



**THE EFFECTIVENESS OF TV CARDS
(THEMATIC VOCABULARY CARDS) TO IMPROVE
THE STUDENTS' ENGLISH VOCABULARY
(An Action Research of the Seventh Grade Students of SMP N 1
Wonosobo in the Academic Year of 2012 / 2013)**

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for the degree of Sarjana Pendidikan
in English

by

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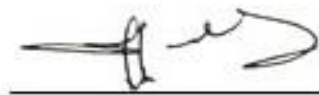
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This final project entitled *The Effectiveness of TV Cards (Thematic Vocabulary Cards) to Improve the Students' English Vocabulary (an Action Research of the Seventh Grade Students of SMP N 1 Wonosobo in the Academic Year of 2012 / 2013)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Language and Arts on February 2014.

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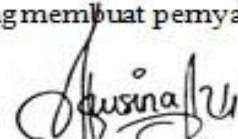
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya jelaskan. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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Yang membuat pernyataan,



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MOTTO AND DEDICATION

If knowledge is like a spear, then faith is like its shield. Bringing the two together will give us strength and greatness in life. (Lutfina Tarita Wulandari)

Jika pengetahuan diibaratkan sebagai tombak, maka iman adalah perisainya. Membawa keduanya bersama akan memberikan kita kekuatan dan kehebatan yang luar biasa dalam hidup. (Lutfina Tarita Wulandari)



To: My awesome father
and all of the dedicated academicians

ABSTRACT

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Keyword: Vocabulary, Reading, Media, TV Cards.

The objectives of this study were to find out students' difficulties in learning English vocabulary and to know the effectiveness of *TV Cards (Thematic Vocabulary Cards)* in improving students' English vocabulary mastery. In order to achieve the objectives of the study, the researcher designed an action research which consisted of pre-test, 3 cycles of treatment, and post test.

The subject of this study were the seventh grade students of SMP N 1 Wonosobo in the academic year of 2012/ 2013, with the number of the object was 26 students; 9 males and 17 females. 5 meetings were held during the research in which the students had to join some tests and also some cycles of treatment which consisted of quizzes and various activities by using *TV Cards* as the media.

The result of this study showed there was a significant improvement made by the students in identifying and remembering new English vocabulary available in the given descriptive texts. *Pre- test* result showed 27 % of students scored less than 50; 69 % students scored 51- 75; and only the rest of them scored more than 76, meaning that the average score of the class was still low, which was only 54.10. While after conducting *Post- test*, it could be seen that no student scored less than 50; only one student scored 73; and the rest of them successfully scored above 76. Compared to Pre- Test's result, the Post- Test's showed the better average score, which increased up to 79%.

In line with the result, I would like to offer some suggestions for teachers to be a facilitator in creating effective learning activities, to be able to make teaching and learning process more interesting, enjoyable and educative and also to be competent in choosing attractive media appropriate to the materials so that the students can improve their ability in mastering English vocabulary.

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I also would like to express my great thanks to my best friends, Okta, Ratna, Anif, Anis, April, Vani, and Jatmiko who always understand me and lend me a

hand when I was really in a deep deep ravine because of many unexpected things happened in my life. Thanks for the emotional support and for being so kind to me till I was able to accomplish this final project. Being their friend is not only a turning point of my life but also a wonderful experience. I treasured all precious moments we shared together in happiness and sadness.

Last but not least, I should also express my appreciation to those who cannot be mentioned personally for their support, and help lead the completion of this final project.

There is nothing in the world which can be perfect, and this final project is no exception. I realize that there are many shortcomings in this final project in spite of all my efforts. Therefore, I will be more grateful for corrections, comments, and criticism that may be made to improve this final project. Finally, I hope that this final project will be useful for the readers.

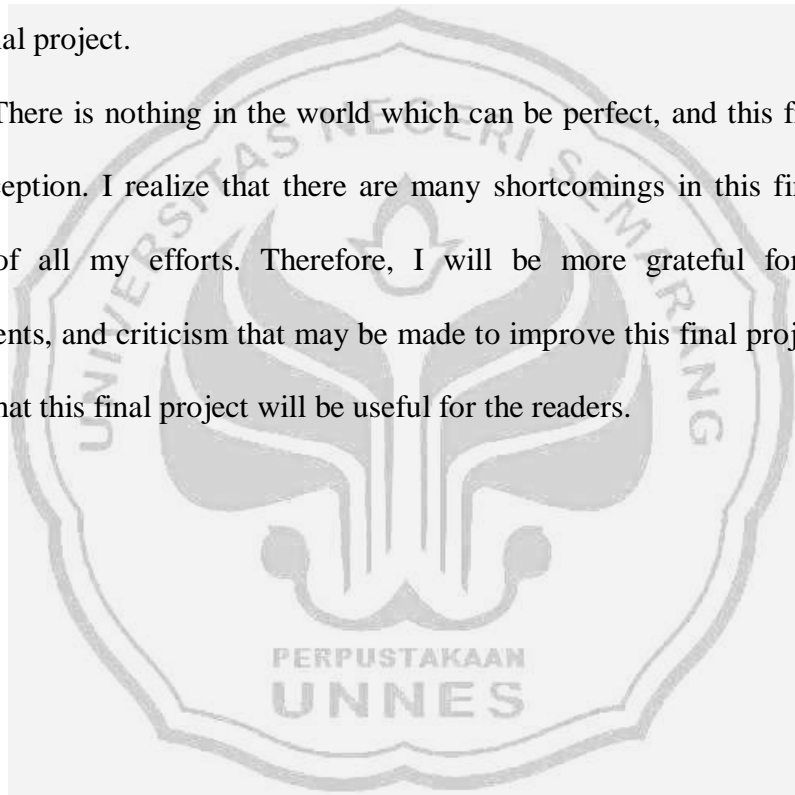


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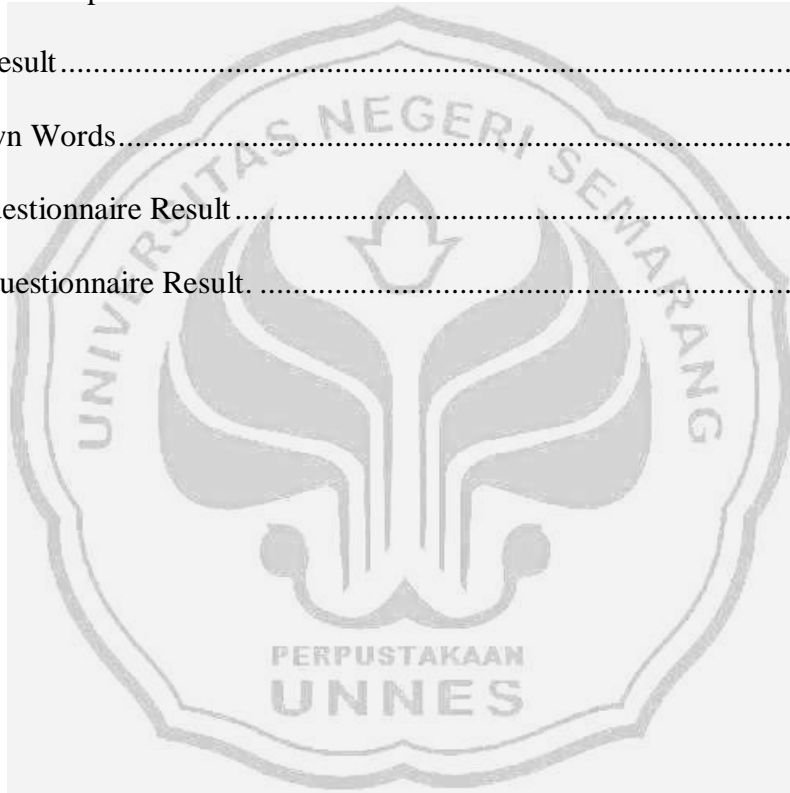
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CHAPTER 1

INTRODUCTION

This chapter presents an introduction which includes general background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and also outlines of the report.

1.1 Background of the Study

It is almost impossible to say exactly how many words there are in English. However, it is still important for English learners to learn English vocabularies as many as possible. The idea that vocabulary is a prominent aspect needs to be taken into consideration in learning language is supported by Harmer (1991: 153). He claims, if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. In line with Harmer's argument, another expert mentions, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins in Clouston, 1994: 69). It can be concluded from his statement that if we spend most of our time studying grammar, our English will not improve very much. We will see most improvement if we learn more words and expressions. We can say very little with grammar, but we can say almost anything with words. Both Harmer's and Wilkins' statements mean that vocabulary plays an important role in learning a language; having strong vocabulary mastery will help students not only in a particular skill but in any language skills. When students have a great vocabulary,

the latter can improve all areas of communication, namely listening, speaking, reading and writing (Mukoroli, 2011: 7).

Since vocabulary is considered as a very important aspect to be possessed by English language learners, it is essential for English teachers to help their students in mastering vocabulary in order to gain the proficiency in all of the skills the researcher has mentioned. However, due to some limitation and constrain, in this research, the researcher will only focus on one language skill, that is reading skill.

In doing reading activity, it is essential for the students to have a deep understanding of important words available in the passage they are reading. This argument is supported by Mukoroli (2011: 4), who points out, as the difficulty of words in a text increases, understanding of the text decreases; therefore, it is critical for students to have a deep understanding of academic vocabulary in order to understand new concepts.

Because of its important role in reading development, vocabulary instruction has been a well-researched area in the field of education for many years (Hanson and Padua, 2011: 4), and it is an area in which the researcher continue to gain new insights. Unfortunately, such a frightening problem remain exists. Based on the data the researcher got when she did a preliminary study at one of the most well known junior high school in Wonosobo, SMP N 1 Wonosobo, most of seventh grade students of the school found that it was difficult to identify and remember the meaning of new words. It means that they face a

problem in vocabulary mastery. Bellows are the data she got after distributing questionnaire sheets to the students of VII C:

Table 1.1 students' problem in learning English

taken from 26 students of VIIC

Problem	Number of Students
Vocabulary	11
Listening	9
Grammar	4
Pronunciation	2

The table shows that 42.3 % of the students consider learning vocabulary as an uneasy task to do. According to them, the most difficult part is remembering the meaning of every single word they have ever found, or which is explained by their teachers. Learning vocabulary is indeed, an uneasy, a boring, and a frustrating task to do. The result of this preliminary study was similar to Diana's (2010) opinion which was written in his thesis. She mentions, the problems that they usually faced are the difficulties in memorizing new words and their less interest in learning English. This phenomenon stimulates the researcher to create a new enjoyable media namely *TV Cards* and also do a research to explore the effectiveness of the media in improving students' English vocabulary mastery.

1.2 Reasons for Choosing Topic

The researcher chooses the visual media namely *TV Cards (Thematic Vocabulary Cards)* as the topic of this research. *TV Cards* is a set of cards containing 5 big cards and 25 small cards which can be used to help the students in learning new English vocabulary. This topic is finally chosen because of some reasons:

1) Vocabulary is important

Based on Mukoroli's (2011: 7) theory, it can be inferred that vocabulary is considered as one of the most prominent aspects in learning language, that is why it is important to find out how to improve students' proficiency in English vocabulary.

2) Students are lack of vocabulary mastery

Unfortunately, what the researcher found after doing her preliminary study was: most of the students observed were lack of vocabulary mastery. It seemed like they faced a difficulty in understanding and remembering all of the words given in the lesson at once.

3) Learning vocabulary is a boring activity

The students claimed that the most difficult part in learning English is to memorize the new vocabulary. They even confessed that they usually feel bored every time they had to learn vocabulary.

4) The media have not been explored a lot

Because of the importance of vocabulary, it is needed to find a solution for the students' problem in mastering English vocabulary. One of them is by creating media which can be used in teaching vocabulary. Unfortunately, the interesting

media which can help the students to learn vocabulary have not been explored a lot.

1.3 Research Questions

Research questions proposed in this research are:

1. Does *TV Cards(Thematic Vocabulary Cards)* improve the students' English vocabulary mastery?
2. How does *TV Cards(Thematic Vocabulary Cards)* improve the students' English vocabulary mastery?

1.4 Purposes of the Study

The purposes of this study can be stated as follows:

1. To find out whether or not *TV Cards* improve students' English vocabulary mastery.
2. To know how *TV Cards* improve students' English vocabulary mastery.

1.5 Significances of the Study

This study is supposed to provide some benefits not only for the students, but also for the teachers, readers, or even for the other researchers.

1.5.1 For the students

For the students, using interesting media in learning vocabulary will hopefully be able to make the learning activities become more enjoyable. Later on, they will be easier in understanding the material they are learning. Moreover, by using *TV*

Cards, students are expected not to consider learning English vocabulary as a boring and frustrating activity anymore.

1.5.2 For the teachers

Having such information will enable teachers to use and explore *TV cards* and even develop other media which can help them in teaching English vocabulary to their students.

1.5.3 For the readers or other researchers

This study will hopefully be able to offer some significant information dealing with the media which can be explored more and more by other researchers.

1.6 Outline of the Report

The researcher divides this final project into five chapters:

Chapter I discusses the background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and outlines of the report.

Chapter II is divided into two sub sections. They are review of previous study and review of theoretical study.

Chapter III gives review of research design, object of the study, population and sample, research variable and hypothesis, type of data, instrument for collecting data, method of collecting data, and method of analyzing data.

Chapter IV deals with general review, detail results, and discussion.

Chapter V presents conclusions and suggestions.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter deals with the experts' theories which support this study. It consists of two sections. The sections are review of previous study and review of theoretical study.

2.1 Review of Previous Study

There are some studies about the use of media in improving vocabulary which can support this research, and have inspired the researcher to do this kind of research. One of them is about the way to improve students vocabulary mastery. There is, indeed, a way to increase students' ability in memorizing vocabulary; one of them is by teaching vocabulary through illustrated object or picture. The students will be easier in memorizing objects when they see and touch the real object or the illustration (Sari, 2011: 3).

This argument is strengthened by a study about the use of Flash game as a medium to improve students' vocabulary. It was found that the vocabulary mastery achieved by the seventh grade students of SMP N 1 Kaliwungu is improved after they were taught using picture and Flash game as teaching aid (Manikam, 2009).

