IMPROVING VOCABULARY MASTERY THROUGH PICTURES BASED MEMORY WORDS GAME OF THE FOURTH GRADE STUDENTS OF SDN 17 DAUH PURI DENPASAR IN ACADEMIC YEAR 2012/2013

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THESIS

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ABSTRACT


Key Words: Improving, Vocabulary, Pictures Based Memory Words Game

The present classroom action research dealt with the improving vocabulary through pictures based memory words game to the fourth grade students of SDN 17 Dauh Puri in academic year 2012/2013. The present classroom action investigation was basically triggered by the fact that the subjects under study still faced problem in learning vocabulary. The problem of the study could be formulated as follows: can vocabulary mastery of the fourth grade students of SDN 17 Dauh Puri Denpasar in academic year 2012/2013 be improved through pictures based memory words game? In this classroom action study, the teaching and learning processes were divided into two cycles where each cycle consisted of two sessions. The obtained data of the present classroom action study were collected through the administration of pre-test, post-test, and questionnaire which were analyzed descriptively. The present classroom action study was started with administering pre-test to the subjects under study. The grand mean figure of post test scores obtained by the subjects under study in cycle I was 49.94 and in cycle II was 81.06. There was a significant difference of the grand mean figure between cycle I and cycle II. The difference of the grand mean figure of cycle I and cycle II was 31.12. These findings clearly showed that pictures based memory words game could improve vocabulary mastery of the fourth grade students of SDN 17 Dauh Puri in academic years 20012/2013. The result of the data analysis of questionnaire score showed the comparative percentage figures of 71.61% for option A, 27.34% for option B, 1.05% for option C, and 0% for option D. The comparative percentage figures clearly showed the subjects’ attitude and motivation in learning vocabulary changed positively.
CHAPTER I
INTRODUCTION

1.1 Background of the Study

Language is the most significant possession of human being. It is a means for human being to do a communication to convey their ideas, information, feeling and so on. A language has an important role in every day life in doing various interactions. The movement of the development in a certain area is much influenced by to what extent of the language mastery they have for communicating their desire, need, and feeling to other people and society.

Brown (2007:6) states language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of it is underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

English is one of languages that we use to do communication in the world. As an international language, English is the tools of communication for other people all over the world. We should know and understand about that language in daily life. English is used in many activities like: politics, economics and social life. It is now becoming a necessity to have effective communication skills and resources. In this case, knowing about English role in the world today is important; students must be fluent and acceptable with English communication skills, both oral and written. It means English is a foreign language which is very important to be taught starting from elementary school until university level.
Learning English as an international language is very important for many people in the world to communicate with the other people that come from different national language background. English is also important for elementary school's student. We need to give them the basic of English as soon as possible in order to make them able to mastery the English language hi their live.

There are four skills that we that we learn in study English, such as listening, speaking, reading and writing. All of them must support by vocabulary that can help us in apply of the skill. Vocabulary is a based to transferring our information to another. Vocabulary is all the words that a person knows or uses; all the words in a language; list of words with their meaning, especially in a book for learning foreign language. It means vocabulary is important to learn to support our ability in learning English especially for elementary school's student.

Vocabulary is an aspect that the teacher must teach to the learners in teaching English as a foreign language. The common problem for the student in mastering English is vocabulary. If the student does not have many vocabularies, they will have difficulty in communicating with English language. In other words vocabulary is important in doing communication both of spoken and written.

In fact, the fourth grade students of SDN 17 Dauh Puri faced some problems in vocabulary. The problems faced by the students are mostly in expressing the meaning of the new words especially words of noun. These problems are caused by the low ability of the students in vocabulary of the fourth grade students of the fourth grade students of SDN 17 Dauh Puri academic year 2012/2013. One way to improve it is Pictures Based Memory Words Game.
Based on the explanation about the researcher feels interested to teach any kinds of topics by having fun, especially words of noun (things in the classroom, family, part of body and animals. Pictures Based Memory Words Game is one of many ways to make the lesson interesting. The researcher is highly motivated to find out the effectiveness of pictures based memory word game improving vocabulary mastery of SDN 17 Dauh Puri in academic year 2012/2013.

1.2 Statement of Research Question

Based on the background of the study above, the researcher question can be formulated as follows: can vocabulary mastery of the fourth grade students of SDN 17 Dauh Puri Denpasar in academic year 2012/2013 be improved through pictures based memory words game?

1.3 Objective of the Study

In view of formulating problem, this study is intended to solve or to answer the research question. Furthermore, this study is mainly to improve the vocabulary mastery of the fourth grade student of SDN 17 Dauh Puri in academic year 2012/2013 through pictures based memory words game.

1.4 Limitation of the Study

Since the term of vocabulary is very wide, the researcher would like to limits the investigation on improving vocabulary mastery of the fourth grade students of SDN 17 Dauh Puri Denpasar in academic year 2012/2013 through pictures based memory words game and the researcher also limits the present study on vocabulary dealing with nouns.
1.5 Significance of the Study

This research is concerned with improving vocabulary by using pictures based memory words game. The outcome of this study aims at providing both theoretical and practical significances as follow:

Theoretically, the findings of the research study are expected to enhance the theories of teaching technique in English, and support evidence to the existing research findings. This technique is considered a new technique as way to improve students' vocabulary mastery.

