant that poems use selected words that the writer of the poems carefully selects because the writer also considers about the beauty aspect of the poems. Poems can also motivate the students to enjoy learning vocabulary by having fun while reading the poems. Poems are about the written words that tells the writer's experiences, thought or feelings. Further, a poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme (Cobuild, 2001:341). Moreover, a poem is a metrical composition, a composition in verse written in certain measures, whether in blank verse or in rhyme, and

characterized by imagination and poetic diction (Milton:2015). In this research, the functions of the poems are as instructional materials, effective ways to teach vocabulary and to give pleasure to the students. According to Awolaju (2011:705) instructional material could be explained as devices through which knowledge, skills, attitude, ideas, beliefs and values got transmitted to the learner by the teacher in order to ease teaching learning process. This material was used in teaching learning process to teach the students. In this case, it was effective to teach vocabulary in the poems and to give pleasure.

Here is an example of a poem for children about animal:

Frog

By Amy Goldman Koss

Some frogs
have their own rocks
where they sit...
and think
and wink
and look at the world
and nap
and snap
and pretend to be fierce
Sometimes, they play hide and seek,
or leap frog.
And in the evenings
they sing.
They sing high
and low
And Loud
and soft
Some pucker their lips and whistle.
And to this very day
some frogs
have their own rocks.
Some,
But not all...

(taken from www.tooter4kids.com)

2.3 The Advantages and Disadvantages of Using Poems in Teaching Learning Process

Teaching vocabulary is not easy because it has to be memorized. To get the students' attention in learning vocabulary the English teachers must be aware of how to give motivation to the students. There are many ways in giving motivation to the students. One of them is by using poems which have some advantages that can be used to help the students master vocabulary. Yet, poems also have disadvantages in teaching learning process.

2.3.1 Advantages of Using Poems in Teaching Learning Process

Poems can effectively be used in English language classes to reinforce students' knowledge of the English language vocabulary. By using poems the students can memorize vocabulary easily because poems are very enjoyable. Moreover, Maley (1987:93) states that the advantages of using poems in language classes are:

1. Poems help students to memorize new vocabulary. The lines of poems are not too long and many words in the poems are frequently repeated. Those enable the students to remember vocabulary.
2. Poems are highly rhythmical, the sound and stress are repeated. It is good for students to practice pronouncing words and the rhythm of poem can also motivate the students to read it.
3. The words on poem can have more than one meaning. Sometimes, different people have different perception of the word meaning. It can make an interactive discussion for the students.
4. Poems is an excellent material because the learners can observe and experience with the language. The ability and opportunity to play with the language are important in learning a foreign language in order to test its elasticity. The elasticity of using a language shows that we can already use and master the language well.

5. Poems offer opportunity for the students to participate in teaching learning process. By reading the poems, the students will enjoy the lesson. In addition, performing poems will increase the students' self-confidence.

Poems are effective way to teach vocabulary. The students will get enjoyment and interest in learning new words. Further, Nurgiyantoro (2005:314) says that the function of poems in teaching students is giving fun. By having fun the students will enjoy learning vocabulary and can improve their vocabulary achievement. As material in teaching vocabulary, poems will make the students feel curious about the new words and they will try to know the meaning as well.

From the statements above, it can be concluded that poems can help the students to memorize unfamiliar vocabulary from the poems. Besides, poems can create enjoyable condition in the class, so that the students are motivated to be active by performing the poems in front of the class. It also increases self-confidence and interaction among the member of class.

2.3.2 Disdvantages of Using Poems in Teaching Learning Process

There are also the disadvantages of using poems in teaching learning process. They are:

1. Poems are not easy to be understood. It is not easy to understand a poem because sometimes people have different perception of the word meaning. Dealing with that disadvantage, the teacher needs to find poems which have common theme for the students such as about people, animal, fruits etc. By providing common theme it will be easy for the students to know and understand the meaning of the words.
2. Every poem has different length of stanza. Every poem can be written by everyone, and they also have different ways in making poems including the length of stanza. Dealing with that disadvantage, the teacher has to select the appropriate length of stanza based on the students' need and level. For the students in junior high school the appropriate stanza must be 15 up to 20 stanzas as maximum.