Sometimes the method used by the teacher in teaching vocabulary is not interesting, which makes the students get bored in learning English. As the result, the students' noun vocabulary is very limited. It is why she argues teachers should

make concrete and meaningful the abstract ideas the children are asked to grasp. This may be done with visual aid which hopefully can make the students be more interested and more enthusiastic in learning vocabulary. At the end of her study, she found that there was a significant difference of students' achievement in noun vocabulary between those taught using visual dictionary and those taught using Grammar Translation Method. The use of visual dictionary in teaching and improving students' noun vocabulary is more useful than the explanation method (Kertaningrum, 2007: 56).

The related studies which have been previously conducted are expected to be the basic building knowledge for the researcher in exploring other new media.

2.2 Review of Theoretical Study

This part consists of some theories which support this study. The researcher takes some theories related to the topic from many sources. The theories include:

2.2.1 Vocabulary

The theories about definition of vocabulary, the importance, and also the teaching and learning of it will be explained as follows:

2.2.1.1 Definition of Vocabulary

There are various definition of vocabulary revealed by some experts. Hornby (2006) defines 'word' as a sound or group of sounds that expresses a meaning and forms an independent unit of a language, while 'vocabulary' as the total number of words in a language.

However, FLaRE Center Teaching Academy (p.01) defines vocabulary from different point of view which is divided into more specific scopes. FLaRE claims that there are many opinions about what vocabulary is. Any child who is past the first grade could give a fairly accurate definition of vocabulary: the words you have to know to read a story. Secondary students might define vocabulary as a list of words given by the teacher in order to comprehend a given text. An engineer might define vocabulary as a working knowledge of the words necessary to succeed in his vocation. And to a poet, vocabulary is simply the stuff of life. While in this case, what the researcher means by vocabulary is the vocabulary in the scope of secondary students, which is a list of words needed to be known in order to comprehend given texts.

2.2.1.2 The Importance of Vocabulary

Those definitions indicate vocabulary as one of language aspects considered to be most prominent aspect needs to be taken into consideration in learning language. Mastering vocabulary is important because it is needed when the learners want to gain the proficiency in all of language skills (Mukoroli, 2011: 7). However, it is impossible to explore the importance of mastering vocabulary in the scope of listening, speaking, reading, and writing skills at once. That is why this study will only emphasize in the scope of reading skill, especially intensive reading. Further explanation about reading will be explored in the following subchapter.

Since vocabulary plays an important role in learning language, especially English in this case, teachers are demanded to help their students in mastering English vocabulary. Vocabulary teaching is one of the most important

components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages (Joklova, 2009: 7). The importance of teaching vocabulary can also be seen from the statement revealed by Igbaria (p. 49) which indicates that teaching English vocabulary is an important area worthy of effort and investigation.

2.2.1.3 Teaching and Learning Vocabulary

However, along with its importance, teaching vocabulary is not as simple as people think. Every language teacher has to make a decision on what and how much vocabulary to teach. Furthermore, they must consider what vocabulary items to teach first (during early stages of the course) and what vocabulary to leave for later on (Joklova, 2009: 9). The teacher's choice of vocabulary is influenced into some extent by the course book and supplementary materials they use. That was why the researcher observed the syllabus first to see the Basic Competence and Competence Standards before deciding what topic and what vocabulary which were appropriate to be carried out in this research.

Moreover, as Putri (2010) claims in her article entitled "The Importance of Vocabulary in English Learning", encountering a new vocabulary item once will not guarantee that it will be remembered. Learners need plenty of opportunities in order to acquire a new vocabulary item. Thus, learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning,

idioms, and fixed expressions. (McCarten, 2007: 18). Therefore, it is essential for English teachers to pay attention in teaching vocabulary effectively in order to help their students get the input as much as possible.

If vocabulary teaching is defined as actions taken by the teacher to teach or practice target vocabulary, vocabulary learning strategies is then defined as learners' study habits of second language vocabulary. Thus, a teaching strategy is teacher-initiated whereas a learning strategy is self-initiated by the learner. (Ozturk: 21). In learning vocabulary, the learner needs not only to learn a lot of words, but to remember them. In fact, learning is remembering. Unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual items. In her thesis, Joklova (2009: 11) claims Vocabulary as a matter of remembering, unlike e.g. learning grammar which is a system based mainly on rules. Therefore, it is important to avoid the learners feel bored and frustrated in doing a remembering activity every time they learn every single word. One of the ways is by teaching vocabulary through pictures or visual aids. Pictures bring not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere. Pictures meet with a wide range of use not only in acquiring vocabulary, but also in many other aspects of foreign language teaching.

In line with Joklova's argument, Mc Carten (2007: 20- 21) agrees that teachers can use different ways to present vocabulary including pictures, sounds,

and different text types with which students can identify. Therefore, based on those experts' theories and arguments, the researcher is inspired to create a new media namely *TV Cards* which contains some pictures in order to help the learners identify the meaning of given words more easily.

2.2.2 Descriptive Text

According to Gerrot and Wignell (1995: 208) descriptive text is a text aims to describe a particular person, place, or thing. It is started by an identification which identifies phenomenon to be described, and continued by description which describes parts, qualities, and characteristics of the specific participants.

The reason why the researcher chose descriptive text as the material to be delivered to the students was because: according to Competence Standard for Junior High School in Indonesia, descriptive text was one of the material needed to be conveyed to the seventh grade students of Junior High School. Therefore, the researcher could get some benefits, such as:

- a. It was a perfect timing to conduct a research with descriptive text as the material conveyed. The researcher did not need to explain a lot about the material because it had been just explained by the English teacher of the class.
- b. In a descriptive text, there were usually a lot of nouns which could be used on the game in which *TV Cards* was used as its media.

Those were some things which needed to be taken as the researcher's consideration to used descriptive text as the material delivered to the students in

order to observe how good the students were in identifying and remembering new English vocabulary.

2.2.3 Reading

In this part, the researcher would like to explain further about what reading is, what are the types of reading, and how teaching learning reading should be conducted.

2.2.3.1 Definition of Reading

Nunan (2003: 68) describes reading as a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that it will be better for the readers to have their own interpretation about such kind of texts based on his background knowledge. Another expert, Ruddel (2005: 30), defines reading is the act of constructing meaning while transacting with text. A reader does not try to get meaning from the author, but rather to make his own inference from his knowledge and previous experiences.

From those definition, it can be inferred that reading is a complex activity that involves both perception and thought. As Pang (2003) claims in his article, reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. While comprehension is the process of making sense of words, sentences and connected text.

2.2.3.2 Types of Reading

Actually, there are two types of reading activities, they are intensive and extensive reading. However, in this study, the researcher will only explore the first type of

reading, because it is the type of reading which is usually applied in many schools in Indonesia.

2.2.3.2.1 Intensive Reading

According to Ueta (2005) this type of reading seeks to grasp the whole message, including both arguments and supporting details, encourages careful, literal processing of text. Teachers should provide students with some opportunities to engage in intensive reading depending on the purpose of reading by the careful selection of texts. Actually, teaching structure details should be done in the class because most students have difficulty in understanding them by themselves. However, because of the very limited time constraints, the researcher will only focus on teaching vocabulary during the lesson.

2.2.3.2.2 Extensive Reading

In his article entitled “What is extensive Reading?”, Day (2003) explains that extensive reading is based on the well-established premise that we learn to read by reading. This is true for learning to read our first language as well as foreign languages. In teaching foreign language reading, an extensive reading approach allows students to read, read, and read some more. Therefore, it can be inferred that extensive reading is referred to a large amount of reading with a focus on the meaning of the text

2.2.3.3 Learning English through Reading

As explained in her thesis entitled “Teaching Reading”, Ueta (2005) argues that intensive reading is used to short texts in order to extract specific information. It includes very accurate reading for detail. Use intensive reading skills to grasp the

detail of a specific situation. In this case, it is important that you understand each word, number or fact.

In doing intensive reading activity, the learners or the readers need to understand almost all of the text part. This idea is also supported by National Institute of Child Health and Human Development as stated in Hansen and Padua's book (2011: 5) which claims that in reading, vocabulary knowledge is essential to comprehend the text. When students do not understand at least 90% of the words in a text, they do not adequately understand what they read.

However, the difficulties of text will increase as the level of the learners does. For example, as students progress from the lower elementary grades into the middle grades, the majority of their reading moves from narrative to expository text. The narrative text structure usually includes plot, setting, problem, and resolution. Hansen and Padua (2011: 6) argue that this commonly used structure makes it easier for students to predict what the story will be about or what the author plans to write. While expository text, or nonfiction, usually has more complex content and higher-level vocabulary and is written using different types of text structures, such as description, compare and contrast, cause and effect, and problem and solution. As a result, students find it difficult to anticipate what the author plans to write next or which direction the content will flow (Hansen and Padua, 2011: 6). That is why teachers need to explicitly teach the words available in the text to help students comprehend the text. Below is the example of a descriptive text which also belongs to expository one:

Giant pandas spend about 16 hours a day eating. They eat mainly the leaves and stems of bamboo plants... Giant pandas must eat large

amounts of bamboo. A giant panda's body does not have much time to *digest* the bamboo. Pandas need to *digest* food quickly. They have to do *that* so the body can use the nutrition of the food (Nation in Hansen and Padua, 2011: 6).

The word *digest* used in the text above is repeated three times. If students understand digest in this context, they have a better chance of understanding the whole content of the passage.

2.2.4 Media

In this part, the researcher would like to explain further about the importance of learning media, and what media will be used in this study.

2.2.4.1 The Importance of Learning Media

The use of media in learning is very important since they can give some positive effects under certain conditions. The use of pictured media increases recall, particularly for poor readers, if the pictures illustrate information central to the text, and when they represent new content that is important to the overall message, or when they depict structural relationships mentioned in the text (Kozma, 1991: 7). In line with this theory, Tileston (2003: 3) explain in his journal entitled "The Importance of Media in the Classroom" that about 98% of all incoming information to the brain comes through the senses. Add to that the fact that over 87% of the learners in the classroom prefer to learn by visual and tactile means. Moreover, he also argues that using media is the key to moving students to higher-level thinking. We need to lead them to the best of the best in term of media and to provide feedback as they work.

2.2.4.2 TV Cards (Thematic Vocabulary Cards)

As the researcher has stated in the background of the study, the idea of creating new media namely *TV Cards* is stimulated by the result of the preliminary study which has been previously conducted. The study shows that the students face a problem in learning and memorizing new vocabulary in English. Therefore, *TV Cards* is created to be used as an enjoyable media which can help the students to learn vocabulary more easily.

TV Cards is the abbreviation of *Thematic Vocabulary Cards*. The researcher named it “*thematic*” because every box of cards has one specific theme and “*vocabulary*” because vocabulary aspect which is emphasized in these media purposes to enrich and brush up students’ vocabulary mastery. Bellows are the specification of *TV Cards*:

- 1.) There are 25 cards in each box; 5 big cards, and 20 small ones.
- 2.) Every set of cards only has one specific theme, and 5 main topics related to the theme. E.g.: *theme* → Animals live in Savanna; *main topics* → lion, elephant, giraffe, zebra, leopard.
- 3.) In each big card, there is only one picture of main topic with for clues surrounding it, which then have to be paired to the appropriate small cards.

The media contain pictures which not only can bring images of reality, but can also function as a fun element in the class, as Joklova (2009: 15) explains in her thesis. To be more specific, beside lessons where pictures are in the main focus, they might be used just as a stimulus for writing and discussion,

as an illustration of something being read or talked about, as background to a topic and so on.

However, as explained by Joklova (2009), McCarthy and Thornbury argue that pictures have their limitations too. For example in teaching vocabulary, pictures are not suitable or sufficient for demonstrating the meaning of all words. It is hard to illustrate the meaning of some words, especially the abstract ones such as 'opinion' or 'impact'. Therefore, the media created by the researcher were only emphasized on concrete-nouns.

The vocabulary in this media was taught through games, because games were very effective to motivate the students in learning and to avoid them feel bored during the learning activities. This argument is supported by Rahmawati (2010: 7) that by using games, a teacher can create a new atmosphere and situation in teaching materials so that the students can be more interested in learning the materials. In addition, the teacher also wants to make their students get the point and understand about the material they learnt.



Figure 2.1: picture of Thematic Vocabulary Cards before being arranged

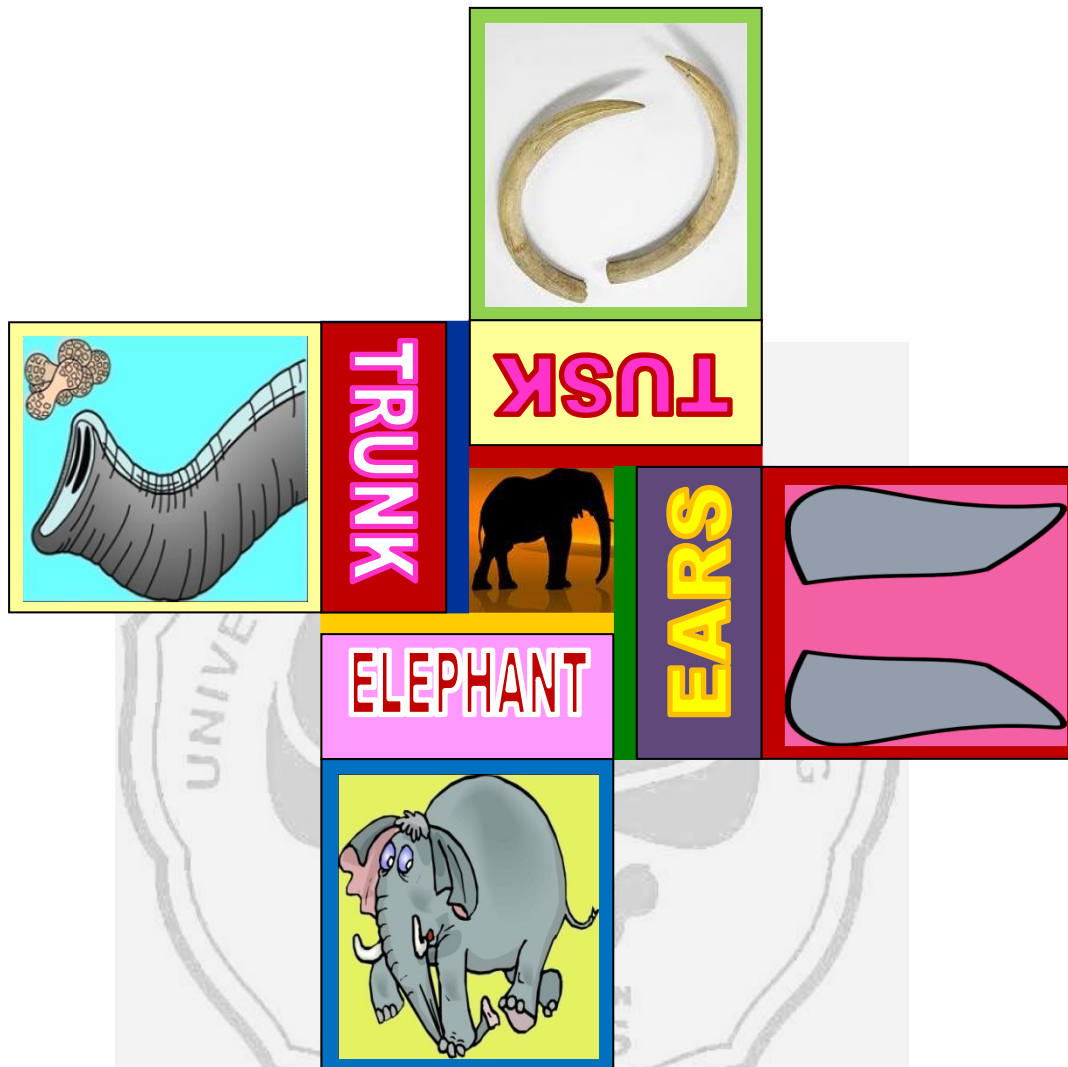


Figure 2.2: picture of Thematic Vocabulary Cards after being arranged

CHAPTER 3

METHODS OF INVESTIGATION

This chapter explains research design, object of the study, population and sample, research variable and hypothesis, type of data, instrument for collecting data, method of collecting data, and method of analyzing data.

