



**IMPROVING STUDENTS' VOCABULARY MASTERY  
THROUGH ROUND-ROBIN BRAINSTORMING TECHNIQUE  
AND PHOTOGRAPHS AS A MEDIUM**

(An Action Research to the Seventh Grade Students of MTS NU 04 Al-

Maarif Boja in Academic year 2015/2016)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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**2016**

## APPROVAL

This final project was approved by Board of Examination of the English Department of Faculty of Languages and Arts of State University of Semarang \_\_\_\_\_, 2016.

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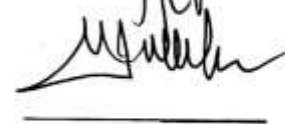
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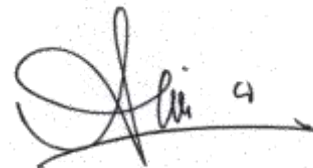
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## **DECLARATION OF ORIGINALITY**

The researcher, Dian Wira Widiyanto, hereby declares that this final project entitled Improving Students' Vocabulary Mastery Through Round-Robin Brainstorming Technique and Photographs as a Medium is his own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, January 2017

A handwritten signature in black ink, appearing to read 'Dian Wira Widiyanto', with a horizontal line extending to the right from the end of the signature.

Dian Wira Widiyanto

## **MOTTO AND DEDICATION**

So verily, with the hardship, there is relief (QS. Al Inshirah 94:5).

It's not who you are underneath but what you do that defines you

(Batman Begins 2008)

The researcher would like to dedicate this final project

to:

1. His beloved parents
2. His beloved sister
3. His beloved friends

## ACKNOWLEDGEMENTS

First of all, the researcher would like to praise Allah SWT for the blessing, health, and inspiration during the completion of this final project. Nothing he can say than *Alhamdulillah*.

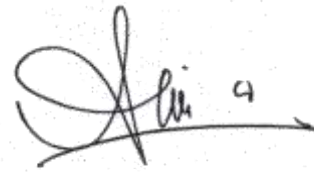
Then, he would like to express his gratitude to Seful Bahri, his advisor, for his kindness, patience in providing continuous and careful guidance, helpful correction, indispensable suggestion and advice, great motivation and encouragement from the beginning until this final project has been completed.

He also gives his sincere appreciation to all his lecturers of the English Department of State University of Semarang for providing his various skills and knowledge. His appreciation is also forwarded to Husnul Huda, the headmaster of MTS NU Al-Ma'arif Boja who had given him permission to conduct a research in the school he leads. Moreover, he thanks the English teachers there, especially , who have helped him doing the research, and also to the students of VII C for the time and attention.

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He realizes that there are many shortcomings in this final project. Therefore, he will be very thankful for suggestions and criticisms that aim to improve this report. He hopes this final project will be useful for the readers.

Semarang, January 2017

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## ABSTRACT

Widiyarto, Dian Wira. 2016. *Improving Students Vocabulary Mastery Through Round-robin Brainstorming Technique and Photograph As a Medium (An Action Research to the Seventh Grade Students of MTS NU Al-Maarif Boja in Academic Year 2015/2016)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Seful Bahri, S. Pd., M. Pd.

Keywords : Vocabulary, Round-robin, Brainstorming, photograph, Action Research.

This final project is about improving students' vocabulary mastery through Round-robin Brainstorming and Photograph as a medium to the seventh graders of MTS NU 04 Al- Maarif Boja, academic year 2015/2016. The purposes of this study are to find out (1) how the combination of Round-robin Brainstorming technique and Photograph as a medium is applied in improving students' vocabulary mastery and (2) how the combination of Round-robin Brainstorming and Photograph improves students' vocabulary mastery.

In order to achieve the objectives of this research, the researcher use action research design. The subject of this research was class 7C of MTS NU 04 Al-Maarif Boja, in academic year of 2015/2016 which consisted of 36 students. There were two cycles in this research and each cycle was carried out through four steps. They were planning, acting, observing, and reflecting. The researcher got the data from observation, test and questionnaire.

Based on the data analysis, it can be seen that the combination of Round-robin brainstorming and photograph can improve students' vocabulary mastery. It was proved by the result of students' achievement in the pre test and post test. In the first cycle, the students' average scores increased 23.04% and in the second cycle it increased 31.71%. It means that the combination of round-robin brainstorming and photograph was successful in improving the students' vocabulary mastery. The students were also more enthusiastic in the learning process. Besides, the results of observation sheet and questionnaire revealed that the students gave good responses toward the use of this technique and media.