3. Difficult to find a poem which has balanced diction. A poem consists of many words and it depends on the writer's feeling. Sometimes, the poem only has certain vocabulary such as nouns and adjectives. Not all poems have the balanced diction of large vocabulary and it will be difficult to find the balanced one. Dealing with that disadvantage, the teacher needs to find the balanced one from another sources such as website or the teacher can also create it by himself. So, the teacher does not focus on the book as the source of poems. In this research, the researcher took the poems from the website because it was hard to find a poem from the book that consisted of large vocabulary.

2.4 The Procedure of Teaching Vocabulary by Using Poems

According to Freeman (2015) there are some procedures in using poems in teaching vocabulary. They are as follows:

1. Write the poem on a piece of paper to make it easier for the students to read.
2. Read the poem aloud as a class.
3. Ask students if there are any words in this poem which are new for them and maybe they are unsure of what they mean.
4. Give students the opportunity to underline these words with highlighter tape.
5. If there are any words the teacher feels are important for the students to learn the meaning of but they may have not picked out, underline them as well with the highlighting tape.
6. After reviewing the new vocabulary words, discuss what each word means.
7. Help the students to use the new vocabulary in similar context to the poem. For example, teacher can create new sentences using the new vocabulary and have students try creating new sentences as well.
8. Then reread the poem.

Based on the procedure above, the researcher modified some steps to accommodate the need in this class. Therefore, these are the procedures used in this research:

1. Write the poem on a piece of paper to make it easier for the students to read. (every student will get the poem that is written on a piece of A4 size paper)
2. Read the poem aloud as a class. The students will listen to the teacher first and then they will repeat after the teacher.
3. Teacher underlines all words needed to be learned by the students to find the meaning.
4. Ask the students to underline unfamiliar words or words that they are not sure the meaning.
5. Review the new vocabulary.
6. Help the students use the new vocabulary in similar context to the poem. For example, making sentences by using the new words they have and giving the students tasks (task 1,2 on lesson plan).
7. After doing the tasks, discuss the result together and ask the students to reread the poems.

The statements above give a clear description about the procedures of using poem in teaching vocabulary in this research. All of the procedures of teaching vocabulary by using poems are going to be applied in this research in teaching vocabulary.

2.5 Previous Research Finding

Dian (2005) did a research: *Improving Grade Five Students' Vocabulary Achievement by Using Poems*. She did her research in two cycles. From her results of students' vocabulary test that was done after the actions in the first cycle showed that only 18 students or 50% of 36 students got score at least 68. The result showed that students' vocabulary achievement in the first cycle had not

achieved the targeted average score that was 68 and it was achieved by 75%. Then she continued the second cycle by revising her lesson plans in cycle 1. In the revised lesson plan, the teacher and the students read the poems using mimes. It was different from the first cycle that reading poems was done by using only varying intonation. She found that poems produce effective gains in learning vocabulary. It was proved that on her second cycle the percentage of the students who got vocabulary achievement score at least 68 also increased from 50% in the first cycle to 80% in the second cycle. It can be concluded that poems could help the students be more interested in learning new words. It means that the use of poems can improve the students' vocabulary achievement.

Vianty (2002) also did a research entitled Teaching EFL to Children by Reading Stories and Poems Aloud. The subjects of the study were eight children consisting of four females and four males at the age of five to ten who volunteered coming to the Reading and Learning Center (RLC) of Sriwijaya University library, for 36 meetings. In order to verify the progress related to the children learning achievement, she gave them a test consisting of four kinds of questions: pronunciation, comprehension, vocabulary and spelling. The result of her study showed that the children have made better vocabulary achievement after being taught by using stories and poems. The result of her study indicated that stories and poems could improve children pronunciation, vocabulary mastery, comprehension and spelling ability.

2.6 Research Hypothesis

Based on the some ideas, the research hypothesis of this research could be formulated as follows:

1. The use of poems can improve the eighth grade students' participation in vocabulary teaching and learning process at SMPN 1 Tulangan Sidoarjo.
2. The use of poems can improve the eighth grade students' vocabulary achievement at SMPN 1 Tulangan Sidoarjo.