3.1 Research Design

The research method used in this study was an action research. In this subchapter, the researcher would like to explore about the definition of Classroom Action Research (CAR), purpose of CAR, steps of CAR, and CAR for pre-service teachers.

3.1.1 Definition of Classroom Action Research (CAR)

Sonora defines action research as a research carried out in the classroom mainly with the purpose of solving a problem or improving the teaching/ learning process (Burns, 2010: 5).

3.1.2 Purpose of Classroom Action Research (CAR)

Hartoyo (2011: 86) states that the purpose of action research is to develop new skills or new approaches to solve problems with direct application to the classroom or other applied setting. Appropriate to their theory, this study will be conducted in the classroom with the aim of improving the students' achievement.

3.1.3 Steps of Classroom Action Research (CAR)

This study was expected to involve Kemmis' and Mc Taggart's four broad phases in a cycle of research as carried in Burns (2010: 7). These phases can be seen at the figure as follows:

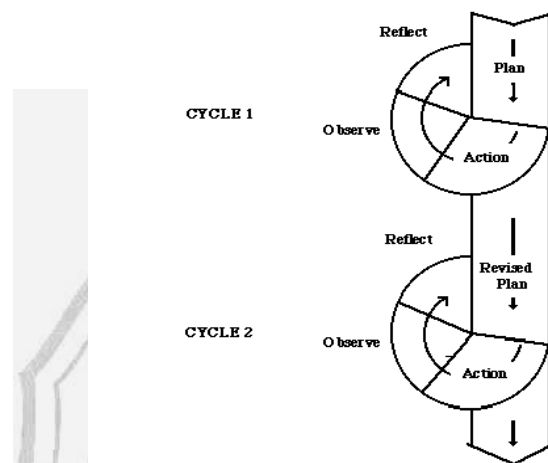


Figure 3.1: Cyclical AR model based on Kemmis and Mc Taggart (1988)

1 Planning

In this cycle, the researcher identified a problem or issue and developed a plan of action in order to bring about improvements in a specific area of the research context. This was a phase where the researcher considered: i) what kind of investigation was possible within realities and constraints of teaching situation; and (ii) what potential improvements were possible.

2 Action

The plan was then put into an action over an agreed period of time.

3 Observation

This phase involved the researcher in observing systematically the effects of the action and documenting the context, actions, and opinion of those who involved.

4 Reflection

At this point, the researcher reflected on, evaluated and described the effects of the action in order to make sense of what had happened and to understand the issue she had explored more clearly. Finally, the researcher then decided to do further cycles of action research to improve the situation even more.

3.1.4 Classroom Action Research (CAR) for Pre- Service Teachers

Reviewing the definitions of CAR, it seems like this kind of research is designed for professional teachers. However, according to Phillips and Carr (2010: 1), action research can be conducted by students pursuing teacher licensure for the first time, who is then called *pre-service teachers*.

CAR is possible to be conducted by a pre-service teacher in a professional teacher's class in a limited period to collect the data required for the study. However, there are some important points that pre-service teachers need to be aware of: trustworthiness of CAR by pre-service teacher and the method used for the research.

There are so many questions about whether pre-service teachers are even capable of doing valid or trustworthy action research, given their novice status within the teaching profession. Thus, trustworthiness needs to be exhibited in the research. According to Phillips and Carr (2010: 3), trustworthy projects are strong in some of the following ways:

- a) Trustworthy pre-service teacher action research makes evident a *strong sense of connection* between becoming a teacher, the context of the school and classroom in which the work is done, the design of the project, and the literature base.
- b) Trustworthy pre-service teacher action research involves substantial “thick” data of multiple types representing *multiple perspectives*.
- c) Trustworthy pre-service teacher action research shows evidence of *self-reflexivity* that challenges the researcher’s basic assumptions about teaching and learning.
- d) Trustworthy pre-service teacher action research produces *meaningful action* and results, improving teaching and learning for students.

3.2 Object of the Study

Object of this study was the students of SMP 1 Wonosobo. The researcher chose them as the object because:

- The possibility of getting the permission from the school to do a research there was bigger because writer was an alumnus of the school.
- There was no study concerning the topic had been conducted in the school

3.3 Population and Sample

3.3.1 Population

Population of this study was the seventh grade students of SMP 1 Wonosobo in the academic year 2012/ 2013. The researcher chose the seventh grade rather than

eighth or ninth as the population because the earlier vocabulary mastery was gained, the better it was.

3.3.2 Sample

While the sample taken was a group of seventh grade students of SMP N 1 Wonosobo. The class the researcher took as the subject of the study was VII C with the total number of subjects involved was approximately 26 students, 9 males and 17 females.

There were some reasons of taking the class as the subject of the study. The first reason was because the teacher suggested the class. He said that the class was quite easy to manage. Furthermore, the class was not the *superior* class, so it could be seen whether or not the treatment was possible to be applied in classes which were not good enough in English.

3.4 Research Variable and Hypothesis

3.4.1 Variable

There were two kinds of variables in this study, they were:

3.4.1.1. Independent Variable

Hartoyo (2011: 122) says that independent variable is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. The independent variable of this study is *TV Cards* which is used as media in teaching English vocabulary.

3.4.1.2. Dependent Variable

Based on Hartoyo's (2011: 123) explanation in his book, the researcher inferred that dependent variable is that factor which is observed and measured to determine that effect of the independent variable. Therefore, the dependent variable of the study is the improvement of students' English vocabulary mastery.

3.4.2 Hypothesis

In conducting this experiment, the researcher proposed the working hypothesis: "TV Cards is effective to improve seventh grade students' English vocabulary mastery."

Since the researcher was going to analyze the hypothesis statistically based on the result of the experiment, she also proposes the null hypothesis: "TV Cards is not effective to improve seventh grade students' English vocabulary mastery."

3.5 Type of Data

Phillips and Carr (2010: 32) states that action research is often categorized as a qualitative methodology, even though quantitative data may be included. However, in this study, the researcher applies mixes method, as stated in Burns (2010: 104) that in fact, reflecting on your data in combination (qualitative and quantitative) with doing the action research is essential in action research. Both types of data are expectedly designed to meet the research's objective.

3.5.1 Qualitative Data

Skytt and Couture (2000) claims that most of the data collected in an action research project is qualitative, which means that the researcher must use his or her

intellect to analyze and interpret the collected information. Qualitative data are those that are analyzed without using numbers (Burns, 2010: 106). The qualitative data in this research were done by giving students questionnaire and having a field note then would be analyzed.

3.5.2 *Quantitative data*

A quantitative data is a data relates to number which can be measured. As has been stated by Burns (2010: 118), quantitative data analysis means presenting your data in numerical form. Quantitative data can have a very important place in the way we discover things and present our findings. The quantitative data of this research were the results of doing some tests which are pre-test, quizzes and post-test.

3.6 Instrument for Collecting Data

According to Kerlinger (1973:84) instrument is an important tool for collecting the data in a research study. Similar with Kerlinger's opinion, in her thesis, Wardani (2010: 37) argues that the most important thing in research is instrument. Therefore, in this study some supporting instruments were supplied to assist the researcher in collecting data, such as: questionnaire and tests.

1 Questionnaire

The questionnaires were distributed twice, which were before conducting pre test (when the researcher was doing preliminary study) and after conducting post test. The first questionnaire, which consisted of five items in a form of essay, was distributed in order to see what actually the students' difficulty in learning English

is. Whereas the second one purposed to see the students response and opinion about the media used.

2 Pre Test

Pre test was conducted with the purpose of measuring the students' ability in identifying new English vocabulary available in the given descriptive text. It consisted of fifteen items in a form of short answer. A thematic descriptive text was also attached to the pre test sheets.

3 Quizzes

Quizzes were consistently conducted right after the researcher gave a treatment in which *TV Cards* was used as the media in every single learning activity in the class. The quiz' form was similar to pre test's and post test's, except its number of test item, which only consisted of 10 item for every quiz.

4 Post Test

The post test's for and the number of its item was identical to pre test. The difference was on its aim. If pre test had a purpose to measure the students' ability in identifying new English vocabulary, post test aimed to measure the improvement made by the students after being given some treatments using *TV Cards* as the media.

3.7 Method of Collecting Data

The data obtained from the students were collected by using some steps as follows:

1 Planning

- a. By using questionnaire, the researcher did a preliminary study to find a particular problem faced by the students.
- b. After finding such kind of problem, the researcher designed the media which could be used for solving the problem.
- c. The researcher also designed the appropriate lesson plan of the vocabulary items that would be used in the classroom action research.
- d. The researcher made a pre- test in which its index of difficulty was measured first through *try out* before it is conducted.

2 Acting

- a. The researcher held a pre- test before giving treatment to the students.
- b. By using *TV Cards*, the researcher taught vocabulary to the students.

3 Observing

- a. The researcher held a post- test in which its index of difficulty was measured first through *try out* before it is conducted.
- b. The researcher conducted a post- test as an assessment to measure the students' achievement in mastering English vocabulary.

4 Reflecting

- a. The results of the assessment were then analyzed by the researcher.
- b. The researcher compared the result of the pre- test and post- test to find out the significant improvement.

3.8 Method of Analyzing Data

In answering the problems of the study, the researcher had to analyze the data obtained from the students. In analyzing the data, the researcher used some steps:

- 1 Scoring the students' answers on pre- test and post- test

The answers were scored to know how far the students mastered the material by using the following formula:

$$\text{Score} = \text{The Number of Right Answer} \times 10$$

- 2 Calculating the average score on pre test and post test

The average score of pre- test and post- test scores was calculated and then compared in order to see the significant improvement of students' ability. The score would be obtained after calculating by using the following formula:

$$\bar{X} = \frac{\sum nx}{\sum n}$$

\bar{X} = the average score

n = number of students

x = student' score

- 3 Comparing the result of pre test and post test to see the improvement

$$\text{Percentage} = \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_1} \times 100\%$$

\bar{X}_1 = the average score of pre test

\bar{X}_2 = the average score of post test

CHAPTER 4

RESULTS OF THE STUDY

This chapter is divided into three subchapters: general review, research findings, and discussion. General review presents the research schedule and outline. Research findings pointed out on the analysis of data per instrument and what can be concluded from them. Meanwhile, in discussion the researcher discusses and concludes the improvements made by the students during this research is conducted.

4.1 General Review

General review presents the explanation about how some tests, treatments and questionnaire distribution were conducted in general. It was divided into two parts based on the research questions and purposes.

4.1.1 Activities on Tests and Treatments

The researcher conducted some tests and treatments to see whether or not there was a significant improvement made by the students in identifying and remembering new English vocabulary, as had been stated on the research questions and purposes. The method used for the research was an Action Research which was conducted in five meetings during May 2013. *Pre- test* was conducted on the first meeting. While during the second till the fourth meeting, the researcher held three cycles of research in which she gave some treatments and quizzes for the students by using the same teaching media, but with various

learning activities. *Post- test* was then conducted on the last meeting. The students were also asked to fill in the questionnaire sheet in order to see their opinion and feedback about the use of *TV Cards* in improving their ability in identifying and memorizing English vocabulary. The following tables illustrate the schedule and outline of the study:

Table 4.1 Schedule of the Study

Date	Activities				
	Preliminary Observation	Pretest	Treatments	Quizzes	Posttest and Questionnaire
9 January 2013	V				
8 May 2013		V			
15 May 2013			V	V	
16 May 2013			V	V	
22 May 2013			V	V	
23 May 2013					V

On January 9th2013, preliminary observation was conducted which aimed to identify what the students problems in learning English were. The researcher observed the classroom condition and class system first before observing the participants attitude and behavior during English class. After 40 minutes observation was completed, the questionnaire sheets was then distributed to know the students' difficulties in learning English.

To see the students's ability in identifying new English vocabulary, the researcher held a *pre-test* on May 8th 2013, in which the participants were supposed to read the passage and answer 15 items of question in 40 minutes.