 Practically, the findings of this study can be utilized by both teachers and students of SDN 17 Dauh Puri Denpasar. The findings of this study could be used as indicators showing their relative success and failure in vocabulary mastery. They are expected to be more motivated in learning vocabulary. The findings of the present study can also be used as bases to make a plan and decision by the whole management of SDN 17 Dauh Puri, for instance, to develop syllabus instructional materials, better strategies, and more effective technique in teaching vocabulary through pictures based memory words game.

1.6 Assumption

Because of the limitation of time, finance, and the researcher's ability, not all variables can be controlled. In order to neutralize the compounding variables, it is essential to state some assumption as follows:

1. The fourth grade students of SDN 17 Dauh Puri are assumed to have learned English for the same period of time.

2. The fourth grade students of SDN 17 Dauh Puri are assumed to have the
same level of knowledge and to be qualified enough.

3. The English teachers of SDN 17 Dauh Puri are assumed to have basic knowledge of grammatical rules and qualified enough in English teaching.

4. The instruments used for collecting the data are constructed in such a way so that they are assumed to be valid and reliable.

1.7 Hypothesis

On attempting to give a tentative solution to the research problems, the hypothesis will be stated as the following: the vocabulary mastery of the fourth grade students of SDN 17 Dauh Puri Denpasar in academic year 2013/2014 can be improved through pictures based memory words game.

1.8 Definition of Key Term

To make this study more clearly in understanding the terms, it is important to define operationally the following term. They are as the following:

a. Vocabulary mastery

Vocabulary mastery is ability of the fourth grade students of SDN 17 Dauh Puri in mastering unfamiliar words and they are expected to find the meaning of unfamiliar words or the new vocabulary especially noun.

b. Pictures Based Memory Words Game

Picture based memory words game refers to the game of teaching vocabulary in which the students have to build English words by using the game in which is the rules of game as follows: (a) students are divided into
4 groups; (b) students should be able to guess the word based on the pictures; (c) students have to remember the word; (d) and write the word.

c. SDN 17 Dauh Puri

SDN 17 Dauh Puri is elementary school that is located in Denpasar, Bali Province where the present research is conducted.

1.9 Theoretical Framework

A scientific investigation is expected to contribute practical significance and should be conducted on the basis of some relevant theoretical constructs and empirical evidences. The present investigation is based on the following theoretical framework: (1) conception of vocabulary; (2) kind of vocabulary; (3) teaching vocabulary through pictures based memory words games; (4) assessment of vocabulary. Detail discussion of these will be discussed in the chapter II, which deals with the discussion of the review of related literature.
CHAPTER II
REVIEW OF RELATED LITERATURE

There are some important points written by the researcher in this chapter which include bits of conception or relevant theoretical reviews from many related literature to support this study. The description includes: conception of vocabulary, kind of vocabulary, teaching vocabulary through pictures based memory words game, assessment of vocabulary.

2.1 Conception of Vocabulary

Hiebert & Kamil (2005:3) state that generally vocabulary is the knowledge of meaning of words. Vocabulary used to express ideas, feeling or think or information to people clearly. In other words vocabulary is important in doing communication both of spoken and written. It represents complex and, often, multiple meaning. Furthermore, these complexes, multiple meaning of words need to be understood in the context of other words.

Vocabulary is very important in doing communication both of spoken and written. According to Benjamin & Crown (2010:7), vocabulary development has to take its place at the center of the curriculum because it is foundational to all academic achievement. It makes English as a foreign language that they learned since elementary school and as one of language that must the learners learn in school. It is very fundamental in the interaction.

Furthermore, Hiebert & Kamil (2005:14) write that vocabulary is set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in
use. Individuals may be able to assign some sort of meaning to them even though they may not know the full subtleties of the distinction.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002:255). It means vocabulary is a language element of communication person; vocabulary is tools to plan and solve the problem especially in communication. Words are combination of letter that meaningful unit of nouns, verbs, adjective and adverb.

Learning second language, especially English as a second language that concern with some aspects of teaching process. One of those aspects is vocabulary. Hiebert & Kamil (2005:3) state they are words that are well-known, familiar, and used frequently. Vocabulary is important in our life. It is impossible a person can express their ideas without vocabulary.

Thornbury (2002:13) states that without grammar it is view can be conveyed, without vocabulary nothing can be conveyed. We can say very little with grammar, but we can say almost anything with words. If we understand, the main words are sentence we can usually get a good idea of it is meaning. In addition, if we understand what a sentence means, we can gradually come to see how it is grammar works. It means we can say almost anything with words.