From the result, the researcher concluded that the combination of round-robin brainstorming and photograph gave a good contribution and can be used as an alternative technique and media in improving students' vocabulary mastery.

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# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Nowadays, English is getting more important as an international language. In Indonesia, English is learned as a foreign language. In learning language, there are four skills that have to be mastered: listening, speaking, reading, and writing. Listening and reading are known as receptive skills while speaking and writing skills are known as productive skills. All language learners will need to develop their skills in each of these areas. There are several components, that can support in developing language skills, they are; vocabulary, spelling, pronunciation, and grammar. Vocabulary mastery as one of the important components in learning English becomes a problem that is often faced by students in the learning process.

Mastering the vocabulary is very crucial in learning English. If they do not have enough vocabulary, it will be very difficult for them to express their ideas and thoughts in written or spoken language. Kamil (2005:3) says that vocabulary is the knowledge of meaning of words. Students have to master many words well because it will affect their study. Mastering vocabulary gives many advantages to the students. English will be easier to be learned. The teacher should help the students to be able to master the vocabulary. According to Nuriyati (2013:2), “the way of teaching vocabulary to children is not the same as teaching vocabulary to adult learners because they have different characteristic”. Therefore, the teacher should have an alternative or a creative way to get the students' interest in learning vocabulary.

In Junior High School, teachers should teach some kinds of text to the students. According to the curriculum for junior high school, the students should learn several texts. One of the texts that should be mastered by them is descriptive text. Descriptive text is a type of text which is used to describe particular person, thing, or place. Based on the researcher's experiences during the PPL (Teaching Practicum), the students have many difficulties in descriptive text. One of the difficulties was on vocabulary. The students' lack of vocabulary make them difficult to write a descriptive text, especially the adjective words as a language feature in the descriptive text. In descriptive text, students should be able to describe a person, object or place using adjectives.

Descriptive text is taught in the first grade of junior high school. In studying descriptive text, the students have difficulty in using adjectives when trying to describe something. For example; in Indonesian, students might want to say "*dia mempunyai hidung pesek*", but when that sentence is translated into English it became "he has a small nose.". "Small nose" here was an alternative way of the students to say "*pesek*", which was supposed to be "flat-nose". It was all because of students' lack of vocabulary.

There are many methods, techniques, and media to teach vocabulary to junior high school students. One of the media is by using Photographs. By using Photographs, the students will be able to see the various parts that should be described. As the example, if the students are shown a Photograph of a human face, they can see how the shapes of the face, nose, eyes and hair of the human and it will be easier for students to describe it. The photos can also make the students more enthusiastic to

describe something, and teaching vocabulary will be easier. The students will not only imagine, but also see through the photos.

In this research the researcher combines Photograph with Round-robin brainstorming as the cooperative learning technique to teach vocabulary especially adjective words in descriptive text. The application of the Round-robin brainstorming technique is by forming small groups consists of four persons. Then, all the groups make circle. After that, each member will share a topic determined by the teacher. Thus, this technique will make the students have the opportunity to express their opinions to other members in their grup.

## **1.2 Reasons for Choosing the Topic**

The reason why the researcher chose this topic is because learning vocabulary, especially adjectives in descriptive text for the first grade of Junior High School is very important . By using Round-robin brainstorming technique students will be more active in learning vocabulary and Photograph help students to find the meaning of particular words easily. By combining the use of Round-robin Brainstorming technique and Photograph, the researcher hopes that students' vocabulary mastery can increase.

Round-robin brainstorming technique has so many advantages for the students in learn English, especially for learning adjectives in descriptive text. The application of Round-robin brainstorming technique will give the students many opportunities to discuss and share ideas with their friends in form of group. On the other hand, the application of the Photographs can help students to imagine and describe the thing through seeing the picture directly. That is why the researcher think that Round-



robin Brainstorming technique and Photograph are suitable to teach vocabulary especially adjective words in descriptive text.

### **1.3 Research Problems**

The problems in this study are as follows:

- a. How are Round-robin Brainstorming technique and Photograph applied in improving students' vocabulary mastery?
- b. Is the students' vocabulary mastery improved through Round-robin Brainstorming technique and Photograph as a method and medium?

### **1.4 Objectives of the Study**

The objectives of the study can be stated as follows:

- a. To apply the Round-robin brainstorming technique and Photograph in improving students' vocabulary mastery.
- b. To find out the improvement of students' vocabulary mastery through Round-robin brainstorming technique and Photograph.