CHAPTER 3. RESEARCH METHODS

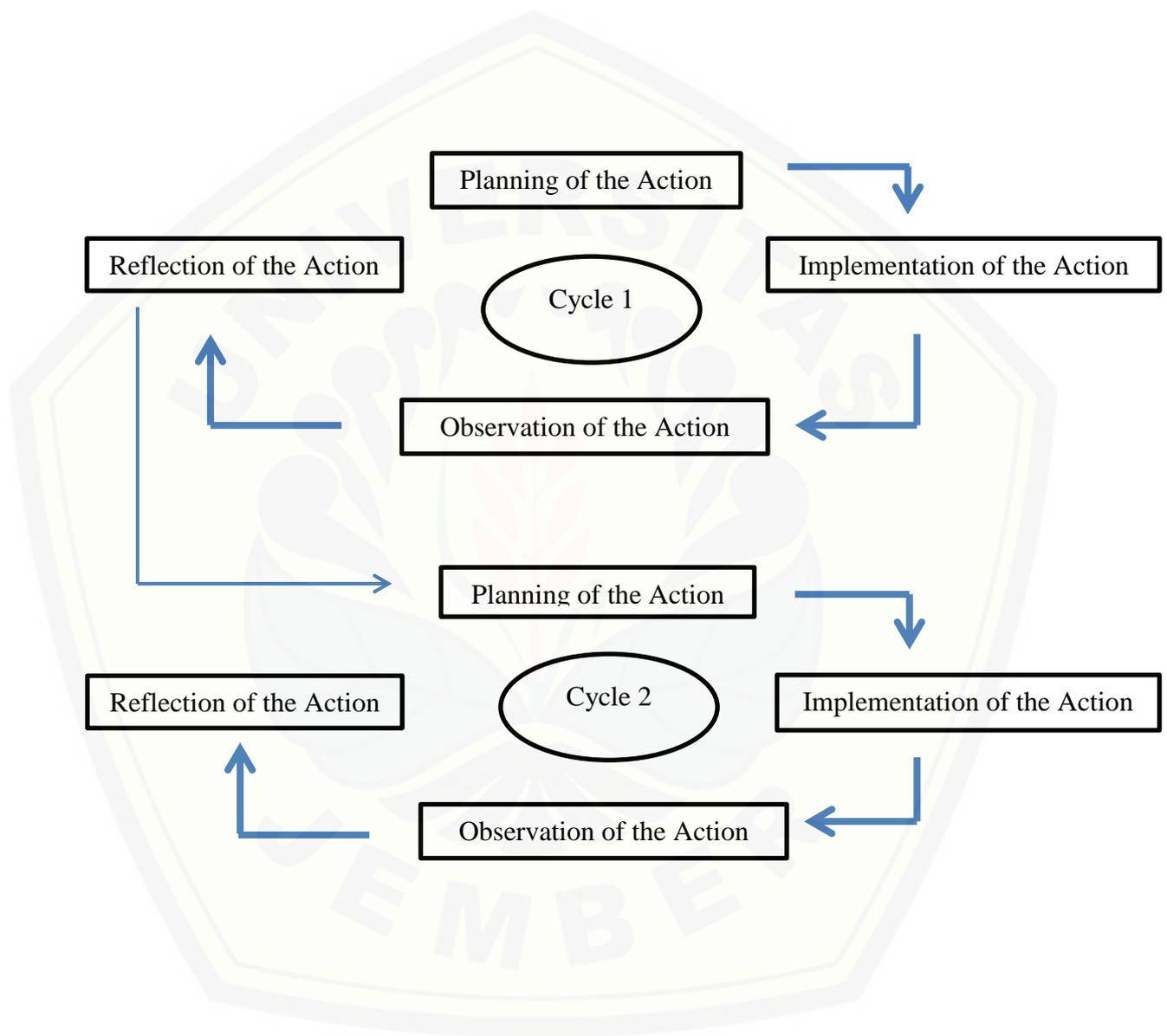
This chapter presents the research methods that will be used in this research. It covers research design, area determination method, research subject determination, data collection method, research procedures and data analysis method.

