IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING WHAT’S MISSING TECHNIQUE AT THE SIXTH YEAR OF SD N 3 NOGOSARI IN 2011/2012: AN ACTION RESEARCH

PULICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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A320080019

SCHOOL OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012
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Accepted and Approved by the Board of Examiners

School of Teacher Training and Education

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On July 24, 2012

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ABSTRACT

This study aims at describing whether What’s Missing technique can improve the students’ vocabulary and how the implementation of the technique in the teaching vocabulary at the sixth grade of SD Negeri 3 Nogosari.

In this research, the writer carries out an action research. The action procedures are planning, acting, observing, and reflecting. In the classroom action research, the writer uses test, observation, interview, and collaborates them to collect the data. The sources of data are the activities of improving the vocabulary mastery using what’s missing technique, the English teacher, and the students as subject, the teacher’s lesson plan. This research was conducted in the fourth grade of SD Negeri 3 Nogosari, Boyolali.

The Implementation of improving vocabulary mastery using what’s missing technique consists of the students’ achievement in memorizing, pronouncing, and spelling the words. In memorizing the students must remember what is picture that was moved by the teacher. In the pronouncing the students must said what word that they was remembered is. After pronouncing the students should spell the word by written form in the blackboard. To know the result of improving vocabulary mastery using what’s missing technique, the writer give three kinds of test, namely: pre-test, post-test I, and post-test II. The test consists of pronunciation, understanding meaning, and spelling. The mean score of the pretest is 48,81, while the mean score of the post test I is 59,19. Mean score of the post-test II is 82,25. So, there is a significant improvement of the students’ vocabulary mastery before and after the research done. Therefore it can be concluded that teaching vocabulary by using visual aids through pictures could improve the students’ vocabulary mastery.

Keywords: improving, vocabulary, what missing technique
A. **Introduction**

There are four skills that we know in teaching English. Namely, listening, speaking, readings and writing. Beside the four skills we must also know the aspect that supports the fours skills in teaching English. The aspects are vocabulary, pronunciation, grammar, spelling, and structure. In fact, mastering vocabulary is important aspect than another one because vocabulary is the basic component to learn the four skills. To master vocabulary the student should have ability in understanding and using vocabulary. Vocabulary mastery itself deals with words and meaning.

Based on the view that using picture can be beneficial in improving English especially vocabulary mastery to children, the writer then tries to implement this technique to the sixth year students of SDN 3 Nogosari. This technique is purposed at solving the problems that were identified during preliminary observation at the school. Here, the preliminary observation reveals the possible causes of the problem above, such as the technique of improving vocabulary mastery is based on the book presentation. The students were passive. The teacher focused on the book and the students did the exercise from the book during the teaching-learning process. Then, the time to practice pronouncing the words is limited. The English class was only once a week. In addition, the teacher led the students to practice pronunciation only a few moments during whole the teaching-learning
process. And the last the material and equipment for improving vocabulary mastery were only from a book.

Considering the result of the preliminary observation and the theories of vocabulary learning especially to children, the writer notice that picture was a possible technique in solving the problems. National Institute of Child Health and Human Development, 2000 (in T. Linse Caroline 2005:126) Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich contexts. You could play different vocabulary games with picture cards featuring rooms in a house. The What Missing technique is one of technique that use picture or card as a media. Using cards and pictures can attract student’s curiosity to get their interest for learning. Introducing a new word by an attractive picture or card often helps pupils to memorize the words through visualization. Instead of using real pictures, a word or the contents of a passage may be visualized.

Based on the background above, the writer would like to conduct an action research on improving vocabulary mastery using What Missing technique in elementary school to improve the student’s vocabulary mastery. Therefore the writer is interested in conducting research in: *Improving Students’ Vocabulary Mastery By Using What’s Missing Technique At The Sixth Year Of SD N 3 Nogosari In 2011/2012: An Action Research”*

B. Underlying Theory

1. Vocabulary Mastery
a. Notion of Vocabulary

Vocabulary is an important subject to study in English language. It can influence the four skills. Vocabulary is also an important factor that influences the language practice as means of communication. Fauziati (2005:155) states that vocabulary is a central to language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate or express his idea both in oral and written form.