Based on the explanation above, it can be concluded that vocabulary is the basis of learning the language and it is very important in learning English. The weakness is mostly caused by the English teacher's perception of the study of vocabulary in language teaching. The teacher needs to choose the appropriate technique in teaching English for young learner.
2.2 Kind of Vocabulary

According to Downing (2006:16), English vocabulary is classified grammatically according to terminological traditionally. There are two classification of word classes or part of speech, as open class and close class. The open class included as follow; noun, verb, adjective, and adverb otherwise the close class include as follow; preposition, conjunction, pronoun, and determiner. Similarly Thornbury (2002:3) states that English word fall in to of eight different word classes. Those are: noun, verb, adjective, adverb, pronoun, prepositions, conjunction, and determiner. Kinds of vocabulary can be explained as follow:

2.2.1 Noun

Colman (2005:8) adds a noun is the name of something: a thing or a person, or a place, or even a feeling or a state of mind. For the example; man, conference, book, work, coffee, Saturday, Jessica, office, girl, boy, bed, etc. similarity Huddleston & Pullum (2005:83) state that noun category includes words denoting all kinds of physical objects (people, animals, places, things) and substances. Noun can be classified into three parts those are:

a. Proper Noun

A proper noun refers to someone to something specific and capitalized, for example: Indonesia, India, June, August, etc.

b. Collective Noun

A collective noun refers to a group of person or things that is generally thought of as one unit, for example: family, animal, class, etc.
c. Count Noun

A count noun refers to name of persons, things, places, or ideas that can be counted, for example: books, three chairs, girls, etc.

2.2.2 Verb

Verb expresses action, events, process activities, etc. Competed sentence must contain at least one verb, for example: run, read, wash, dance, sweep, sing, write, etc. DeCapua (2008:121) states verb expresses what the subject does or describes something about the state or condition of the subject. Dykes (2007:41) also adds that verbs are doing, being or having words and a verb needs a noun (or a pronoun) in front of it for it to make sense. Verb is seriously important; it caused by there is no way to have a sentence without them. However, according to Rozakis (2003:12-13) there are three basic of verbs, such as:

1) Action verbs tell what the subject does. The action can be visible (jump, kiss, laugh) or mental (think, learn, study).

2) Linking verbs join the subject and the predicate. They do not show action. Instead, they help the words at the end of the sentence name or describe the subject. The most common linking verbs include: be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become. Look for forms of to be, such as am, are, is, was, were, and so on.

3) Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of to be, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, must.
2.2.3 Adjective

Adjective is defined as a word that gives more explanation about noun or pronoun. Adjective can be used before noun. According to Jackson (2005:18) adds that adjectives denote: size (large, small, etc.), color (blue, red, etc.), shape (oblong, square, etc.), appearance (pretty, etc.), evaluation (commendable, etc.), and so on, while Dykes (2007:53) says in the grammatical sense, adjective means to add the characteristics of something. On the other hands, Rozakis (2003:4-5) asserts adjectives are words that describe nouns and pronouns and. There are five kinds of adjectives:

1) Common adjectives describe noun or pronoun, such as strong, green, etc.
2) Proper adjectives are formed from proper nouns, such as California vegetables (from the noun “California”).
3) Compound adjectives are made up of more than one word, such as far-off country, teenage person.
4) Articles (special type of adjective). There are three articles as follow: a and an called “indefinite articles” because they refer to general things. We can use a with consonant sounds and an before vowel sounds; the is called a “definite article” because it refers to a specific thing.
5) Indefinite adjectives don’t specify the specific amount of something, such as all, another, any, both, each, either.

2.2.4 Adverb

Based on the statement of Jackson (2005:17) that adverb is denoting manner (cautiously), time (soon), direction (along), etc. However, according to Dykes (2007:62) an adverb is a word that adds meaning to any other word, except
a noun or pronoun (that being the job of an adjective) and he also said that there are five kinds of adverbs as follow: a) adverbs of time tell us when the action of the verb does or does not occur; b) adverbs of place tell us where the action of the verb does or does not happen; c) adverbs of manner tell us the way in which the action of the verb does or does not happen; d) interrogative adverbs are the question words that apply to the verb in a sentence; e) comparative adverbs follow a similar pattern to comparative adjectives. Certainty, adverb makes the sentence more clearly in understanding of the sentence.

2.2.5 Pronoun

A pronoun is often defined as word which can be used instead of noun. We use pronoun very often, so that we do not have keep on repeating a noun. According to Jackson (2005:17), pronouns mainly substitute for nouns and include: the personal pronouns (I, me, mine, etc.), reflexive pronouns (myself, ourselves, themselves, himself, etc.), indefinite pronouns (everybody, nothing, etc.), relative pronouns (who, whose, which, etc). Dykes (2007:35) also adds that pronouns are the words that we use in place of nouns; we use pronouns to make clear what we are talking about, while avoiding confusing or clumsy repetition. Then, Rozakis (2003:10-12) says that a pronoun is a word used in place of a noun or another pronoun. He said there are eight kinds of pronouns as follows:

1) Personal pronouns refer to a specific person, place, or thing;

2) Possessive pronouns show ownership. The possessive pronouns are your, yours, his, hers, its, ours, their, theirs, whose.
3) Reflexive pronouns add information to a sentence by pointing back to a noun or pronoun near the beginning of the sentence. Reflexive pronouns end in -self or -selves.