After analyzing the pre-test result, the researcher constructed some treatments and quizzes to brush up students' ability in identifying and remembering

new English vocabulary. Treatments and quizzes were conducted during 15th until 22nd May 2013. On May 15th, the first cycle of treatment and quiz was given to the students. In this cycle, participants were given treatment by using TV Cards as the media and Jigsaw Cooperative Learning as the learning technique, and quiz which contained a descriptive text and 10 items of question. On the next day of research, the second cycle of treatment and quiz was given to the students. During the lesson, participants were given second treatment by applying Snowball Throwing Cooperative Learning as the learning technique. Quiz was then conducted consistently every- after treatment was given. After analyzing second cycle result, the researcher decided to conduct the third cycle of treatment and quiz in which Number- Head Together Cooperative Learning was applied as the learning technique before the quiz was finally given. On the last day of research, a *post-test* was finally conducted to see if there was a significant improvement made by the students.

4.1.2 Questionnaire Distribution

Besides conducting *post- test* on the last meeting, the researcher also distributed the questionnaire sheets to know the students' opinion about the media. The questionnaire sheets were distributed in order to identify how *TV Cards* improves students ability in identifying and remembering new English vocabulary, as had been stated on the research questions and purposes. The questionnaire contains of five items of questions which have to be answered individually based on the participants' own opinion about the media used.

4.2 Research Findings

In this subchapter, all data obtained would be explored per instrument. As the researcher explained on the general description subchapter, this research was conducted in three cycles in which the researcher held some treatments and quizzes to observe the students' improvement. Bellows are the detail results of the research which would be discussed one by one per instrument.

4.2.1 Pre Test

Pre test was held on May 8th 2013 with the number of participants was 26 students, 9 males and 17 females. Below are the description about the pre- test material, the activities which should be done by the participants, and situation of class during *pre- test*.

4.2.1.1 Description of the Activity

The pre- test sheets contained one passage in a form of descriptive text and 15 items of short answer, which then had to be answered by the participants in 30 minutes. The passage given was in a form of descriptive text with the number of words was 251 words. Words which have to be answered by the students can be seen on the following list:

<i>Lion</i>	<i>Jaw</i>	<i>Giraffe</i>
<i>Animal</i>	<i>Neck</i>	<i>Body</i>
<i>Savanna</i>	<i>Fang</i>	<i>Tail</i>
<i>Leg</i>	<i>Tongue</i>	<i>Stripe</i>
<i>Claw</i>	<i>Mane</i>	<i>Spot</i>

First of all, what the researcher did was distributing pre- test sheets to the participants. Before being asked to do the task, the participants were firstly given a chance to read the available passage in five minutes. Then, after the first activity was done perfectly, the participants were asked to translate some English words into *Bahasa Indonesia* by filling in the blank table in 15 minutes. In this kind of activity, the participants were not allowed to look up their dictionary, or ask their friends about the answers of the questions.

During the pre- test was conducted, the situation of class was quiet because the participants did the test seriously. However, some of them started asking to others when the time was about to finished. They stopped talking after the researcher warned them and walked around to observe the class.

The students' answers on the pre- test sheets were corrected and analyzed on the same day after the researcher ended the meeting. The score achieved by the students on *pre-test* can be seen in the *Table 4.3 Pre-test Result* attached in the appendices, in which the score was calculated based on the first formula that has been stated on the *3.8 Method of Analyzing Data* subchapter. The *pre- test* result showed that there were 7 students scored less than 50, 18 students scored 51-75, and 1 student scored 76 -100. It means that the average score of pre- test was 54.10.

4.2.1.2 Reflection

After conducting pre- test, there were two points which needed to be paid attention by the researcher. The first one is that the students were sometimes not sure about the given word meaning, but they still tried to answer the questions.

Therefore, some of the translations were totally incorrect. Second sometimes the students did not know completely what the word meaning was. Therefore, the given word was sometimes not translated. From the *pre- test* result, it can be seen that the most unrecognizable words are mane, jaw, spot, claw, and fang.

4.2.2 Cycle I

Every cycle in this research was conducted in one meeting containing one treatment and one quiz. The first cycle was held on May 15th 2013.

4.2.2.1 Treatment

During the meeting, students were invited to join a learning activity, in which *Jigsaw Cooperative Learning* teaching technique was applied. In this activity, the researcher used *Thematic Vocabulary Cards* themed *Animals Live in Savanna* as the learning media.

4.2.2.1.1 Description of the activities

In the first session, students were divided into several groups. One group contained five members. Each group was given one big cards containing one topic, and twenty small cards. Each group was labeled based on the animal's name or the topic given on the big card, while each member of the group was labeled as "1", "2", "3" etc. The big card given then had to be paired to four small cards based on the clues which were written down on it.

After the activity in the first session was done well, students were then re-grouped again in the second session. The students with the same number had to work in one group. Each member of the new group had a turn to explain the topic

he/she got in the previous group (in session I). Together with the researcher, all of the students discussed the result of their group discussion that day.

During the learning activities, the class was quite easy to manage. All of the students paid full attention to researcher's instruction. Therefore, the planned activities were done well.

4.2.2.1.2 *Reflection*

Although all of the students paid their attention to the researcher's instruction and more than 84% of the students did the instruction well, but still, there were some students who were confused in doing the given instruction because they did not clearly understand the instruction which was delivered in English. Therefore, the researcher then rephrased the instruction in *Bahasa Indonesia* to make it clearer.

4.2.2.2 *Quiz*

The first quiz was given after the first treatment in order to see how far and how much the students learned.

4.2.2.2.1 *Description of the Activities*

The type of text which was given in the first quiz was descriptive text entitled "*Elephant*" containing 163 words. In this task, the number of words which has to be answered is 10 words.

List of words:

<i>Elephant</i>	<i>Ear</i>
<i>Animal</i>	<i>Trunk</i>
<i>Savanna</i>	<i>Tusk</i>
<i>Tail</i>	<i>Claw</i>
<i>Leg</i>	<i>Fang</i>

Firstly, the researcher distributed the first quiz sheets to the students before gave them a chance to read the available passage in five minutes. Then, the students were asked to translate some English words into *Bahasa Indonesia* by filling in the blank table. In this cycle, the quiz was conducted well and the students did the task thoughtfully. *Table 4.5 Quiz I Result* shows the students achievement on the first quiz in which the average score was obtained after being calculated using the second formula stated on *Chapter 3 : Method of Analyzing Data*. The result shows that there was no student scored less than 50, 6 students scored 51-75, and 20 student scored 76 -100, which means that the average score of quiz I is 87.30.

4.2.2.2.2 *Reflection*

There was an improvement in identifying the given word meaning, but still, there were some words which were not translated correctly. Moreover, although there was an improvement here, the students was not able to remember all of the words which had been taught before at once. It means that one time treatment was not enough to make the given word meaning fossilized on students' mind. Based on the first quiz result, it can be inferred that the most unrecognizable words are *tusk* and *claw*

4.2.3 *Cycle II*

After analyzing and reflecting the first cycle result, including its activities and task, the second cycle was then held on May 16th 2013.

4.2.3.1 Treatment

During the meeting, students were invited to join a learning activity, in which *Snowball Throwing Cooperative Learning* teaching technique was applied. In this activity, the researcher used *Thematic Vocabulary Cards* themed *Animals Live in Savanna* as the learning media.

4.2.3.1.1 Description of the activities

In the very beginning of the lesson, students were asked to make a group of five and played the TV Cards given by the researcher. Then, the researcher chose one of the students to come forward and answer the question. After answering the given question, the student chose one of his/her friend to come forward and answer the next question by throwing the colored- ball.

When the game was played, the class was a little bit noisy, especially when the researcher threw the ball. It seemed like all of the students were so excited in joining the class and doing all of the activities. As the result, all of the activities which had been planned were done well.

4.2.3.1.2 Reflection

Since the instruction was delivered both in English and *Bahasa Indonesia*, it could be accepted easier by the students. Therefore, they could do the task better.

4.2.3.2 Quiz II

Like it was done on the first cycle, in this cycle quiz was also conducted after the treatment was given.

4.2.3.2.1 Description of the activities

The type of text which was given in the first quiz was descriptive text entitled “*Tiger*” containing 141 words. In this task, the number of words which has to be answered is 10 words. Bellows are the list of words which has to be answered by the students:

<i>Animal</i>	<i>Neck</i>
<i>Stripe</i>	<i>Fang</i>
<i>Jaw</i>	<i>Tail</i>
<i>Leg</i>	<i>Ear</i>
<i>Claw</i>	<i>Spot</i>

The researcher distributed the second quiz sheets to the students, before she gave them a chance to read the available passage in five minutes. After that , they were asked to translate some English words into *Bahasa Indonesia* by filling in the blank table. During 15 minutes doing the task, the students did not make any noise and the situation of class was quiet. The students also did the task thoughtfully. Therefore, the result of quiz II was better than the first one. From *Table 4.7 Quiz II Result*, it can be seen that there was no student scored less than 50, 5 students scored 51-75, and 21 student scored 76 -100, and the average score of second quiz was 89.23.

4.2.3.2.2 Reflection

The result of the second quiz showed improvement than the previous one. The average score of the second quiz was 89.23, increase 2.2% from the previous one, which was only 87.30. However, there were still some words that the students could not translate because they had not been able to memorize them after two

times treatment. This activity shows that the most unrecognizable words are *stripe, jaw* and *spot*

4.2.4 Cycle III

After analyzing and reflecting the first cycle result, including its activities and task, the second cycle was then held on May 22nd 2013.

4.2.4.1 Treatment

During the meeting, students were invited to join a learning activity, in which *Number Head Together Cooperative Learning* teaching technique was applied. Same as in the previous treatment, in this activity, the researcher used *Thematic Vocabulary Cards* themed *Animals Live in Savanna* as the learning media.

4.2.4.1.1 Description of the activities

All of the students were divided into five groups. Each group contained 5 members. Each member of a group was labeled “1”, “2”, “3”, “4”, and “5”. The researcher read the question first. Then, when she said “think”, the students were supposed to think about the answer in 5 seconds. When she said “discuss”, the students were given 10 seconds to discuss the answer with their group members. After asking the students to stop discussing, the researcher then called a certain number. Students whose numbers were called had to raise their hands as fast as possible. The fastest one would be given a chance to answer the question. Group which collected the greatest scores would be the winner of the game. During the activity, students joined the game enthusiastically. It helped the students to remember given words easier. As a result, all of the questions given during the game were answered correctly in group.

4.2.4.1.2 Reflection

After three times treatment, the researcher observed and inferred that giving various and different treatments in every meeting could help us to convey the material more easily. Moreover, it could avoid the students felt bored.

4.2.4.2 Quiz III

This was the last quiz held after the last treatment. It was conducted in order to see the students' improvement compared to the second cycle.

4.2.4.2.1 Description of the activities

In this quiz, the researcher still used descriptive texts to be tested. The texts entitled “*Leopard*” and “*Giraffe*” with the number of words was in which 10 words should be translated into an appropriate *Bahasa Indonesia*, they were:



<i>Giraffe</i>	<i>Mane</i>
<i>Stripe</i>	<i>Tongue</i>
<i>Body</i>	<i>Lion</i>
<i>Spot</i>	<i>Leg</i>
<i>Horn</i>	<i>Ear</i>

Still same as the previous test, in this test, the researcher firstly distributed third quiz sheets to the students. Then, they were given chance to read the available passage in five minutes before they were asked to translate some English words into *Bahasa Indonesia* by filling in the blank table

When the researcher distributed the sheets, students reacted “*Ahhh...not again...*”. However, after they were given time to do the task, they did it thoughtfully without any complaint. From *Table 4.9 Quiz III Result* which is attached on the appendices, we can clearly see that there was no student scored

less than 50 and 51-75,26 student scored 76 -100, and the average score of the last quiz was 94.23

4.2.4.3 Reflection

The result of the third quiz showed the improvement than the previous one. There were only few students who could not translate the given words correctly. Those words are *mane*, *horn*, *stripe*, and *jaw*.

4.2.5 Post Test

Post- test was held on May 23rd 2013 with the number of participants was 26 students. Belows are the description about the post- test material, the activities which should be done by the participants, and situation of class during the post- test.

4.2.5.1 Description of the activity

The post- test sheets contained one passage in a form of descriptive text with the number of word was 251 words in which 15 words should be translated well into *Bahasa Indonesia* in 30 minutes. Belows are the words the researcher mean:

<i>Lion</i>	<i>Jaw</i>	<i>Giraffe</i>
<i>Animal</i>	<i>Neck</i>	<i>Body</i>
<i>Savanna</i>	<i>Fang</i>	<i>Tail</i>
<i>Leg</i>	<i>Tongue</i>	<i>Stripe</i>
<i>Claw</i>	<i>Mane</i>	<i>Spot</i>

What the researcher did firstly was distributing post- test sheets to the participants. Before being asked to do the task, the participants were given a chance to read the available passage in five minutes. Then, after the first activity was done well, the participants were asked to translate some English words into

Bahasa Indonesia by filling in the blank table in 15 minutes. In this kind of activity, the participants were not allowed to look up their dictionary, or ask their friends about the answers of the questions.

The situation of class was very conducive to hold the test. However, when the time was about to finish, sometimes the researcher had to walk around and warn the students not to ask the answer to their friends.

The score achieved by the students the post-test can be seen in Table 4.11 Post-test Result, in which the score was calculated based on the first formula that has been stated on the 3.8 *Method of Analyzing Data* subchapter. Based on the table, we know that there was no student scored less than 50, 1 students scored 51-75, and 25 student scored 76 -100, and the average score of post- test achieved by the students was 96.92.

4.2.5.2 Reflection

After conducting post- test, the researcher could see that there was a significant improvement in identifying the given words meaning compared to the pre test. The post- test result shows that most unrecognizable word is *stripe*.

4.3 Discussion

This subchapter presents the discussion of research findings to explain the answer of research questions. The points to be discussed are whether or not *TV Cards* can improve students' vocabulary mastery, and how it works. Meanwhile, the second part is supposed to answer the second question of the study, which is about how *TV Cards* improve the students' vocabulary mastery.

4.3.1 Activities Analysis

The first part is about the activities done by the participants on each test and treatment to see if there was a significant improvement made by the students in identifying and remembering new English vocabulary. This part is supposed to answer the first question of the study.