So vocabulary is a set of words that should be mastered by language learners and language users. Without vocabulary, people cannot express their idea and they cannot communicate with other.

b. Kinds of Vocabulary

1) Receptive Vocabulary

Receptive Vocabulary is words that the learners recognize and understand when the words are used in the context, but which they cannot produce.

2) Productive Vocabulary

Productive vocabulary is words that the student recognize and understand, can pronounce correctly and use in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

b. Factors that Influence the Vocabulary Learning

1) The Internal Factors
a) Intelligence

Intelligence is the term applied to these activities that are associated with the higher mental process, among the various aspect, memory, imagination, reasoning and other for of mental activity Crow & Crow, 1963 in the Sugeng Paronto.

It must be done by Dr. Psychology. And they can be appropriate to the table. There is a list of good intelligence which is suitable with:

<table>
<thead>
<tr>
<th>Intelligent</th>
<th>The Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-90</td>
<td>Elementary School</td>
</tr>
<tr>
<td>90-110</td>
<td>Junior and Senior High School</td>
</tr>
<tr>
<td>110-....</td>
<td>The University</td>
</tr>
</tbody>
</table>

Table.2.1.level of intelligent

Based on the table, the students must have good intelligence, if they want to success in the teaching learning process. Intelligence can be used to know achievement.

b) Motivation

Motivation is as the intensive need or the desire the learner feels to learn the vocabulary-motivation has a power to encourage the student’s activity. It can make the student
successfully. Motivation can be given by the family, and friends. Motivation does not have a form and it cannot be seen, but it has higher affection to the students.

c) Strategy

Strategy is the step of an overall plan for the orderly presentation of vocabulary material. It will become the students’ way, and all of them which are based upon the selected material. It can be discussing with friends and teachers, studying alone, explanations, and imagination.

2) The External Factors

a) Environment

Environment is a situation which can be influence the students. It will affect to the students’ learning. It will affect to the students’ learning where they are positive and negative effect. The positive effect means that it will convey the students successfully and negative effect means that it makes difficult to the students learning process.

b) Availability of Concrete References

The content of texts that is directed at beginning must be suitable with the students and it can figure out the meaning to some extent. It meant that they are suitable with students learning,
because the students must need many references to achieve successful of vocabulary mastery.

c) Teaching Technique

According to Anthony (1963) technique is the implementation of method which actually takes place in a classroom. It is a particular trick, or contrivance used to accomplish an immediate objective in harmony with an approach as well. The techniques depend on the teacher, his individual artistry, and on the composition of the class, in this case the teachers must prepare the learning activities that can maintain their high degree of motivation and to make English class enjoyable, stimulating experience for the children.

c. Indicators of Vocabulary Mastery

There are four aspects that influence to indicator of Vocabulary Mastery. They are spelling, pronunciation, Understanding meaning, using the words in context. In spelling Students are able to spell the words related to the topic, in pronunciation, Students are able to pronounce the world related to the topic, on understanding meaning, Students are able to understand the meaning of the words related to the topic and the last on using the words in context, The purpose is to establish students knowledge of the use of words based to the topic in
In this research the writer also give the standard score for the students that they have been passed in vocabulary mastery. The score that must be reached by students is 60. So, this research can be called by success if the students had score 60 or higher than 60.

2. What’s Missing Technique

a. Nation of What’s Missing Technique.

Many different approaches and activities can be used to help children develop their vocabularies. What’s missing techniques is one of technique that uses to improve vocabulary of students for young learners using a card or picture as a medium.

b. Procedure of Improving Vocabulary Mastery Using What’s Missing Technique

In presenting vocabulary teachers can bring and show many pictures and card. In What’s Missing technique use some step, such as:

1) Place 12-20 picture or word card on a table or the floor.
2) The teacher Ask the students to look at the cards for a minutes.
3) The teacher asks the student to close their eyes.
4) The teacher remove the card
5) Then, the teacher ask the student or a group of students which card was removed. (T. Linse (2005:130)
c. Advantages of What’s Missing Technique

In what’s missing technique the skills was used is imaging.