4) Intensive pronouns also end in -self or -selves but just add emphasis to the noun or pronoun.

5) Demonstrative pronouns direct attention to a specific person, place, or thing. There are only four demonstrative pronouns: this, that, these, those.

6) Relative pronouns begin a subordinate clause. There are five relative pronouns: that, which, who, whom, those.

7) Interrogative pronouns ask a question. They are: what, which, who, etc.

8) Indefinite pronouns refer to people, places, objects, or things without pointing to a specific one.

2.2.6 Preposition

According to Jackson (2005:18), prepositions relate a noun to other parts of a sentence, for example, in the garden, under the sofa, after the lecture, because of the delay, during the night. Prepositions are words, usually small, that typically indicate information about direction, location, or time. Then, Dykes (2007:71) add that the word ‘preposition’ is from the Latin word *praepositio* meaning ‘placed before’ or ‘in front of’ as follow on, in, under, behind, etc. However, Greenbaum & Nelson (2002:112) add that prepositions introduce a prepositional phrase, and are followed by a prepositional complement. The preposition links the complement to some other expression. If it links the complement to the rest of the sentence or clause, the prepositional phrase may be placed in any of various
positions. There are only a small number of preposition in English, some commonly used examples are at, from, in, on and to.

2.2.7 Conjunction

A conjunction is a linking word such as and, or, but. Conjunctions are used to connect two words, sentences, phrases or clauses together. A conjunction may link two or more than two words or sentences. Conjunctions join elements, mainly clauses, together in a sentence; they include: and, or, but; while, whereas, although, if, that, when, so that, because, etc. (Jackson, 2005:18). According to Dykes (2007:73) conjunction divided into two parts, such as:

1) Coordinating conjunctions

Coordinating conjunctions such as and, but and or are used to join two or more different things, for example: Bread and butter, tea or coffee. I went to the bowling alley but (and) my brother stayed at home.

2) Subordinating conjunctions

As the name suggests these join a subordinate clause to a main or principal clause, so they should be taught in more detail later, along with the section on clauses. However, it is wise for students to be able to classify them at this stage. Students can recognize them as joining two parts of a sentence, for example: Tom had stomach ache, because he ate too many plums.

2.2.8 Interjection

According to Dykes (2007:75), an interjection is an exclamation of one or two words that stands alone and is usually a response to surprise, shock or disgust.
Rozakis (2003:7) also adds that interjections show strong emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark, such as: Goodness!, Oh!, Wow!, etc.

In the present study, the researcher uses noun in order to make the student easier to learn about new vocabulary because as we know some of students, especially elementary school, could not master the words that they had studied.

2.3 Teaching Vocabulary through Pictures Based Memory Words Game

Harmer (2002:38) states that young children learn differently from older children, adolescents, and adult. In learning, young children more difficult in study, it is caused by they learn tend to change their mood every other minutes but, on the other hand young learner more have motivation in learn than adult to do things that appeal to them. In this case, the teacher should more creative in selecting activities in learning process; furthermore, they should provide a great variety of interesting activity and exercise. Using a games, songs, and humor in teaching vocabulary more effective in helping the students in learning, they would be easier in recognizing new words and make the lesson more interesting.

Sher (2004:1) states that playing games to learn cognitive and kinesthetic skills works for the same reasons. When we are in a positive frame of mind, we are present to that moment. It is in that state of acceptance that we are most open to new experiences and new knowledge.

Memory games challenge the players’ ability to remember. Surprisingly, perhaps, this simple basic challenge can lead to many different games and
variations. Some of memory games are: what behind you?, Kim’s game, pass the message, pass the picture, pelmanism and would you make a good witness? (Wright, et al. 1994:139). Pictures based memory words game is a game variation of memory game, especially passing the noun by pictures. It influences the student’s ability in listening, speaking and writing. This game makes the students have fun to study in the classroom as well as exercise their ability in mastering the words. The rules of picture based memory words game as follows:

1) Students are divided into 4 groups where each group consists of nine students.

2) Students are shown the pictures have prepared to each group. All the student must be remembers the pictures that have been shown.

3) Researcher explain to the student that you are going to begin a noun that they remember before. Mention just one noun.

4) Students in their group turns adding a noun. So, they must be continuing noun that had been added by their groups.

For example:

First learner : We have a pencil,
Second learner : We have a pencil, a ruler,
Third learner : We have a pencil, a ruler, a book,
Last learner : We have a pencil, a ruler, a book, ……… and a cupboard.

5) When the nouns are finished, ask the last learner of the group write their version of it.
In learning English we need a strategy. Strategy is used by the teacher to approach the subject to the students. Using a strategy can help the students to learn something. According to Sher (2004:2) sometimes it is difficult to say at what age a child will do best with which game. There are some children who are delayed in their physical coordination but have exceptional control in their ability to use their minds. In playing this game, the players are expected to think strategically about their moves so that building words can be easier.

2.4 Assessment of Vocabulary

Brown (2004:4) states that test are a subset of assessment, they are certainly not the only form of assessment that a teacher can make. Assessment can be for feedback to aid learning and for comparable competence. It can be done by carrying out a series of test during teaching learning process, as a good teacher never ceases to assess students.