4.3.1.1 Quizzes Analysis

Treatments and quizzes were conducted three times during the research in two weeks. The average scores of the quiz I, II, and III are 87.3, 89.23, and 94.23. The students' ability in remembering new vocabulary on the first activity was good enough, but then they slightly improved on the next practices. Nevertheless, the following chart may illustrate the results:

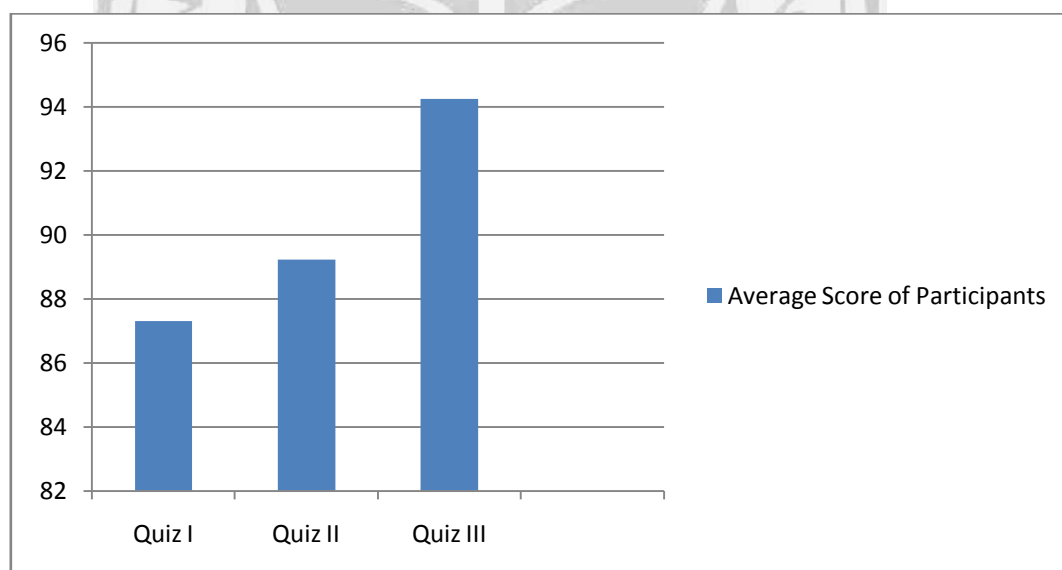


Figure 4.1 Chart of Students' Improvement During Three Days Treatments

The chart above clearly shows that there was an improvement made by the students every after the treatment was given to them. The second quiz result shows that there was 2.2% of improvement compared to the first quiz result. The

average score of the third quiz still increased more or less 5.3% compared to the second quiz result. The detailed result of each activity can be seen on the appendix.

4.3.1.2 Pre Test and Post Test Analysis

By analyzing the result of *pre- test* which was conducted on the very first meeting, the researcher could see the students were not familiar with some important concrete nouns which were used in the given text. It was proved by the *pre- test* result, which was only 54.10. Fortunately, after being given some treatments and quizzes, the students showed a significant improvement on their *post- test* result. The improvement made by the students can be seen on the following chart:

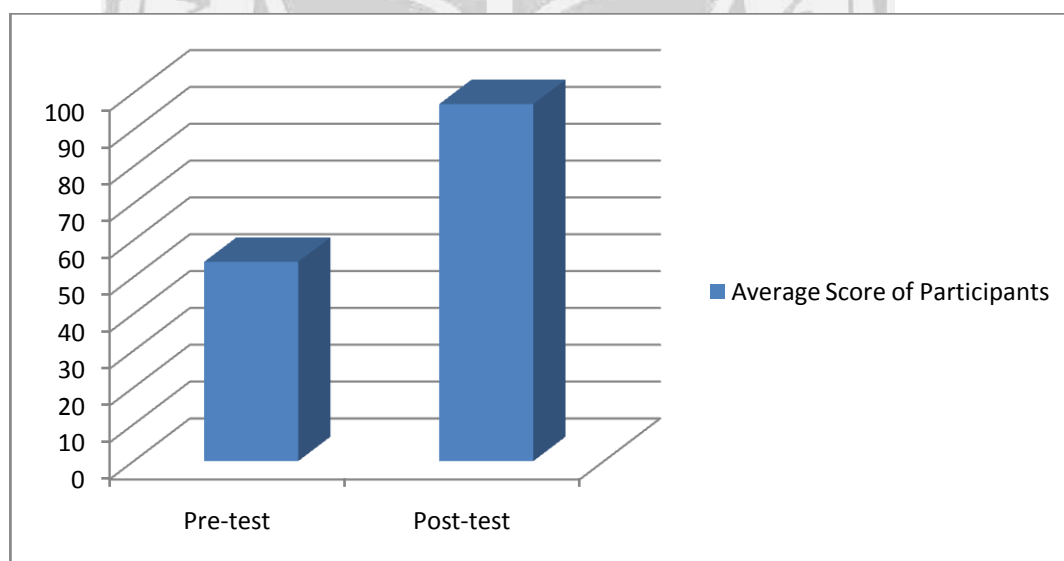


Figure 4.2 Chart of Students' Improvement in Remembering and Identifying new Vocabulary

The result of *pre- test* showed that 27 percent of students scored less than 50; 69 percent students scored 51- 75; and only the rest of them scored more than

76, meaning that the average score of the class was still low, which was only 54.10.

However, after three times treatments and quizzes, there had been an improvement shown by the students in analyzing the given words. The average score they got in the first quiz, after being given the first treatment, was 87.30, increased almost 62 percent than the average score they got in *Pre-Test*.

Although the students had shown improvement in identifying and remembering the given concrete nouns, there were still some problems which had to be solved, and some emendation or betterment the researcher should make. For example, during first treatment, the researcher used full- English in explaining material and giving instruction. Therefore, there were some students which did not understand the instruction given. This condition made them could not complete that day activities and tasks well. Thus, on the next meeting, the researcher applied code switching and code mixing in giving the instruction about that day activities. After giving some treatments and conducting some quizzes continuously, the researcher finally decided to conduct a post test on 23 May 2013.

The result of *post- test* which was conducted on the last day showed that there was a significant improvement on the students' ability in identifying and remembering new English concrete nouns. There was no student scored less than 50; only one student scored 73; and the rest of them successfully scored above 76. Compared to *pre- test*'s result, the *post- test*'s showed the better average score, which increased till 79%.

4.3.2 Post- Questionnaire Analysis

After joining a *post- test*, the students were asked to answer five items of question in the questionnaire sheets. The first question was “*Apakah menurut anda Thematic Vocabulary Cards dapat membantu anda dalam mengidentifikasi dan mengingat arti kosa kata baru Berbahasa Inggris?*”. 92.4 % of the students (24 participants) liked *Thematic Vocabulary Cards*, when the other 7.6% (2 participants) did not. It can be inferred that *Thematic Vocabulary Cards* successfully attracted the students and made them enjoy the teaching learning process.

The second question was “*Bila anda menjawab “ya” ,bagaimana Thematic Vocabulary Cards membantu anda mengidentifikasi dan mengingat makna dari kata- kata tersebut? Bila “tidak”, kemukakan juga alasan anda!*”. There were some reasons why the students liked the media used, the first one is because the activities which used *TV Cards* as the media were not boring. Moreover, *TV Cards* could be played in various activities. The students also conveyed that they could remember the words easier because the media provided attractive pictures and colors. The last reason was because *TV Cards* was new for them, they had never been taught using it, that was why they loved to play it very much.

However, there were still two participants who confessed that they did not like to use *TV Cards* as the media in learning vocabulary. One of them said that the activities using the same media were boring. During the discussion, I often found him unmotivated and participated inactively. Consequently, I asked his friend about his personality. His friend said that he always looked unmotivated at

almost all subject. However, he was clever. His grade was always good. Indeed, his posttest score in this research was not bad (86.67).

Another students who did not like TV Cards argued that sometimes the pictures provided in the media caused an ambiguity. For example : after seeing the picture, he translated the words “jaw” into “taring” in Bahasa Indonesia, instead of “rahang”.

From the third question, “*Kesulitan apa saja yang anda hadapi ketika mempelajari Bahasa Inggris menggunakan media Thematic Vocabulary Cards?*”, the researcher could infer that using *TV Cards* as the media still had some problems such as:

- 1) The picture provided caused ambiguity

It has been explained before that there was a students who translated the words “jaw” into “taring” in Bahasa Indonesia, instead of “rahang” because of the unclear picture provided.

- 2) Class was noisy when games were conducted

Although the students were excited to join the activities, it was not easy for the researcher to keep the class conducive when she asked the students to work in group and playe the game using *TV Cards*.

- 3) It was difficult to know the difference on the singular and plural form of the given words.

The students were sometimes confused to translate the word “*hooves*” (plural) although they had been taught that the word “*hoof*” (singular) means “*kuku*” in *Bahasa Indonesia*.

Along with its weaknesses, *TV Cards* also has some benefits, as can be seen from the answer of the fourth question “*Kemudahan apa saja yang anda dapat ketika mempelajari Bahasa Inggris menggunakan media Thematic Vocabulary Cards?*”. The benefits are: *TV Cards* avoided the students feel bored because it could be played in various activities, students knew and acquired some new vocabularies through *TV Cards*, students were trained to identify words’ meaning without using dictionary, and it was easier to derive words’ meaning through picture/ illustration.

The last question “*Secara individu, saran apa yang bisa anda berikan untuk kami terkait penggunaan media Thematic Vocabulary Cards?*” gained a good response from the participants. 88.46% of students (23 participants) suggested the media to be applied during teaching-learning process. 92.4% of them (24 participants) said that the media was good, interesting, fun and enjoyable. Meanwhile, most students said that the media could help them enrich their knowledge and vocabulary.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the research result in the previous chapter, the researcher concludes that:

- 1) The students' progress during teaching learning activities by using *Thematic Vocabulary Cards* as the media was good. Their achievement in identifying and remembering new vocabulary was also improved. It was supported by significant difference of *pre-test* and *post-test* result, which increased up to 79%. This success is affected by their interest in the media used and the activities through games. Based on the significant improvement made by the students, the researcher infer that the working hypothesis, "TV Cards is effective to improve seventh grade students' English vocabulary mastery", is accepted. On the contrary, the null hypothesis, "TV Cards is not effective to improve seventh grade students' English vocabulary mastery" is not accepted.
- 2) The media namely *Thematic Vocabulary Cards* can help the students improve their ability in identifying and remembering new English vocabulary by providing attractive picture and colours which avoid them feel bored in learning vocabulary. That is why the students join the activities enthusiastically, and the most important thing is they can remember the new words more easily.

5.2 Suggestions

After further discussion and the result of the study, I would like to offer some suggestions that the readers may consider. Some suggestions proposed as follows:

1) For teachers

Besides being a facilitator in creating and building effective learning activities, teachers are supposed to be able to make teaching and learning process more interesting, enjoyable and educative. Good teachers should be competent in choosing attractive media appropriate to the materials for the students so that the students can improve their ability, especially in mastering English vocabulary.

2) For students

The students are supposed to be more creative and active in learning. Meaning that they not only wait all the time for the teacher to teach them everything, but using the appropriate media (e.g.: *TV Cards*), they can learn by themselves or learn together with friends through games to avoid feeling bored in learning.

3) For readers or other researchers

The researcher expects many other researchers will carry out some research about how to help the students learn English more easily, and create other new interesting and useful media so that the students will not think learning English as a difficult, boring, and frustrating activities anymore.

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APPENDICES



Appendix 1**LESSON PLAN**

School : SMP N 1 Wonosobo
 Grade/ Semester : VII/ 2
 Subject : English
 Topic : Descriptive text
 Meeting : 1
 Time Allotment : 1 x 40 minutes
 Teacher Trainee : Lutfina Tarita Wulandari

I. Competence Standard**Membaca**

11. Memahamimakna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitandengan lingkungan terdekat.

II. Basic Competence

11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indicators

1. Identifying the main idea of the text
2. Understanding and memorizing the meaning of some important words

IV. Learning Objectives

In the end of the lesson:

1. Students are able to identify the main idea of the text
2. Students are able to understand and memorize the meaning of some important words

V. Learning material

PRE TEST

LION



Lion is one of animals which live in savanna. It is a carnivore and a hunter. Lion uses its powerful legs with their claws to grab large prey. The jaws are short and strong with long fangs that are used to quickly kill the prey, either by biting the neck or nose. The tongue's upper surface has small bumps on it which enables the lion to hold on to meat while eating.

Male lions are 20 to 35% larger than the females and 50% heavier. The male's chief role is to protect the pride's territory and females from other males. Size is therefore an advantage though it increases the male's need for food. Only males grow a mane. It causes him to look bigger without increasing his weight or need for food. It also protects him from bites and scratches should he have to fight another male.

ZEBRA

Zebra is a mammal which has horse-like body, but its manes are made of short, erect hair, and its tail is tufted. Zebra is one of the easiest recognizable animals because of its white and black stripes. The stripes come in different patterns unique to each individual. Similar to giraffe's spot, zebra's stripes are a form of camouflage that breaks up the outline of the body.



Zebra has long and thin legs for ease of movement and quick. It also has a great hearing, and tends to have larger, rounder ears than horse's. Zebra can turn its ears in almost any directions.

No	English	Bahasa Indonesia
1	Lion	...
2	Animal	...
3	Savanna	...
4	Leg	...
5	Claw	...
6	Jaw	...
7	Neck	...
8	Fang	...
9	Tongue	...
10	Mane	...
11	Giraffe	...
12	Body	...
13	Tail	...
14	Stripes	...
15	Spot	...

VI. Learning Media

This lesson will only use the pre- test sheets to measure the students' vocabulary mastery before the treatment is given to them.

VII. Learning Method

Learning methods that will be used:

Grammar- Translation Method, in which the students are asked to translate the meaning of certain words from English into Bahasa Indonesia.