3.1 Research Design

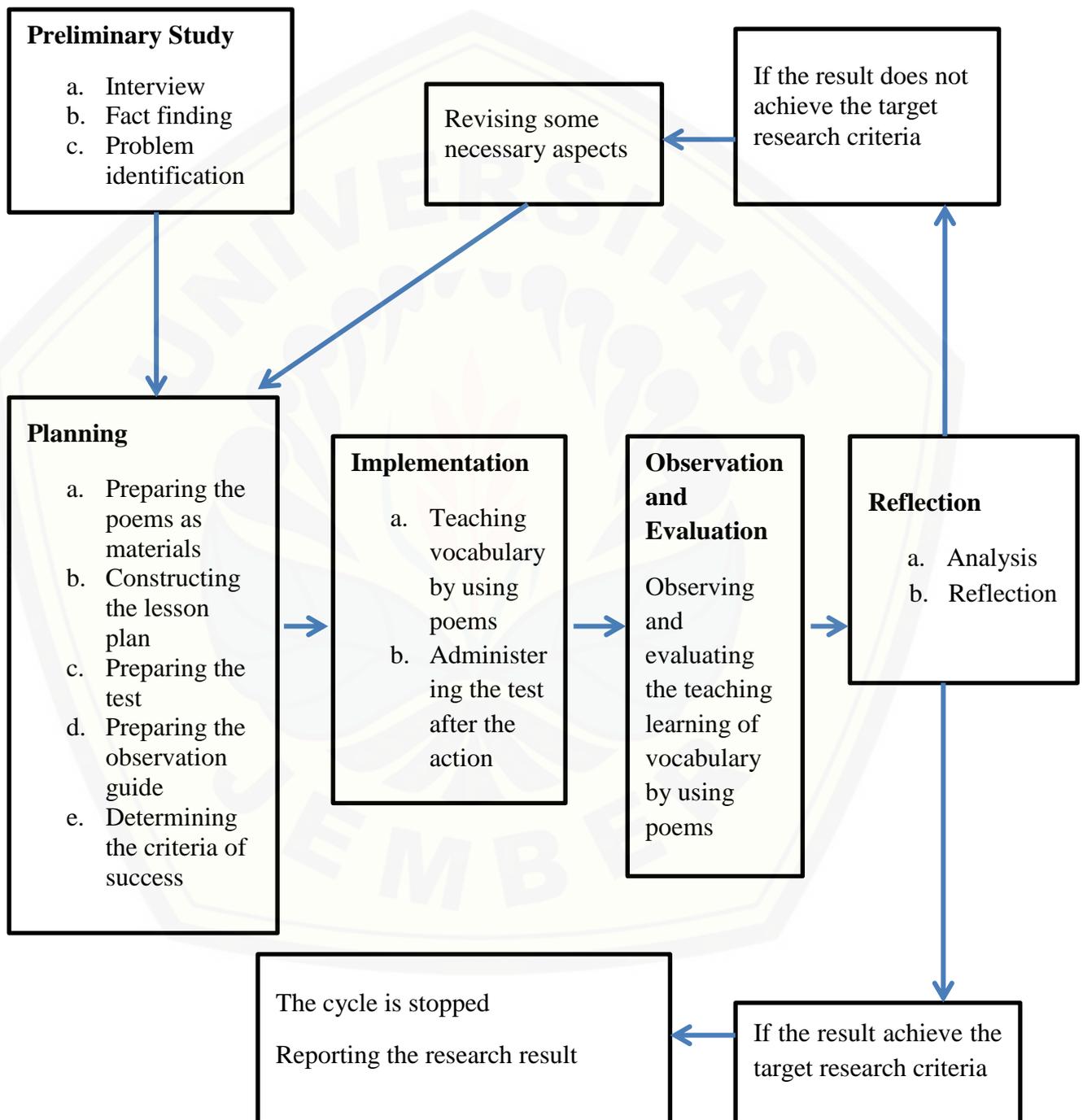
The design of this research was classroom action research with cycle model. It used classroom action research (CAR) because it was intended to improve the eighth grade students' vocabulary achievement. According to Elliot (1991:69), action research might be defined as the study of a social situation with a view to improve the quality of action within it. In addition, Krathwohl (1998:587) states that action research is a research by practitioners to improve practice, carries participant oriented evaluation to its ultimate conclusion- participants do the research. Further, Arikunto (2010:130) says that classroom action research is a research which is done in the classroom by doing intentional activities. Therefore, this classroom action research was intended to overcome the students' problem in vocabulary master activity and to improve the students' vocabulary achievement by using poems.