Both teaching and testing are so closely interrelated that it was virtually impossible to work in either field without being constantly concerned with the other. Teachers usually understand a great deal about the knowledge, abilities and skills of the learners in their classroom without the need to resort to formal tests. Thornbury (2002:129) adds that without testing, there is no reliable means of knowing how effective sequence has been.

In this learning process, assessment is used to measure student's achievement toward the material that has been taught and how far the students grasp the material during teaching and learning process by giving a test. Fulcher & Davidson (2007:35) add in the classroom, personal knowledge of the learner
and the process of learning is taken into account in assessment that informs future learning, while in large-scale testing the learner is a distant, anonymous entity, about whom we need to collect as much evidence as possible. The purpose of vocabulary test is to measure the comprehension and production of word.

Nunan (2004:147) states that assessment carried out for the purposes of placing students in groups will be very different from one undertaken to provide students with a final grade on their course. It means teachers need to assess what they already inculcated to their students so that they will know to what extent the students have achieved the previously formulated instructional objectives.

According to Thornbury (2002:132-133), there are two types of test such as: (a) multiple choice tests are popular way of testing in that they are easy to score. Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or words in the whole text; and (b) gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus they test the ability to produce a word rather than simply recognize.

In the present study, the researcher uses two types of test, jumbled letters with picture and matching item test in order to know about the ability of students in mastering the words that they have learnt. In jumbled letters item test the students have to arrange the letters in order to be the correct words and for matching item test the students have to match the words with the correct answer.
CHAPTER III
RESEARCH METHOD

3.1 Subjects of the Study

The subjects of the study were the fourth grade students of SDN 17 Dauh Puri in academic year 2012/2013. The number of subject was 33 students which consisted of 17 females and 16 males. The selection of the fourth grade students of SDN 17 Dauh Puri as the subjects of the study was based on the interview during the teaching practice, which showed that almost all students had low ability and problem in mastering English vocabulary.

3.2 Research Design

This research study concerned with classroom action research in which the use of classroom action research meant that an action research which was conducted in a classroom was used to increase the quality of teaching learning process. Action research begins with teachers identifying a concrete problem they have. Therefore, this study purposed to solve the problems in improving students’ vocabulary to the fourth grade students of SDN 17 Dauh Puri in academic year 2012/2013 by using pictures based memory words game that could help the subjects under study improved vocabulary mastery.

In this classroom action research, the teaching and learning processes were divided into cycles where each cycle consisted of two sessions. In every session consisted of four interconnected steps namely: Planning (P), Action (A), Observation (O) and Reflection (R). The result of the reflection or post-test in cycle I were used as valuable result to accordingly revise planning in cycle II.
Therefore, cycle II which was started with revised planning was anticipated to be much more effective than cycle I. The degree of effectiveness of teaching vocabulary through pictures based memory words game was figured out by comparing the mean scores of the reflections in cycle I and II. These explanations can be shown by a diagram below:

Short discussion concerning the activities carried out in each session from IR, P, A, O, and R was devoted to subsequent discussions.

3.2.1 Initial Reflection

Classroom action research is always started with administering initial reflection in order to know about the difficulties of the students faced in learning English especially vocabulary. The researcher conducted a pre-test or initial reflection in order to know the pre-existing learning behavior and the problem in learning process. The result of pre-test or initial reflection was used as starting points of the undertaking action research.

3.2.2 Planning

Before the present classroom action study could be successfully done; the researcher had to make instructional planning for whole session. The present study was substantially based on the fact that the subjects under study had low
ability in vocabulary. As mentioned previously, the subjects of this classroom action research was the fourth grade students of SDN 17 Dauh Puri in academic year 2012/2013. In order to achieve the objective of the present classroom action study, the researcher planned the certain activities by doing these following steps:

1) Selecting the certain materials which should be appropriately used in teaching vocabulary by using pictures based memory words game

2) Designing lesson plan or setting up teaching scenarios or lesson plan of the present classroom research. The lesson plans were used in the cycle I and cycle II. The topics of materials were adopted from primary school teaching syllabus. The researcher created and designed the classroom activities which attempted to help the subjects under study improved and enhanced their vocabulary mastery.

3) Constructing reflection or post-test, in which the researcher administered this test at the end of each session. The forms of post-tests for each session were by arranging and matching the words. The administration of reflection was used to measure the extent of the subjects’ progress in vocabulary mastery.

4) Constructing the questionnaire to the subjects under study; that would be given at the end of cycle II. The administration of the questionnaire was used to measure the changing learning behavior of the subjects.

3.2.3 Action

Action referred to what the researcher did in the class and how to manage the class or the teaching learning process. In addition, implementing
the previously planned teaching scenario was the main activity in the class action study. Burns (2010:54) argues in action step we will be looking at ways of collecting information, or to use the research item or data. In action research, it is important to collect data in systematic ways. Therefore, the researcher tried to implement and conduct the previously planned classroom activities.