VIII. Learning Activity

a. Opening Activities

- 1) Greeting
- 2) Presence
- 3) Warming up/ introduction to the material (**BKoF**)

b. Main Activities

Elaboration

- 1) Students are shown the examples of descriptive text. (*MoT*)

Exploration

- 2) Students are asked to translate certain words into Bahasa Indonesia by filling in the blank table. (*ICoT*)

Confirmation

- 3) Students are given a chance to ask what they have not understood yet.
- 4) Students are given the answer by the teacher.

c. Closing Activities

1. Evaluation

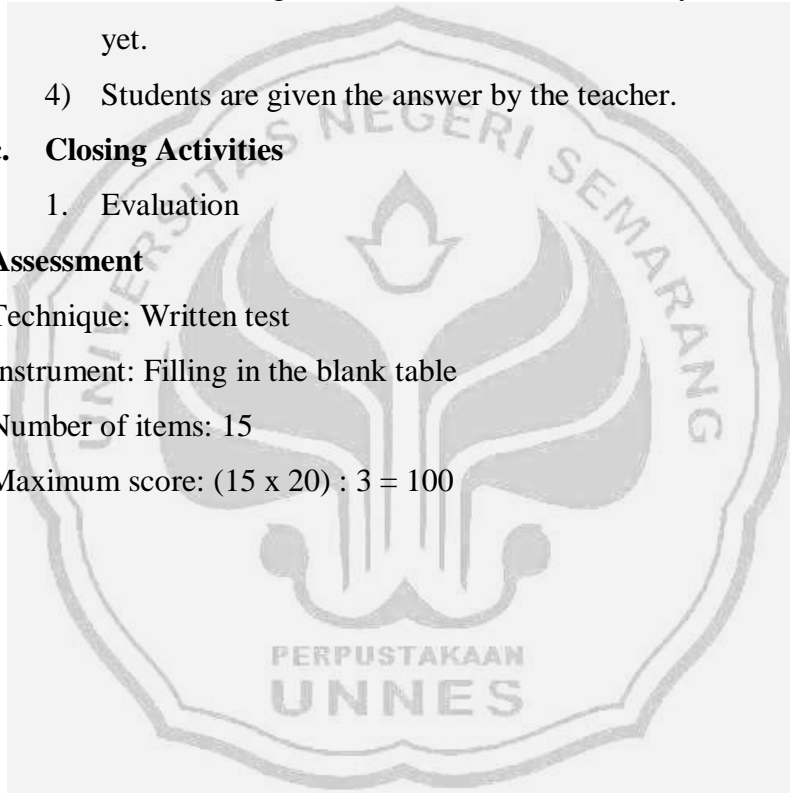
IX. Assessment

Technique: Written test

Instrument: Filling in the blank table

Number of items: 15

Maximum score: $(15 \times 20) : 3 = 100$



LESSON PLAN

School : SMP N 1 Wonosobo
 Grade/ Semester : VII/ 2
 Subject : English
 Topic : Descriptive text
 Meeting : 2
 Time Allotment : 2 x 40 minutes
 Teacher Trainee : Lutfina Tarita Wulandari

I. Competence Standard

Membaca

11. Memahamimakna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitandengan lingkungan terdekat.

II. Basic Competence

11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indicators

1. Identifying the main idea of the text
2. Understanding and memorizing the meaning of some important words

IV. Learning Objectives

In the end of the lesson:

1. Students are able to identify the main idea of the text
2. Students are able to understand and memorize the meaning of some important words

V. Learning material

a. Treatment: Cooperative Learning → Jigsaw

Activity 1

1. Students are divided into several groups. One group contains five members.

2. Each group is given one big cards containing one topic, and twenty small cards.
3. Each group is labeled based on the animal's name or the topic given on the big card. While each member of the group is labeled as "A", "B", "C" etc.
4. The big card given then has to be paired to four small cards based on the clues which are written down on it.

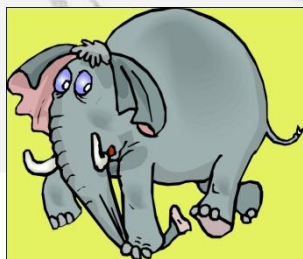
Activity 2

1. The students are then re-grouped again. All of students labeled "A" have to be worked in one group. So do the students labeled "B", "C" and etc.
2. Each member of the new group has a turn to explain the topic he/she got in the previous group (in activity 1).
3. Together with the teacher trainee, all of the students discuss the result of their group discussion that day.

b. Quiz 1

Read and comprehend the descriptive text bellow and write down the meaning of the underlined words!

ELEPHANT



Elephant is one of the biggest animals in the world. This animal lives in savannah. Elephant has a big body with a short tail. Its color is grey. It has four legs which are very big and strong. Elephant has two wide ears and two small eyes. The facts tell that despite the size of ears the elephant's hearing is poor, because elephant's ears are used to aid ventilation. One of the softest parts of their body is at the back of the ears, which is called the knuckle. It also has a trunk, it is a long trunk. Elephant has two long teeth named tusks.

Unlike lion, leopard, or other carnivores, elephant does not have any claws or fangs to attack the other animals. The tusks, trunk and legs

can be used as weapon of elephant to defense itself from the other animals. Elephant is classified as herbivore and eat all types of vegetation such as grasses, leaves, fruits, and bark.

No	English	Bahasa Indonesia
1	Elephant	...
2	Animal	...
3	Savanna	...
4	Tail	...
5	Leg	...
6	Ears	...
7	Trunk	...
8	Tusks	...
9	Claws	...
10	Fang	...

VI. Learning Media

The media which will be used in this lesson is:

TV Cards (Thematic Vocabulary Cards)

VII. Learning Method

Learning methods that will be used:

Cooperative Learning: Jigsaw

Students are asked to discuss further about a certain topic in their first group. Then, after being re-grouped, they have to be responsible for explaining the result of the first group discussion to the members of their second group.

VIII. Learning Activity

a. Opening Activities

- 1) Greeting
- 2) Presence
- 3) Warming up/ introduction to the material (**BKoF**)

Students are introduced to the basic concept of descriptive text.

b. Main Activities

Elaboration

- 4) Students are shown the examples of descriptive text. (*MoT*)

Exploration

- 5) Students are asked to play the game using *TV Cards* given. (*JCoT*)
- 6) Teacher builds students' characteristics especially in cooperation, self confidence, and responsibility aspects:

Character	Definition	Examples of Application
Cooperation	The ability to work together with other people.	Students are asked to work in groups.
Self confidence	Positive attitude about, and trust in one's self; sense of security and self assurance.	Students are asked one by one to explain the result of first group discussion in front of his/ her second group's members.
Responsibility	Do all of the task given by the teacher well.	Students are asked to be responsible for their group works. They have to understand the topic so they can explain it later to their second group members.

Confirmation

- 7) Students are given a chance to ask what they have not understood yet.
- 8) Students are given the answer by the teacher.

c. Closing Activities

- 9) Assessment (*ICoT*)

Students are asked to do the exercises given (translating some English words into Bahasa Indonesia).

- 10) Evaluation

IX. Assessment

a. *Assessment 1*

Technique: Written test

Instrument: Filling in the blank table

Number of items: 10

Maximum score: $10 \times 10 = 100$

b. *Assessment 2 (for students' character building)*

No.	Indicator	Number of Attendance				
		1	2	3	4
1.	Cooperation					
2.	Self confidence					
3.	Responsibility					

Fill in the table above with:

A	if the students continuously and consistently show the characteristic mentioned in the indicator
B	if the students start to show the characteristic mentioned in the indicator but still not consistently.
C	if the students have not shown the characteristic mentioned in the indicator.

Appendix 2

PRE QUESTIONNAIRE FOR PRELIMINARY STUDY

Nama :

Kelas :

Nomer Absen :

Sekolah :

1. Mata pelajaran apa yang paling kamu sukai?

.....

.....

.....

2. Apa kamu suka belajar Bahasa Inggris?

.....

.....

.....

3. Kemukakan alasanmu!

.....

.....

.....

4. Materi apa yang paling sulit (tidak kamu sukai) ketika kamu belajar Bahasa Inggris? Mengapa?

.....

.....

.....

5. Materi apa yang paling mudah (kamu sukai) ketika kamu belajar Bahasa Inggris? Mengapa?

.....

.....

.....

Appendix 3

PRE TEST VOCABULARY TEST

Nama : _____ Nomor Absen : _____
 Kelas : _____ Sekolah : _____

Read and comprehend the descriptive text bellow and write down the meaning of the underlined words!

LION

Lion is one of animals which live in savanna. It is a carnivore and a hunter. Lion uses its powerful legs with their claws to grab large prey. The jaws are short and strong with long fangs that are used to quickly kill the prey, either by biting the neck or nose. The tongue's upper surface has small bumps on it which enables the lion to hold on to meat while eating.



Male lions are 20 to 35% larger than the females and 50% heavier. The male's chief role is to protect the pride's territory and females from other males. Size is therefore an advantage though it increases the male's need for food. Only males grow a mane. It causes him to look bigger without increasing his weight or need for food. It also protects him from bites and scratches should he have to fight another male.

ZEBRA

Zebra is a mammal which has horse-like body, but its manes are made of short, erect hair, and its tail is tufted. Zebra is one of the easiest recognizable animals because of its white and black stripes. The stripes come in different patterns unique to each individual. Similar to giraffe's spot, zebra's stripes are a form of camouflage that breaks up the outline of the body.



Zebra has long and thin legs for ease of movement and quick. It also has a great hearing, and tends to have larger, rounder ears than horse's. Zebra can turn its ears in almost any directions.

No	English	Bahasa Indonesia
1	Lion	...
2	Animal	...
3	Savanna	...
4	Leg	...
5	Claw	...
6	Jaw	...
7	Neck	...
8	Fang	...
9	Tongue	...
10	Mane	...
11	Giraffe	...
12	Body	...
13	Tail	...
14	Stripes	...
15	Spot	...

Appendix 4

QUIZ I

Nama :

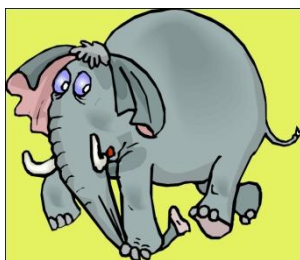
Nomor Absen :

Kelas :

Sekolah :

Read and comprehend the descriptive text bellow and write down the meaning of the underlined words!

ELEPHANT



Elephant is one of the biggest animals in the world. This animal lives in savannah. Elephant has a big body with a short tail. Its color is grey. It has four legs which are very big and strong. Elephant has two wide ears and two small eyes. The facts tell that despite the size of ears the elephant's hearing is poor, because elephant's ears are used to aid ventilation. One of the softest parts of their body is at the back of the ears, which is called the knuckle. It also has a trunk, it is a long trunk. Elephant has two long teeth named tusks.

Unlike lion, leopard, or other carnivores, elephant does not have any claws or fangs to attack the other animals. The tusks, trunk and legs can be used as weapon of elephant to defense itself from the other animals. Elephant is classified as herbivore and eat all types of vegetation such as grasses, leaves, fruits, and bark.

No	English	Bahasa Indonesia
1	Elephant	...
2	Animal	...
3	Savanna	...
4	Tail	...
5	Leg	...
6	Ears	...
7	Trunk	...
8	Tusks	...
9	Claws	...
10	Fang	...

QUIZ II

Nama : Nomor Absen :

Kelas : Sekolah :

Read and comprehend the descriptive text bellow and write down the meaning of the underlined words!

TIGER

Tiger is an animal recognized by their orange, black, and white stripe pattern. Besides its jaw, tiger's front legs that end in broad claws are strong to bring down prey. It has a long body, a short neck, and a firm head with a short muzzle that contains a set of sharp fangs.



Males are generally longer and heavier than females. The average length for males is about 6 feet long and with a tail length of 3 feet long. Females are usually 6 to 12 inches shorter in body length. A tiger's fur color varies from orange-red to tawny yellow, with a lot of black stripes that have different lengths and widths. The cheeks, throat, and the insides of the ears and legs are white. The back of the ear is black with a white spot in the center.

No	English	Bahasa Indonesia
1	Animal	...
2	Stripe	...
3	Jaw	...
4	Legs	...
5	Claws	...
6	Neck	...
7	Fangs	...
8	Tail	...
9	Ears	...
10	Spot	...

QUIZ III

Nama : Nomor Absen :

Kelas : Sekolah :

Read and comprehend the descriptive text bellow and write down the meaning of the underlined words!

GIRAFFE

One of the most interesting animals in the zoo is giraffe. Actually, the real habitat of it is in savanna. If zebra has stripes on its body, giraffe has brown spots on the skin to camouflage itself from predators. It also has two short horns on its head. Giraffe has a very long neck with a very short mane behind which can help it to reach the tender leaves at the top of a tree. Besides its neck, giraffe's tongue is also very long. The facts tell that giraffe can even lick its own ears by using the tongue.

In protecting itself from the predators such as lion, hyena, cheetah, etc, giraffe usually gallop away at about fifty kilometers per hour or stay to fight with its strong legs.



No	English	Bahasa Indonesia
1	Giraffe	...
2	Stripe	...
3	Body	...
4	Spot	...
5	Horn	...
6	Giraffe	...
7	Stripe	...
8	Body	...
9	Spot	...
10	Horn	...

Appendix 5

POST TEST VOCABULARY TEST

Nama : _____ Nomor Absen : _____
 Kelas : _____ Sekolah : _____

Read and comprehend the descriptive text bellow and write down the meaning of the underlined words!

LION

Lion is one of animals which live in savanna. It is a carnivore and a hunter. Lion uses its powerful legs with their claws to grab large prey. The jaws are short and strong with long fangs that are used to quickly kill the prey, either by biting the neck or nose. The tongue's upper surface has small bumps on it which enables the lion to hold on to meat while eating.



Male lions are 20 to 35% larger than the females and 50% heavier. The male's chief role is to protect the pride's territory and females from other males. Size is therefore an advantage though it increases the male's need for food. Only males grow a mane. It causes him to look bigger without increasing his weight or need for food. It also protects him from bites and scratches should he have to fight another male.

ZEBRA

Zebra is a mammal which has horse-like body, but its manes are made of short, erect hair, and its tail is tufted. Zebra is one of the easiest recognizable animals because of its white and black stripes. The stripes come in different patterns unique to each individual. Similar to giraffe's spot, zebra's stripes are a form of camouflage that breaks up the outline of the body.



Zebra has long and thin legs for ease of movement and quick. It also has a great hearing, and tends to have larger, rounder ears than horse's. Zebra can turn its ears in almost any directions.

No	English	Bahasa Indonesia
1	Lion	...
2	Animal	...
3	Savanna	...
4	Leg	...
5	Claw	...
6	Jaw	...
7	Neck	...
8	Fang	...
9	Tongue	...
10	Mane	...
11	Giraffe	...
12	Body	...
13	Tail	...
14	Stripes	...
15	Spot	...