In this research, the researcher collaborated with the English teacher of VIII-J of SMPN 1 Tulangan in doing the action research. The action in this research were conducted in two cycles. The action of each cycle covered four stages of activities namely planning of the action, implementation of the action, observation and evaluation, and reflection of the action (Arikunto, 2010:138).

The design of the classroom action research based on Arikunto (2010:137) is illustrated in the following diagram:



Based on the diagram above, the design of classroom action research in this research will be illustrated in the following diagram:



(Adapted from Arikunto, 2010:137)

The activities of the research are as follows:

1. Doing the preliminary study by interviewing the English teacher of SMPN 1 Tulangan in order to find and identify the research problems of vocabulary achievement.
2. Observing the classroom to identify the students' participation during the teaching learning of vocabulary.
3. Finding out some documents to gain supporting data.
4. Planning the action by constructing the lesson plan for the first cycle.
5. Implementing the first cycle.
6. Observing the classroom while implementing the action in the first cycle done by the English teacher in the first meeting and the researcher in the second meeting.
7. Giving vocabulary achievement test to the research subjects after the actions were conducted in the first cycle.
8. Analyzing the result of vocabulary achievement test in the first cycle.
9. Analyzing the result of classroom observation in the first cycle.
10. Reflecting the result of vocabulary achievement test and the result of classroom observation in the first cycle.

Based on the first cycle result, the action is continued to the second cycle, if the result of the first cycle does not achieve the research criteria. The second cycle will be applied by following these steps:

1. Constructing the lesson plan for the second cycle by using the same topic but different materials.
2. Implementing the second cycle.
3. Observing the classroom while the English teacher implementing the second cycle.
4. Giving vocabulary achievement test to the research subjects after the actions were conducted in the second cycle.
5. Analyzing the result of vocabulary achievement test in the second cycle

6. Reflecting the result of vocabulary achievement test and the result of classroom observation in the second cycle.
7. Drawing conclusions to answer the research problems.

3.2 Area Determination Method

The area of this research was determined purposively because of some reasons. According to Fraenkel and Wallen (2008:112), purposive method is a method used in choosing the research area because of certain purposes. In this research there were some reasons of choosing SMPN 1 Tulangan as the research area. First, in this school teaching vocabulary by using poems had never been applied by the English teacher. The second, the headmaster of SMPN 1 Tulangan gave permission to the researcher to conduct the classroom action research. The third, the students of VIII-J of SMPN 1 Tulangan had the lowest mean score in vocabulary achievement.

3.3 Research Subject Determination Method

The subjects of this research were the eighth grade students of SMPN 1 Tulangan. The researcher chose the students of VIII-J as the subjects of this research because the eighth grade students of SMPN 1 Tulangan had difficulties in mastering vocabulary as informed by the English teacher. The VIII-J class consists of 33 students. The class was chosen purposively based on the students' problems in vocabulary achievement.

3.4 Data Collection Methods

The data of this classroom action research covered the main data and supporting data. According to Fraenkel and Wallen (2008:110), data refers to the kinds of information researchers obtain on the subjects of their research. The main data of this research was taken from the vocabulary achievement test and observation, and the supporting data is obtained from the interview and documentation.