Imaging – easily visualized words are better memorable than those that do not evoke with any pictures. Even abstract words can be associated with some mental image (Thornbury, 2002)

C. Research Method

In this research, the writer carries out an action research. The action procedures are planning, acting, observing, and reflecting. This research was implemented into two cycles consisted of three meetings each meeting took 80 minutes. In the classroom action research, the writer uses test, observation, interview, and collaborates them to collect the data. The sources of data are the activities of improving the vocabulary mastery using what’s missing technique, the English teacher, and the students as subject, the teacher’s lesson plan. This research was conducted in the Sixth grade of SD Negeri 3 Nogosari that consist of 4 boys and 14 girls. To know the result of improving vocabulary mastery using what’s missing technique, the writer give three kinds of test, namely: pre-test, post-test I, and post-test II. The test consists of pronunciation, understanding meaning, and spelling.

D. Finding and Discussion

The procedures are opening and apperception, Exploration, Elaboration, Confirmation, closing. In apperception such as asking some questions related the topic, then Exploration like giving material to the
students, Elaboration like asking the students to pronounce and spell the vocabulary together, Confirmation such as asking the students to practice pronunciation, spell, and write the vocabulary in front of the class independently, and the last is closing.

Then actions in cycle I were generally well organized although the researcher found some weaknesses. Some students were not repeated the teacher’s pronunciation. Some student’s spelling was still poor although their vocabulary mastery in general increased. The situation of the class was very noisy when one of students who stand on front of the class made mistakes. Some students looked ashamed and reluctant when the teacher asked him. But in general, the student paid attention to the lesson. The students unfamiliar to come on front of the class by alone and there was student did not know what must do.

The action in cycle II made a great improvement result. The teaching-learning process was better than cycle I. The students enjoyed every activity and became more enthusiastic than before. They paid more attention to the lesson, answered teacher’s question, and took part in learning activities (both in group, individually and in pair). The class becomes more active and fun. The poorest components of vocabulary in the result of post-test I was about spelling because sometimes the students still made incorrectness for spelling some words. The researcher gave more spelling activities. As the result, the
students could practice to write the English word and had courage to speak up in English.

The researcher concluded that the result of pre-test was unsatisfying. The students were able to answer 49.6% of the total number in pre-test. The standard score in SD N 3 Nogosari is 60% correct answer from the total amount of the test. It showed that the students’ vocabulary mastery in pre-test was low. Not more than a half of students got good score. The students did not enjoy in doing the pre-test. They cheated with their friend during the pre-test.

After computing and comparing the result of pre-test, post-test I, and post-test II, we could see that improving vocabulary mastery using what missing technique was able to achieve a god result. It means that the teaching-learning process was affective and successful. In pre-test the highest score is 86, and the lowest 23, and the mean score was 48.81. In post-test I, the highest score was 93, the lowest score was 33, and the mean score was 56.19. In post-test II, the highest score was 100, the lowest score was 65, and the mean score was 83.25

Based on the result of each cycle, what missing technique could improve the students’ ability in understanding and mastering the vocabulary such as pronunciation, spelling, writing, and translating the words correctly. The general achievement of improving vocabulary mastering using what missing technique could be seen from the mean score of the students.
E. Conclusions and Suggestion

a. Conclusion

1. The implementing what’s missing at the sixth year of SD Negeri 3 Nogosari was successfully. It started from before the cycle, There are many students was cheating. In cycle I after implementing what’s missing technique the students still have low score and the teaching-learning process still crowded and there is some student did not answer teacher’s question because they stand by their selves. In cycle II the teaching-learning process more effective because they are in the group so, they help each other to answer the teacher’s question.

2. The result of improving students’ vocabulary mastery for sixth year students of SD N 3 Nogosari was great. The improvement of the students’ vocabulary mastery can be seen from the significant improvement of the students’ score in each cycle. The result of the pre-test score is 48,81 (before the treatment) and the average of the post-test 1 score is 56,19 (after being the treatment in cycle 1). While after the treatment in cycle II, the average of the students; score shows a great improvement that is 83,25.

A. Suggestion

1. To the researcher
It is expected that the other researchers will develop this research based on their own view and their different material or teaching aids to imply this method.

2. To the English teacher of Elementary school

In teaching vocabulary, teacher should create the variety of teaching technique.. By using many cards as animal card, fruit card, the students are interests in learning English. Usually, For children, they are more interested in something new and involve the physical activities.

BIBLIOGRAPHY