The objectives of teaching vocabulary for every session become most effectively and efficiently achieved. The classroom activities were classified into three main parts; they were pre-activities, whilst-activities, and post-activities which were discussed as follows:

The teaching vocabulary process was started with pre-activities. The pre-activity was intended to activate the subjects’ prior knowledge related to the topic, which was to be discussed. During the pre-activities, the researcher asked some general leading questions about the topic being taught. These pre-activities were about 10 minutes for each session.

Whilst-activities introduced about the vocabulary based on the topic. At first the researchers showed some pictures correspond to the topic would be given. The subjects were divided into several groups. Each group through some subjects would mention the pictures convey the words his group, if the group was wrong or could not mention the word, it would be posed to the other group. This was done to make subjects more motivated in mastering vocabulary and be able to coordinate well with the group. While this was the dominant activity which was planned classroom activity lasted for about 40 minutes for each session.

In post-activities, the researcher administered reflection or post-test by the end of each session. Post-test was actually intended to measure the progressing ability in vocabulary. Reflection was actually intended to measure the subjects
progressing ability in vocabulary while they were taught by pictures based memory words game. That activity was used as a feedback for the researcher in learning process. The post-test were planned to last for about 20 minutes.

3.2.4 Observation

Observation was intended to see whether the teaching learning process being under taken, in this case by using English picture based memory words game to the fourth grade students of SDN 17 Dauh Puri, could improve and promote their achievement in vocabulary. It was also meant to see whether there were any positive changing behavior, motivation, and attitude, on part of the students in learning and exercising vocabulary through pictures based memory words game. In the end of cycle II the students would give the questionnaire

3.2.5 Reflection

By the end of each session the researcher administered reflection to the subjects under study. The present classroom action study was divided into two cycles were each cycle consisted of two successive sessions. Each reflection was administered by the end of each cycle. The subjects answers of the reflection were corrected and scored at home and their errors were discussed in the following cycle. The result of post-test in cycle I which showed the degree of effectiveness of picture based memory words game were used as bases to plan and carry out the action in cycle II. In this way, the results of teaching vocabulary in cycle II were expected to be much better than the result of cycle I.

3.3 Research Instrument

Instrument referred to tools which were used by the researcher in collecting the data. Getting valid and reliable data of the study was based on the
instrument that would be used. The researcher could not collect the data without the instrument. Therefore, there were some research instruments used by the researcher. In this case, the study was tests and questionnaire, as follows:

1. Test

The test was used to measure the students’ achievement on the lesson during teaching such as: pre-test and post-test. The pre-test would be conducted before the treatment was carried out to know the students prior knowledge on mastering vocabulary. The post-test was conducted at the end of each session to measure the student achievement through picture based memory words game. They were in the form of matching item test which consisted of ten items and jumbled letters which consisted of ten items. The total score of the whole test was 100.

2. Questionnaire

Questionnaire was used to measure the changing degrees of the students’ learning behavior, motivation and attitude. The questionnaire consisted of 10 items in form of multiple choices. The questionnaire used Indonesian language (student’s mother tongue) to avoid misunderstanding. It was given to the students at the end of cycle II. The items of the questionnaire were scored in rating scale 0-3 in which, three was awarded for A; two for B; one for C; and zero for D.

3.4 Data Collection

In gathering the data of this classroom action study, the data were gathered by administering pre-test or initial reflection, post-test or reflection in the end of each session of cycle I and II, and questionnaire in the end of cycle II to the fourth grade students of SDN 17 Dauh Puri in academic year 2012/2013.
The data gathered through pre-test showed the subjects pre-existing vocabulary in English. The main data of the study collected through administering post-test in the end of each session of cycle I and cycle II. The data obtained administering post-test showed the subject’s progress in learning vocabulary through pictures based memory words game. The data collected through questionnaire showed the subjects’ changing behaviors in learning vocabulary. The questionnaire was administered in the end of cycle II.

3.5 Data Analysis

The main data needed for this study action, as mentioned previously, collected through the administration of initial reflection, reflection and questionnaire to the subjects under study that were given to the fourth grade students of SDN 17 Dauh Puri. The following formula was carried out:

\[ \bar{X} = \frac{\sum x}{N} \]

Notes:

\[ \bar{X} \]: The average score

\[ \sum x \]: The total score

\[ N \]: Number of students

The result of the questionnaire as the qualitative data were also analyzed descriptively. The percentage of each item showing the subjects total answers for item A, B, C and D was computed through the following formula:

\[ X = \frac{R}{N} \times 100\% \]
Where:

X : Score in percentage

R : Score of total item chosen

N : Total of all item chosen
CHAPTER IV
THE PRESENTATION OF THE FINDINGS

4.1 Data

There were several data gathered for the present classroom action research. The data were collected by administering pre-test, post-test and questionnaire to the fourth grade students of SDN 17 Dauh Puri. The pre-test was administered to the subjects under study in order to establish their pre-existing ability in vocabulary. The post-test in this present study was administered for four times, two times in cycle I and two times in cycle II. This was because each session was ended with the administration of post-test. Therefore, there were five sets of raw scores showing the improvement of the subjects taught through pictures based memory words game. Those were pre-test scores and post-test scores for each session (S1, S2, S3, and S4). The result of administering pre-test and post-test was presented in the form of total score as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>IR</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
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</table>
The additional required data for the present classroom action research study were collected through administering questionnaire to the subjects under study at the end of cycle II. The answer of the questionnaire was quantitatively scored using the rating scale 0-3. In addition, the total scores for items of the questionnaire in changing motivation and attitudes in vocabulary mastery through Pictures Based Memory Words Game can tabulated as follows:

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Table 2
Tabulation of Data Showing the Subject’s Changing Motivation and Attitude in Learning Vocabulary through Pictures Based Memory Words Game

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<tr>
<th>Subject</th>
<th>A</th>
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<td>32</td>
<td>0</td>
<td>18</td>
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</tbody>
</table>
4.2 Data Analysis

The data gathered above were analyzed to know the students’ improvement after the students have been taught vocabulary through pictures based memory words game. The analysis was used to calculate the mean score of the pre-test and post-test of every session in cycle I which consisted of two sessions and cycle II which consisted of two sessions and the percentage of the questionnaire. The mean scores are counted as follows:

\[
\bar{X} = \frac{\sum x}{N}
\]

Notes:

\(\bar{X}\) : The average score

\(\sum x\) : The total score

\(N\) : Number of students

Based on the research instruments in which the researcher administered pre-test and post-test in each session, the collected data should be analyzed and then the results of the analysis were discussed. The mean of the pre-test score (X0) and the mean of the post-test scores for four sessions (X1, X2, X3, and X4) could be computed as the following:

\[
\bar{X}_0 = \frac{\sum X_0}{N} = \frac{1120}{33} = 33.94
\]
Post-test of cycle I session 1 \( \bar{X}_1 = \frac{\sum X_1}{N} = \frac{1646}{33} = 49.88 \)

Post-test of cycle I session 2 \( \bar{X}_2 = \frac{\sum X_2}{N} = \frac{1650}{33} = 50.00 \)

Post-test of cycle II session 1 \( \bar{X}_3 = \frac{\sum X_3}{N} = \frac{2520}{33} = 76.36 \)

Post-test of cycle II session 2 \( \bar{X}_4 = \frac{\sum X_4}{N} = \frac{2830}{36} = 85.76 \)

Based on the means scores of all sessions that have been mentioned in the previous discussion, the grand mean scores of the every post-test in cycle I and cycle II can be calculated as follows:

\[
\bar{X}_I = \frac{\bar{X}_1 + \bar{X}_2}{2} = \frac{49.88 + 50.00}{2} = 49.94
\]

\[
\bar{X}_{II} = \frac{\bar{X}_3 + \bar{X}_4}{2} = \frac{76.36 + 85.75}{2} = 81.06
\]

The additional supporting data were collected by means of administering questionnaires by the end of cycle II to the subjects under study. The data obtained from questionnaire had to be computed and then discussed. The computation of the percentages for the scores of the items of the questionnaire showing the subjects' total answer for items of A, B, C, and D. The scores of the options in the questionnaire then tabulated on the following:

1. Total percentage of item A = \( \frac{613}{856} \times 100\% = 71.61\% \)

2. Total percentage of item B = \( \frac{234}{856} \times 100\% = 27.34\% \)
3. Total percentage of item C = \( \frac{9}{856} \times 100\% = 1.05\% \)

4. Total percentage of item D = \( \frac{0}{856} \times 100\% = 0\% \)

The results of the analysis of the questionnaire scores showed the comparative percentage of 71.61%, 27.34%, 1.05%, 0% for the respective total response of the items of the questionnaire showing A, B, C, and D. These findings clearly supported the main findings of present class action study. The obtained comparative percentages of the items of questionnaire showed the subject’s positive changing attitude and motivation in learning vocabulary. It proved the effectiveness of pictures based memory words game in improving vocabulary of the fourth grade students of SDN 17 Dauh Puri.

To make it clear, the increasing comparative mean tables of the pre-test score and the post-test score that was obtained by the students for cycle I and cycle II could be graphically showed as the following:

![Graph showing comparative mean scores](image)
Graph 1. Depicting the Subjects’ Progressing Vocabulary Mastery After the Implementation of Pictures Based Memory Words Game

Graph 2. Showing The Subjects’ Progressing Grand Mean in Vocabulary Mastery After Implementation of Pictures Based Memory Words Game

Graph 3. Showing The Subject’s Changing Behavior after the Questionnaire Given through English Picture Based Memory Words Game
4.3 Discussion of the Findings

The implementation of pictures based memory words game is aimed to improve vocabulary mastery. Hence, the data that had been computed in pre-test, post-test and questionnaire were put in the data analysis as the finding.