Appendix 6

POST QUESTIONNAIRE PARTICIPANTS' FEEDBACK

Nama : Nomer Absen :

Kelas : Sekolah :

1. Apakah menurut anda *Thematic Vocabulary Cards* dapat membantu anda dalam mengidentifikasi dan mengingat arti kosa kata baru Berbahasa Inggris?

.....

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.....

.....

2. Bagaimana *Thematic Vocabulary Cards* membantu anda mengidentifikasi dan mengingat makna dari kata- kata tersebut?

.....

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3. Kesulitan apa saja yang anda hadapi ketika mempelajari Bahasa Inggris menggunakan media *Thematic Vocabulary Cards*?

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4. Kemudahan apa saja yang anda dapat ketika mempelajari Bahasa Inggris menggunakan media *Thematic Vocabulary Cards*?

.....

.....

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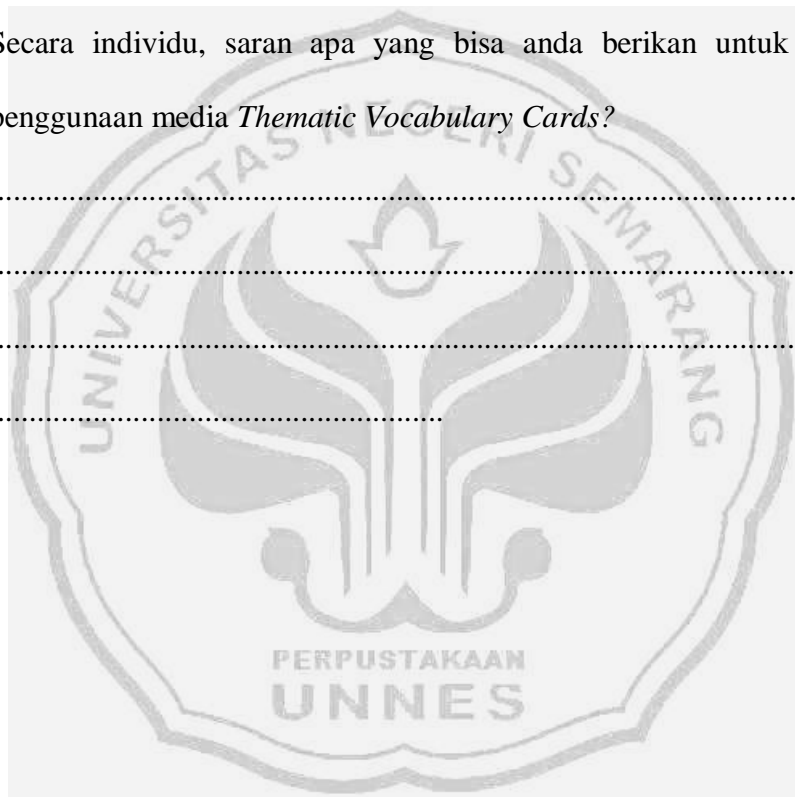
5. Secara individu, saran apa yang bisa anda berikan untuk kami terkait penggunaan media *Thematic Vocabulary Cards*?

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.....

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Appendix 7**OBSERVATION CHECKLIST**

Meeting : Preliminary Observation

Date : Wednesday, January 9th 2013

No	Behavior	Check Mark	Comments
1.	Focus on the teacher's explanation	—	The students paid their attention but looked bored.
2.	Enthusiasm during learning process	—	Students kept quiet but did not show their interest in the lesson.
3.	Answering the teacher's questions	—	Almost no interaction between the the students and the teacher.
4.	Asking questions	—	
5.	Cheating	√	Some of the students did not do the task given by the teacher. They only re-writed their friends' answer.
6.	Chatting	√	The students kept quiet when the teacher gave his explanation, but then started chatting when they were asked to do the task.
7.	Show the laziness	√	The students looked bored and did not do the test by themselves.

Observer

Anis Etikasari

Meeting : Pre- test

Date : Wednesday, May 8th 2013

No	Behavior	Check Mark	Comments
1.	Focus on the teacher's explanation	—	At first, students focused on the researcher explanation, but some of male students who sat in the corner didn't focus on the teacher explanation.
2.	Enthusiasm during learning process	—	Some of the students looked bored.
3.	Answering the teacher's questions	—	The researcher did not give any question orally.
4.	Asking questions	—	The students did the instruction well without giving any question.
5.	Cheating	√	The students started asking to each other when the time was about to finish.
6.	Chatting	√	No chatting at first. However, they started chatting in the end of the lesson.
7.	Show the laziness	√	Some students put their head on the table

Observer

Anis Etikasari

Meeting : 1st Meeting of Treatment (Cycle I)

Date : Wednesday, May 15th 2013

No	Behavior	Check Mark	Comments
1.	Focus on the teacher's explanation	√	Most of the students paid their attention when the researcher was giving explanation or instruction.
2.	Enthusiasm during learning process	√	The students enthusiastically joined the game.
3.	Answering the teacher's questions	√	Students tried to answer the question but still confused how to convey their idea in English.
4.	Asking questions	√	Students sometimes asked some questions when the given instruction was not clear enough for them.
5.	Cheating	—	There is no cheating in the class
6.	Chatting	√	Not many students did chatting during the lesson.
7.	Show the laziness	√	2 students put their head on the table

Observer

Rindha Youalita Addin

Meeting : 2nd Meeting of Treatment (Cycle II)
 Date : Thursday, May 16th 2013

No	Behavior	Check Mark	Comments
1.	Focus on the teacher's explanation	√	The students paid their attention to the researcher's explanation and instruction, but then made a noise when the researcher threw the ball.
2.	Enthusiasm during learning process	√	Almost all of the students were so excited in joining the class and doing all of the activities.
3.	Answering the teacher's questions	√	Many students try to answer the teacher's questions
4.	Asking questions	√	Many students asking questions about the material especially about the pronunciation.
5.	Cheating	—	No cheating
6.	Chatting	√	The students made a noise when the game was played.
7.	Show the laziness	—	No more students who put their heads on the table

Observer

Oktariona Rahma Widyaningsih

Meeting : 3rd Meeting of Treatment (Cycle III)
 Date : Wednesday, May 22nd 2013

No	Behavior	Check Mark	Comments
1.	Focus on the teacher's explanation	√	Students seriously paid attention to the teacher
2.	Enthusiasm during learning process	√	During the activity, students joined the game enthusiastically.
3.	Answering the teacher's questions	√	The students actively answered the given questions
4.	Asking questions	√	During this meeting, the students did not ask any question.
5.	Cheating	—	No more cheating
6.	Chatting	√	Some students chatted each other when the game was played
7.	Show the laziness	—	The students enjoyed the game and did not show any laziness

Observer

Rindha Youalita Addin

Meeting : Post- Test and Post- Questionnaire
 Date : Thursday, May 23rd 2013

No	Behavior	Check Mark	Comments
1.	Focus on the teacher's explanation	√	Students focus on the teacher's instruction in the post test
2.	Enthusiasm during learning process	√	The students seriously do the post test
3.	Answering the teacher's questions		There was no question which had to be answered orally by the students. They only had to do the post- test well.
4.	Asking questions		No question revealed.
5.	Cheating		There were two students did cheating.
6.	Chatting		No more students made noises. They focus on the test
7.	Show the laziness		No students showed the laziness

Observer

Rindha Youalita Addin

Appendix 8**FIELD NOTES**

Meeting : Preliminary Observation

Date : Wednesday, January 9th 2013

No	Questions	Scale			Comment
		Good	Enough	Bad	
1.	How is the class situation during teaching and learning process?	–	√	–	Teacher successfully controled the class. Almost all of students did the teacher's instruction.
2.	How is the students' attention to the lesson?	–	√	–	Students kept quiet when during the lesson. However, after being asked by the researcher, some of them confessed that they felt bored during the lesson.
3.	How is the implementation of using interesting and useful mediain teaching and learning process?	–	–	√	There was no use of any interesting mediain the lesson. The teacher just gave explanation and asked the students to do the task.
4.	How is the students' participation toward the lesson?	–	–	√	Students gave negative participations, showed their laziness.
5.	How is the interaction between the students and the teacher?	–	–	√	They di not pay attention to the teacher

Meeting : Pre- test
 Date : Wednesday, May 8th 2013

No	Questions	Scale			Comment
		Good	Enough	Bad	
1.	How is the class situation during the meeting?	–	√	–	6 students make noises by chatting each others
2.	How is the students' attention to the researcher explanation?	–	√	–	Most of the students paid their attention when the researcher was giving explanation or instruction.
3.	How is the implementation of using interesting and useful media in teaching and learning process?	–	–	√	The researcher had not used any teaching media.
4.	How is the students' participation toward the lesson?	–	√	–	The students did the task as had been asked. However, some of them still made noises and didn't respect to the teacher. They also started chatting when the time was about to finished.
5.	How is the interaction between the students and the teacher?	–	–	√	Students did the task as the researcher asked them without asking any question.

Meeting : 1st Meeting of Treatment (Cycle I)
 Date : Wednesday, May 15th 2013

No	Questions	Scale			Comment
		Good	Enough	Bad	
1.	How is the class situation during teaching and learning process?		√		The class was quite easy to manage
2.	How is the students' attention to the lesson?	√			Not many students did chatting in this meeting.
3.	How is the implementation of using interesting and useful media(<i>Thematic Vocabulary Cards</i>) in teaching and learning process?	√			The researcher facilitated the students to learn using <i>TV Cards</i> during <i>Jigsaw Cooperative Learning</i> was conducted.
4.	How is the students' participation toward the lesson?	√			Most of the students paid full attention to researcher's instruction.
5.	How is the interaction between the students and the teacher?		√		More than 84% of the students did the instruction well, but still, there were some students who were confused in doing the given instruction because they did not clearly understand the instruction which was delivered in English.
6.	How is the students' ability in identifying and remembering new English vocabulary after the implementation of <i>TV Cards</i> in teaching learning process?		√		Students enthusiastically answering the teacher's questions orally. However, some of them were not fluent in conveying their ideas. There were 40% of questions that were not answered well by many students.

Meeting : 2nd Meeting of Treatment (Cycle II)
 Date : Thursday, May 16th 2013

No	Questions	Scale			Comment
		Good	Enough	Bad	
1.	How is the class situation during teaching and learning process?	–	√	–	When the game was played, the class was a little bit noisy, especially when the researcher threw the ball.
2.	How is the students' attention to the lesson?	√	–	–	The students paid their attention to the researcher's explanation and instruction, but then made a noise when the researcher threw the ball.
3.	How is the implementation of using interesting and useful media (<i>Thematic Vocabulary Cards</i>) in teaching and learning process?	√	–	–	The researcher facilitated the students to learn using <i>TV Cards</i> during <i>Snowball Throwing Cooperative Learning</i> was conducted.
4.	How is the students' participation toward the lesson?	√	–	–	Almost all of the students were so excited in joining the class and doing all of the activities.
5.	How is the interaction between the students and the teacher?	√	–	–	The students actively shared what they had learned in front of the class and the researcher sometimes helped them when they were stuck in the middle of their presentation.
6.	How is the students' ability in identifying and remembering new English vocabulary after the implementation of <i>TV Cards</i> in teaching learning process?	√	–	–	There were more or less 30% of questions that were not answered well by many students.

Meeting : 3rd Meeting of Treatment (Cycle III)
 Date : Wednesday, May 22nd 2013

No	Questions	Scale			Comment
		Good	Enough	Bad	
1.	How is the class situation during teaching and learning process?	√	–	–	The class was easier to manage than the previous meeting
2.	How is the students' attention to the lesson?	√	–	–	Students seriously paid attention to the teacher
3.	How is the implementation of using interesting and useful media(<i>Thematic Vocabulary Cards</i>) in teaching and learning process?	√	–	–	The researcher facilitated the students to learn using <i>TV Cards</i> during <i>Mumber Head Together Cooperative Learning</i> was conducted.
4.	How is the students' participation toward the lesson?	√	–	–	During the activity, students joined the game enthusiastically.
5.	How is the interaction between the students and the teacher?	√	–	–	The students actively answered the given questions
6.	How is the students' ability in identifying and remembering new English vocabulary after the implementation of <i>TV Cards</i> in teaching learning process?	√	–	–	Using the same attractive media in various and different treatments in every meeting helped the students to remember given words easier. As a result, all of the questions given during the game were answered correctly in group.

Meeting : Post- Test and Post- Questionnaire
 Date : Thursday, May 23rd 2013

No	Questions	Scale			Comment
		Good	Enough	Bad	
1.	How is the class situation during teaching and learning process?	–	√	–	The situation of class was very conducive to hold the test. However, when the time was about to finish, sometimes the researcher had to walk around and warn the students not to ask the answer to their friends.
2.	How is the students' attention to the lesson?	√	–	–	Students paid attention to the teacher's instructions, and did the task well before finally chatting each other when the time was about to finish.
3.	How is the implementation of using interesting and useful media(<i>Thematic Vocabulary Cards</i>) in teaching and learning process?	–	–	√	There is no treatment at this last meeting
4.	How is the students' participation toward the lesson?	√	–	–	The students seriously do the post test
5.	How is the interaction between the students and the teacher?	–	–	√	The students did the test quietly without asking ny question to the researcher.
6.	How is the students' ability in identifying and remembering new English vocabulary after the implementation of <i>TV Cards</i> in teaching learning process?	√	–	–	there was a significant improvement in identifying the given words meaning compared to the pre test.