3.4.1 Vocabulary Achievement Test

In this research, achievement test was applied in order to measure the students' vocabulary achievement. According to McMillan (1992:114), test is an instrument to measure skill or knowledge presented as a standard set of questions that requires the completion of a cognitive task. In this case, the test was used to measure the students' vocabulary achievement after they were taught vocabulary by using poems. Hughes (2003:11) states that the purpose of achievement test is to measure how successful an individual student, group of students, or the courses themselves achieve the objectives.

According to Hughes (2003:22), there are two kinds of test based on the method of scoring, they are objective and subjective tests. A test that can be defined as an objective test is there is no judgement and interpretation is required on the part of the scorer. On the contrary, a test that can be defined as a subjective test if judgement and interpretation is required. In this research, objective test is used because it will be easier to score, analyze, and give high reliability. Further, Fraenkel and Wallen (2008:128) state that a test is considered reliable if it gives consistent result whether the same test is administered at different time.

In this research, the vocabulary achievement test was given at the end of each cycle. Its intention was to measure the students' vocabulary achievement covering nouns, verbs, adjectives and adverbs. The researcher applied objective test in the form of multiple choice because it provides only one correct answer that it was easy to be scored. There were 40 multiple choice items which covered large vocabulary covering 10 nouns, 10 verbs, 10 adjectives and 10 adverbs. The test should be done within 45 minutes.

3.4.2 Observation

In this classroom action research, observation was done in each meeting of each cycle. According to Arikunto (2010:199), observation is paying attention to an object by using all of his sense. The English teacher and the reseacher used a checklist for observing the students' participation during the process of teaching vocabulary by using poems. As confirmed by Arikunto (2010:272) that the most

effective way in doing an observation is by using checklist as instrument. A checklist contains some indicators observed in the classroom. The checklist used to observe the students' participation was as follows.

Tabel 3.1 Students' Participation Checklist

No	Students' Name	Students' Participation				Active	Passive
		1	2	3	4		

See explanation

The indicators of observation are:

1. The students are reading the poems.
2. The students are asking questions to the teacher.
3. The students are underlining and guessing the meaning of words (task 2).
4. The students are answering the tasks.

The students were categorized as active if the students did at least three indicators of observation stated in the checklist.

3.4.3 Interview

In this classroom action research, interview was applied for collecting the supporting data about the way the teacher teaches vocabulary to the eighth grade students, the students' problem in learning vocabulary, the materials and media used in teaching and learning vocabulary. According to McMillan (1992:132), interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. The type of interview used in this research was semi structured interview. It meant that a list of questions are prepared and developed to get the information. The interview was conducted to the English teacher.

3.4.4 Documentation

In this research, documentation was used for gaining the supporting data about the list of the students' names, the vocabulary scores of the research subjects and the syllabus used in the teaching English. According to Arikunto (2010:201), document is written documents, such as books, reports, daily notes which are needed to get the data in the form of written materials, such as books, notations, transcripts, magazines, and others. The document was gotten from the English teacher.

3.5 Research Procedures

As stated previously in the research design, the actions in this research were implemented in the form of cycles in which each cycle covered four stages of activities. They were planning of the action, implementation of the action, observation and evaluation, and reflection of the action.

3.5.1 The Planning of the Action

Planning in this research refers to all of the steps done by the researcher collaboratively with the English teacher in preparing the implementation of the research. They were as follows.

1. Conducting the preliminary study to obtain the information about the classroom condition and their problems in learning vocabulary.
2. Choosing the materials of poems.
3. Constructing the lesson plan of the first cycle.
4. Determining the research criteria.
5. Preparing the students' worksheets dealing with vocabulary exercises for each meeting.
6. Constructing the vocabulary achievement test for the first and second cycle.
7. Preparing the observation guide in the form of checklist containing the indicators being observed in the teaching learning process for each meeting of the cycle.

8. Revising the lesson plan for the second cycle based on the lesson plan of the first cycle.

3.5.2 The Implementation of the Action

Implementation was a realization of some actions that had been planned before. In the implementation phase, the researcher taught vocabulary by using poems, while the English teacher was the observer. The implementations of the action in the first and second cycle are based on the lesson plan made by the researcher that had been consulted with the English teacher. The actions were done twice in each cycle (meeting I and meeting II), and the vocabulary achievement test in each cycle was conducted in the third meeting. The second cycle was conducted because the first cycle did not fulfill the standard score requirement.