The result of data analysis which was established as the findings of the present classroom action study showed the effectiveness of the English pictures based memory words game in improving the subjects vocabulary. The mean of pre-test (X0) by subjects under study in vocabulary pointed out the mean figure of 33.94. This mean figure clearly showed that pre-existing vocabulary mastery of the subject under study was still low. This result of the data analysis of the post-test scores in cycle I (X1 and X2) showed the increasing mean figures of 49.88 and 50.00. The mean figure obtained by the subjects under study for each session in cycle I was obviously higher than the mean figure of pre-test scores. The grand mean figure of post-test scores obtained by the subjects under study in cycle I was 49.94. It was higher than the mean figure of the pre-test scores. The grand mean figure for cycle I showed that the vocabulary of the subjects under study got an improvement after they had been taught vocabulary mastery through pictures based memory words game of the fourth grade students.

The result of the data analysis of post-test scores obtained by the subjects under study for cycle II (S3 and S4) pointed out the increasing mean figure of 76.36 and 85.75. Comparing with the mean figure of pre-test scores, the mean figure obtained by the subjects under study for each session in cycle II was convincingly much higher than the mean figure of pre-test scores. The grand mean
The significant difference of the mean figure showed that cycle II which was started with revised new planning was more effective than cycle I. It also showed that the vocabulary of the subjects under study got an improvement significantly after they had been taught vocabulary through pictures based memory words game. The result of the data analysis from the administration of questionnaire was considered as additional supporting data. The proportional percentage figures of the total response of the questionnaire were 71.61% for A, 27.34% for B, 1.05% for C, and 0% for D. These findings clearly supported the major findings of the present study. The obtained comparative percentages of the questionnaire items indicated the students’ positive changing attitude and motivation in learning vocabulary through picture based memory words game.

The finding of the present classroom action research study pointed out that the use of the pictures based memory words game could motivate the subject under study to be more active and creative. Based on the data, pictures based memory words game had presented a positive effect on the students and has changed their attitude in learning vocabulary.

Based on the finding of the present study, the hypothesis which has been previously formulated, that was, the vocabulary mastery of the fourth grade students of SDN 17 Dauh Puri Denpasar in academic year 2013/2014 can be improved through pictures based memory words game was clearly accepted.
CHAPTER V
CONCLUSION AND SUGGESTION

The present classroom action investigation which dealt with improving vocabulary mastery through pictures based memory words game to the fourth grade students of SDN 17 Dauh Puri could finally be concluded in this chapter. Some practical suggestions in reference to the significance of the established research findings were also recommended in this chapter. Therefore, the findings of this study could really provide some benefits for the English teacher, the students, the other researcher, and for the institution.

5.1 Conclusion

This study was aimed at improving subjects’ vocabulary mastery by using pictures based memory words game to the fourth grade students of SDN 17 Dauh Puri. Based on the finding and discussion of the data, the improvement of subjects’ abilities in vocabulary could be seen on the improvement of subjects’ score in doing pre-test and post-test. The result of administering pre-test was 33.94. It could be defined that the result score was insufficient. After giving treatment by using pictures based memory words game in cycle I, the average grand mean score was 49.94. Moreover, for getting better grand mean score, cycle II was conducted. In cycle II, the revised planning was held and the same steps of cycle I was also done to give a treatment and also by administering post-test in every session. The administration of post-test in cycle II, the average grand mean score was 81.06. It can be said that the teaching vocabulary by using pictures based memory words game was successfully carried out by the researcher.
Besides, the percentage of administering the questionnaire for item A, B, C, and D resulted the figure of: 71.61%, 27.34%, 1.05%, and 0% for option A, B, C, and D respectively. Based on this result score, the subjects’ vocabulary responses were positive in following the vocabulary lesson by using pictures based memory words game. On the other words, it could be defined that the subjects’ responded positively about the implementation of pictures based memory words game in the vocabulary class. The student does not feel bored, but more enthusiastic to follow the teaching learning process. The students enjoyed learning English vocabulary. The hypothesis of this study was clearly accepted.

5.2 Suggestion

Based on the conclusion which has been clearly stated above, there are some following suggestions could be taken into account.

1. For the English Teacher

As pictures based memory words game contributed significant improvement to the students’ competency in vocabulary mastery and also other skill, such as: speaking, listening, reading, and writing; then it is suggested to be applied by the teacher in the class. Along with the effort of improving students’ ability in vocabulary, the English teacher also gives suggestion to keep on motivating the students to improve their vocabulary skill intensively and use the target language in communication.

2. For the students

As foreign language learners, the students have to study hard in order to achieve one of their purposes in English lesson. The researcher suggests for the students to be aware that vocabulary is important in
communication. Therefore, the students should be trained or practiced to find out vocabulary individually or in group in order to be more communicative in using English.

3. For the Other Researcher
Since the pictures based memory words game is implemented in improving vocabulary in this study; then it is recommended to other researchers to undergo further research in studying the effectiveness of pictures based memory words game.

4. For the Institution
The institution of SDN 17 Dauh Puri is suggested to improve the quantity of teaching and learning facilities such as books and media. Those facilities are very important for the teacher and the students in the process of teaching and learning at school. The headmaster of SDN 17 Dauh Puri is also suggested to motivate and encourage all of the classroom teachers to increase their creativity in teaching and using the teaching media so that the students will be more interested and motivated to learn.
REFERENCES