Appendix 9

LIST OF PARTICIPANTS

No	Name	Gender	Code
1	Aibra	female	participant 1
2	Anisa Ellen Briyani	female	participant 2
3	Anita Rahmawati	female	participant 3
4	Arif Budi Nugraha	male	participant 4
5	Casenda Gia	male	participant 5
6	Damarjati	male	participant 6
7	Dwi Cahyati Damayanti	female	participant 7
8	Hasna Farah Salsabella	female	participant 8
9	Himatul Latif Makna S	female	participant 9
10	Ibnu Alif	male	participant 10
11	Irfan Aditya Pratama	male	participant 11
12	Karlina Puspitaningrum	female	participant 12
13	Meilana Dyah Dwi Astuti	female	participant 13
14	Muhammad Auly Hikmawan	male	participant 14
15	Nabila Cintya Iswara	female	participant 15
16	Nayli Zakiatun	female	participant 16
17	Rayi Hidayati	female	participant 17
18	Riska Dara Puspita	female	participant 18
19	Riski Paulina	female	participant 19
20	Sherina Jasmine	female	participant 20
21	Sinta Dewi	female	participant 21
22	Tri Ardiansa	male	participant 22
23	Widyanti Trisna Kurniasari	female	participant 23
24	Yovita Lutfi Pranowo	female	participant 24
25	Yusuf Ardiansyah	male	participant 25
26	Zulrifqi Hasani	male	participant 26

Appendix 10**TABLE OF TEST RESULT***Pre-test Result*

No	Score	No	Score
1	46.67	14	60.00
2	53.33	15	60.00
3	53.33	16	53.33
4	66.67	17	33.33
5	53.33	18	60.00
6	66.67	19	60.00
7	53.33	20	53.33
8	53.33	21	60.00
9	46.67	22	40.00
10	86.67	23	40.00
11	46.47	24	53.33
12	46.67	25	53.33
13	53.33	26	53.33

Quiz I Result

No	Score	No	Score
1	80	14	100
2	70	15	90
3	90	16	90
4	100	17	80
5	70	18	100
6	100	19	100
7	60	20	70
8	100	21	90
9	80	22	70
10	100	23	100
11	100	24	90
12	60	25	90
13	90	26	100

Quiz II Result

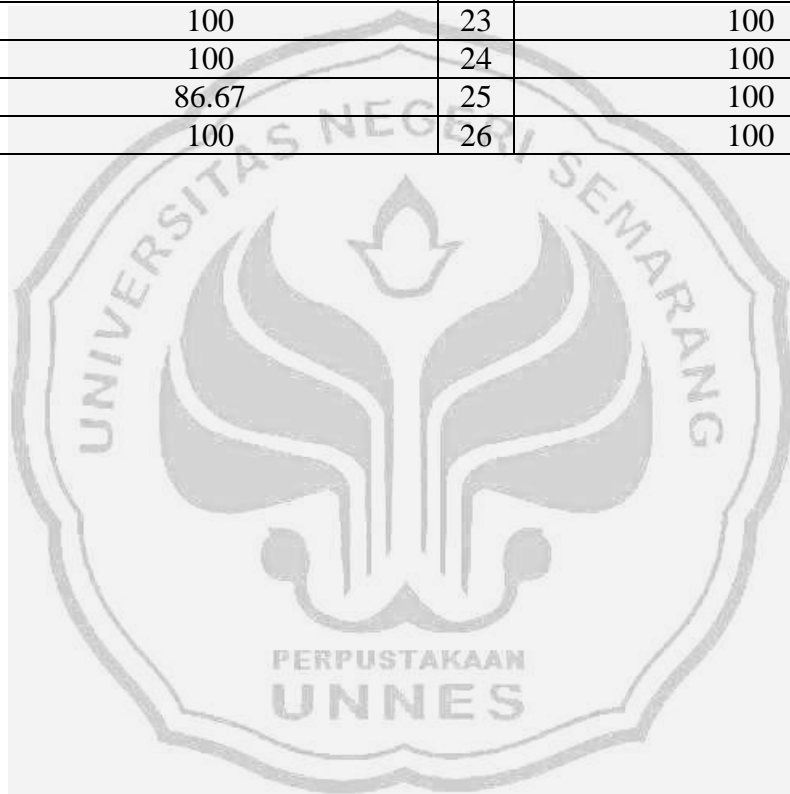
No	Score	No	Score
1	80	14	100
2	70	15	100
3	90	16	90
4	90	17	90
5	100	18	90
6	90	19	100
7	70	20	90
8	90	21	90
9	70	22	60
10	100	23	90
11	100	24	100
12	70	25	100
13	100	26	100

Quiz III Result

No	Score	No	Score
1	100	14	100
2	90	15	100
3	100	16	90
4	90	17	90
5	100	18	90
6	90	19	100
7	80	20	100
8	100	21	100
9	80	22	80
10	100	23	90
11	100	24	100
12	80	25	100
13	100	26	100

Post-test Result

No	Score	No	Score
1	100	14	100
2	100	15	100
3	100	16	93.33
4	93.33	17	93.33
5	100	18	100
6	100	19	100
7	100	20	100
8	100	21	73.33
9	93.33	22	86.67
10	100	23	100
11	100	24	100
12	86.67	25	100
13	100	26	100



Appendix 11

TABLE OF UNKNOWN WORDS

List of Words which Students could not Translate on Pre- Test

No	Words	Number of incorrect answer
1	Lion	0
2	Animal	0
3	Savanna	9
4	Leg	4
5	Claw	23
6	Jaw	25
7	Neck	5
8	Fang	20
9	Tongue	4
10	Mane	26
11	Giraffe	1
12	Body	2
13	Tail	16
14	Stripe	19
15	Spot	24

List of Words which Students could not Translate on Quiz I

No	Words	Number of incorrect answer
1	Elephant	0
2	Animal	0
3	Savanna	3
4	Tail	2
5	Leg	3
6	Ear	1
7	Trunk	4
8	Tusk	6
9	Claw	8
10	Fang	5

List of Words which Students could not Translate on Quiz II

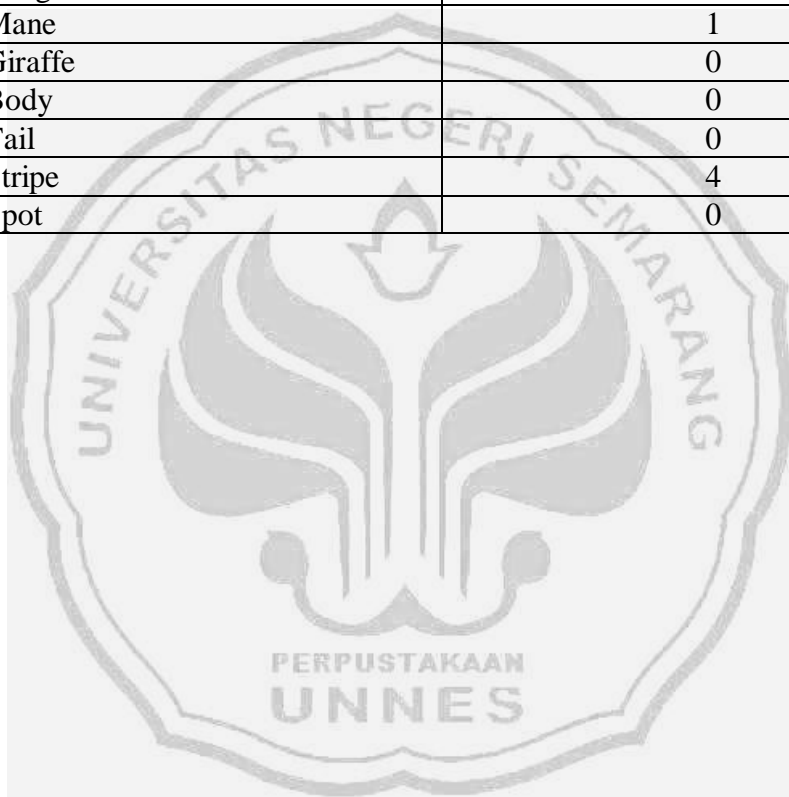
No	Words	Number of incorrect answer
1	Animal	0
2	Stripe	5
3	Jaw	5
4	Leg	2
5	Claw	2
6	Neck	1
7	Fang	3
8	Tail	0
9	Ear	1
10	Spot	8

List of Words which Students could not Translate on Quiz III

No	Words	Number of incorrect answer
1	Giraffe	0
2	Stripe	4
3	Body	0
4	Spot	1
5	Horn	3
6	Mane	3
7	Tongue	2
8	Lion	0
9	Leg	2
10	Ear	0

List of Words which Students could not Translate on Post- Test

No	Words	Number of incorrect answer
1	Lion	0
2	Animal	0
3	Savanna	1
4	Leg	1
5	Claw	1
6	Jaw	1
7	Neck	0
8	Fang	0
9	Tongue	1
10	Mane	1
11	Giraffe	0
12	Body	0
13	Tail	0
14	Stripe	4
15	Spot	0



Appendix 12

RESULT OF PRE-QUESTIONNAIRE

No	Question	Result
1	Mata pelajaran apa yang paling kamu sukai?	<ul style="list-style-type: none"> ✓ 3 students like Physic ✓ 8 students like Mathematic ✓ 8 students like Biology ✓ 2 students like Education of Islam ✓ 1 student likes Indonesian Language ✓ 3 student likes Computer ✓ 1 student likes Social Education
2	Apa kamu suka belajar Bahasa Inggris?	<ul style="list-style-type: none"> ✓ 12 students answer "yes" ✓ The other 14 answer "no"
3	Kemukakan alasanmu!	<ul style="list-style-type: none"> 4) Some of the students claim that it is cool to learn English as the international language. 5) Few students confess that they like it because they like their English teacher. 6) Many students (13 students) argue that English is difficult to be learnt.
4	Materi apa yang paling sulit (tidak kamu sukai) ketika kamu belajar Bahasa Inggris? Mengapa?	<ul style="list-style-type: none"> ✓ 11 students answer "vocabulary" ✓ 9 students answer "listening" ✓ 4 students answer "grammar" ✓ 2 students answer "pronunciation"
5	Materi apa yang paling mudah (kamu sukai) ketika kamu belajar Bahasa Inggris? Mengapa?	<ul style="list-style-type: none"> ✓ 5 students answer "vocabulary" ✓ 1 student answers "listening" ✓ 9 students answer "grammar" ✓ 1 student answers "pronunciation" ✓ 5 student answers "reading" ✓ 5 students answer "speaking"

Appendix 13

RESULT OF POST QUESTIONNAIRE

No	Question	Result
1	Apakah menurut anda Thematic Vocabulary Cards dapat membantu anda dalam mengidentifikasi dan mengingat arti kosa kata baru Berbahasa Inggris?	✓ 92.4 % of the students (24 participants) liked <i>Thematic Vocabulary Cards</i> , when the other 2 did not.
2	Bila anda menjawab “ya” ,bagaimana Thematic Vocabulary Cards membantu anda mengidentifikasi dan mengingat makna dari kata- kata tersebut? Bila “tidak”, kemukakan juga alasan anda!	<p>✓ The students liked <i>Thematic Vocabulary Cards</i> because:</p> <ul style="list-style-type: none"> • The activities using <i>TV Cards</i> as the media were not boring. • The students could remember the words easier because the media provided attractive pictures and colors. • <i>TV Cards</i> could be played in various activities • <i>TV Cards</i> was new for them; they had never been taught using it. <p>✓ The students who did not enjoy the activities was <i>participant 12</i> and <i>participant 21</i>. One of them said that the activities using the same media were boring. During the discussion, I often found him unmotivated and participated inactively. Consequently, I asked his friend about his personality. His friend said that he always looked unmotivated at almost all subject. However, he was clever. His grade was always good. Indeed, his posttest score in this research was not bad (...). Another students who did not like <i>TV Cards</i> argued that sometimes the pictures provided in the media caused an ambiguity. For example : after seeing the picture, he translated the words “jaw” into “taring” in <i>Bahasa Indonesia</i>, instead of “rahang”</p>
3	Kesulitan apa saja yang anda hadapi ketika mempelajari Bahasa Inggris menggunakan media Thematic Vocabulary Cards?	<p>7) The picture provided caused ambiguity</p> <p>8) Class was noisy when games were conducted</p> <p>9) It was difficult to know the difference on the singular and plural form of the given words.</p>
4	Kemudahan apa saja yang anda dapat ketika mempelajari Bahasa Inggris menggunakan	<p>✓ <i>TV Cards</i> avoided the students feel bored because it could be played in various activities.</p> <p>✓ Students knew and acquired some new vocabularies through by using <i>TV Cards</i>.</p>

	media <i>Thematic Vocabulary Cards</i> ?	<ul style="list-style-type: none"> ✓ Students were trained to identify words' meaning without using dictionary. ✓ It was easier to derive words' meaning through picture/ illustration.
5	Secara individu, saran apa yang bisa anda berikan untuk kami terkait penggunaan media <i>Thematic Vocabulary Cards</i> ?	<p>...% of students suggested the media to be applied during teaching-learning process.</p> <p>...% of them said that the media was good, interesting, fun and enjoyable.</p> <p>Most students said that the media could help them enrich their knowledge and vocabulary.</p>



Appendix 14



The researcher was observing participants' activities and behaviour



The researcher helped the participants whenever they faced a problem



The researcher gave a little bit explanation about the material



The participants were invited to be active and present the result of their group discussion

Appendix 15**OUTLINE OF THE STUDY**

Activity	Date	Details	Time Allotment
Preliminary Observation	9 January 2013	✓ The researcher observed the classroom condition and class system first before observing the participants attitude and behavior during English class.	1 x 40 minutes
		✓ After 40 minutes observation was completed, the questionnaire sheets was then distributed to know the students' difficulties in learning English.	1 x 40 minutes
Pretest	8 May 2013	✓ The researcher held a pre-test in which the participants were supposed to read the passage and answer 15 items of question in 40 minutes.	1 x 40 minutes
Treatments and Quizzes	15 May 2013	✓ In this first cycle, participants were given treatment by using TV Cards as the media and Jigsaw Cooperative Learning as the learning technique ✓ and quiz which contained a descriptive text and 10 items of question	2 x 40 minutes
	16 May 2013	✓ In this second cycle, participants were given treatment by using TV Cards as the media and Snowball Throwing Cooperative Learning as the learning	2 x 40 minutes

		<p>technique</p> <p>✓ and quiz which contained a descriptive text and 10 items of question</p>	
	22 May 2013	<p>✓ In this third cycle, participants were given treatment by using TV Cards as the media and Number Head Together Cooperative Learning as the learning technique</p> <p>✓ and quiz which contained a descriptive text and 10 items of question</p>	2 x 40 minutes
Posttest and Post Questionnaire	23 May 2013	<p>✓ On the last day of research, a post-test was finally conducted to see if there was a significant improvement made by the students.</p>	1 x 40 minutes
		<p>✓ The researcher also distributed Post Questionnaire sheets to see the participants' feedback.</p>	1 x 40 minutes