3.5.3 Classroom Observation and Evaluation

In this research, it was very important to know the students' participation in the teaching and learning process. Observation means an activity to observe and write down systematically about the system being investigated. Observation in this research is done by the English teacher when the researcher was doing the action. Then the researcher was the observer when the English teacher did the action. Observation guide in the form of checklist was used to record the students' participation in the classroom by moving around the class to know the student' names.

Evaluation in this research was carried out to find out whether or not the use of poems can improve the students' vocabulary achievement. In this research, the evaluation included process evaluation and product evaluation. Process evaluation was used to evaluate the students' activities in the teaching and learning process of vocabulary. In addition, product evaluation in the form of vocabulary achievement test was applied to measure the eighth grade students' vocabulary achievement after the actions given. The action was considered to be

successful if 75% of the students have achieved the minimum requirement of the targeted score that is 70.

3.5.4 Reflection of the Action

Reflection was done after analyzing the data of the test and observation results in each cycle. It was intended to know whether or not the action was successful, or what was completely done. The action in the first cycle did not show any improvement, therefore it was revised by the researcher and the teacher collaboratively to conduct the second cycle as reinforcement.

3.6 Data Analysis Method

Data analysis method is a way to analyze the obtained data. In this research, the collected data were the result of the students' vocabulary achievement test and the result of observation. The percentage of the students who could achieve at least 70 were analyzed statically by using this formula:

$$\Sigma = \frac{n}{N} \times 100\%$$

Σ = the percentage of the students who get score ≥ 70

n = the number of the students who get score ≥ 70

N = the total number of the students

To find the percentage of the students' participation, the researcher uses the following formula.

$$\Sigma = \frac{n}{N} \times 100\%$$

Σ = the percentage of the students' participation

n = the number of the students who are categorized as active students (do at least three indicators)

N = the total number of the students

(Adapted from Ali, 1998:186)

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of this classroom action research and some suggestions proposed to the English teacher, the students and the future researchers.

5.1 Conclusion

Based on the results of the data analysis and discussion, the conclusion could be drawn as follows.

1. The use of poems could improve the eighth grade students' participation in teaching and learning process of vocabulary at SMPN 1 Tulangan Sidoarjo. The improvement could be seen from the percentage of the classroom observation that was done in cycle 1 and cycle 2. The percentage of students' participation improved from 57.5% to 66.6% in cycle 1 and 75.7% to 81.8% in cycle 2. It meant that the use of poems could improve the students' participation in teaching and learning process of vocabulary through using poems.
2. The use of poems could improve the eighth grade students' vocabulary achievement at SMPN 1 Tulangan Sidoarjo. The improvement could be seen from the percentage of the students who achieved the passing grade of 70 or higher improved from 72.7% in cycle 1 to 78.7% in cycle 2. It meant that the use of poems in teaching learning process of vocabulary was useful to improve the students' vocabulary achievement.

5.2 Suggestions

Based on the findings, it is suggested for the English teachers, the students, and the future researchers to improve the quality of the teaching and learning English, especially for teaching and learning vocabulary through poems.

1. The English Teacher

Based on the research result, the English teachers are suggested to use poems as material in teaching and learning vocabulary to improve students' participation and the students' vocabulary achievement.

2. The Students

The students are suggested to involve themselves actively in teaching and learning process of vocabulary. They are also suggested to improve their vocabulary achievement by reading or listening poems. It will be good habit for the students to increase their vocabulary achievement.

3. The Future Researchers

The future researchers who have the similar problems are suggested to use the results of this action research as references to conduct the same research but in different design of research to develop students' vocabulary achievement, such as an experimental research on the effect of poems on the students' vocabulary achievement to the different level of the students. To get better result of the research the future researchers are also suggested to use other medias to support the poems in developing students' vocabulary. The future researchers are also suggested to select the poems carefully because poem by itself seems can not be used to help the students find the meaning of the words and still need other medias to support it.

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