### **1.5 Significance of the Study**

The significance of the study can be stated as follows:

- a. For the readers : It will be useful for the readers to know the importance of the Round-robin Brainstorming technique and Photograph in improving students' vocabulary mastery.
- b. For the students : students will be able to improve their vocabulary by using Round-robin brainstorming technique and Photograph as a medium.

c. For the teacher : this research wants introduce to the teachers that Round-robin Brainstorming technique and Photograph can be one alternative in improving students' vocabulary mastery.

d. For the researcher: For the researcher himself, this study will increase his skill in teaching English.

### **1.6 Scope of the Study**

Because the scope of vocabulary is too wide and according to SK and KD the first semester for the seventh grades of Junior high School, the study of this research is limited to the use of Round-robin Brainstorming and Photograph as a media to teach adjective words in descriptive text to class VIIC of MTS NU 04 Al-Maarif Boja academic year of 2015/2016. Adjective words that are discussed in this study is about describing people.

### **1.7 Outline of the Report**

This final project consists of five chapters:

- (1). Chapter I covers general background of the study, reasons for choosing the topic, research problems, objectives of the study, and significance of the study.
- (2). Chapter II talks about review of related literature. It consists of the previous study, theoretical study, and theoretical framework.
- (3). Chapter III discusses methods of investigation which consists of object of the study, role of the researcher, research procedure, procedure of data analysis, triangulation.
- (4). Chapter IV discusses data analysis.

(5). Chapter V consists of conclusions and suggestions.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

Chapter II consists of two parts. The first is previous study; this part presents some analysis of some researches with the same topic. The second is theoretical study; this part mentions general concept of the theory used in this final project.

#### **2.1 Review of the Previous Study**

There are several studies which had been conducted about the use of Round-robin Brainstorming and Photograph as a medium in improving students vocabulary mastery.

First, according to Dilla Silviana Anggi Putri (2013) in her research entitled "*The Use of Jigsaw II Technique and Still Pictures Combination to Improve Students' Vocabulary Mastery* (An action research at the first year of SMP N 12 Magelang of academic year 2012/2013)", in her study she was successful in developing the students' ability in vocabulary mastery by using jigsaw II technique and still pictures. In addition, the students were more interested in participating in the teaching-learning process. Therefore, Round-robin as the part of cooperative learning can be an alternative technique for teaching vocabulary.

Second is about the use of Photograph as a medium. It is Muhammad Gunarso (2011) in his research entitled "*A Comparative Study on Student's Ability Using Photograph and Leaflets in writing descriptive text*". The subject of this study were the eight grader of SMP N 2 Limpang, Batang in the academic year 2010/2011. Based on the analysis, it could be concluded that most of the students were interested in the teaching learning activities by using Photograph or leaflets. Hence, it's suggested that Photograph is recommended to use for teaching learning process.

Third is Nur Rohmah (2011) in her research entitled "*The use of Internet picture Dictionary as Media in Teaching Vocabulary*". She wanted to find out how Internet Pictures Dictionary can be used as a media in teaching vocabulary at the fourth grade students of SD N 04 Purwodadi Grobogan in academic year 2010/2011, how the use of internet pictures dictionary can improve the students' vocabulary achievement, and how the use of internet pictures dictionary can improve students' interests and motivation in learning vocabulary. She concluded that internet pictures dictionary can be used as a good media in teaching vocabulary which can help students to improve interest and motivation in learning vocabulary, The result of the study showed that the achievement of the students in learning vocabulary was improved.

Fourth is Didem Bilem and Zekiye Muge Tavit (2005) in their journal entitled "*The Effects of Cooperative Learning Strategies on Vocabulary Skills of 4th Grade Students*". They want to investigate the effects of cooperative learning strategies on the vocabulary skills of 4th grade students. The findings revealed that cooperative learning strategies have a positive effect on students' vocabulary skills. It has been also noted that the students' attitudes toward English, group works and activities have changed for the better during the study. Regarding the results of the study, it can be claimed that using cooperative learning strategies while teaching vocabulary helps the students learn and retain the vocabulary words they learn.

Fifth is Nurullah Mansourzadeh (2014) in her journal entitled "*A Comparative Study of Teaching Vocabulary through Pictures and Audio visual Aids to Young Iranian EFL Learners*". She wants to investigate the difference between young Iranian EFL learners learning vocabulary through audio visual and pictures. The research result revealed the effect of picture on Iranian EFL learners vocabulary acquisition it is recommended that pictures help students to understand the difficult words easily by looking at the pictures and the use of

pictures make vocabulary learning more enjoyable and interesting because they can remember the meaning of difficult words by seeing the key pictures. Regarding the results of the study, it can be claimed that using pictures or photographs while teaching vocabulary helps the students learn and retain the vocabulary words they learn.

Sixth is Lisa Aldhionita (2015) in her research entitled "*A Study on Teaching Vocabulary Using Pictures to The Seventh Grade Students at SMP Muhammadiyah Kediri Academic Year 2014/2015*". She wants to investigate the student's response on the use of pictures in learning English vocabulary. The results of this research are pictures can be an interesting media not only to help the students in understanding the meaning but also help them to pronounce the words and to spell it and the use of pictures can be a media to attract the students to the vocabulary presented. Based on the conclusion it can be claimed that pictures could be used by the English teacher to help the students understand as well as to attract them to the vocabulary presented.

Seventh is Fanniysa Fauzia Akmal and Fitria Harmaini in their journal entitled "*Teaching Vocabulary by Using Picture to Junior High School Student*". They want to find out whether there are some effect in teaching vocabulary using picture or not. The result of the journal is pictures are very helpful for the teacher to teach vocabulary because it increases students' interest and motivation in the teaching learning process. Based on the result it can be concluded that picture can motivate the students in learning vocabulary and it is suggested that pictures or photographs are suggested for teaching vocabulary.

Eighth is Kadek Yuliawati (2013) in her journal entitled "*Improving Vocabulary Mastery Through Think-Pair-Share of Eight Grade Students of SMP Harapan Nusantara Denpasar in Academic Year 2012/2013*". In her research she wants to find out whether think-pair-share can improve students' vocabulary or not. The result of this research is think-pair-share is an effective technique to teach vocabulary because it could improve students'

vocabulary ability of eighth grade students of SMP Harapan Nusantara. Based on the result of the study, it can be concluded that Round-robin as the one of cooperative learning technique same as Think-pair-share can be used to improve students' vocabulary mastery.

Ninth is Liza Fauziah (2011) in her research entitled "*The Effectiveness of Teaching Vocabulary Using Pictures*". In her research she wants to find out the effectiveness of pictures to teach vocabulary. Based on the finding of this study by using pictures students feel more interesting and enjoy doing activities in the class and it also can give the students the opportunities to be active in learning english vocabulary. From the result of the study, it can be concluded that using pictures are effective and quite success in the class situation.

Tenth is Muhammad Anis Rifqil Mujtaba (2012) in his research entitled "*Teaching Vocabulary by Using Jigsaw of Seventh Grade Students of MTs Mazro'atul Huda Wonorengo Karanganyar Demak In The Academic Year 2011/2012*". He wants to find out whether or not there is a significant difference between the ability of English Vocabulary before and after being taught by using jigsaw. The result of this study there is a significant difference between the ability of English vocabulary of the seventh grade students of MTs Mazro'atul Huda Wonorengo, Karanganyar, Demak in academic year 2011/2012 before and after being taught by using jigsaw. It can be concluded that use jigsaw as a part of cooperative learning to teach vocabulary is effective to improve the student's vocabulary mastery. Moreover, jigsaw is a technique that can make process of teaching and learning more enjoyable and also it can be prepared for any level.

The relation of this study and the previous ones is the variable. The variable used here is vocabulary mastery. There are some similarities between the researcher's study and the previous ones. The first similarity is the area the researcher and the previous researchers focused on. All of them studied about students' vocabulary mastery. They want to find good strategy and method to improve students' vocabulary mastery. The second similarity is in order to improve students' vocabulary mastery, they used technique and media in teaching

vocabulary. The previous researchers believes that media give many advantages in vocabulary learning process and can help students to improve their vocabulary mastery.

On the other hand, there is a difference in their researches. The difference is in the type of techniques and media used to improve students' vocabulary mastery. Putri (2013) and Anis Mujtaba (2012) used jigsaw as their technique. The second researcher, Rohmah (2011) used internet picture dictionary to improve students vocabulary mastery. The third researcher, Mansourzadeh (2014) used Pictures and Audio Visual Aids to improve students vocabulary mastery. The fourth researcher, Yuliawati (2013) used Think-Pair-Share to improve students' vocabulary mastery. However, the researcher used Round-robin Brainstorming and Photograph as media in his research.

Therefore, the researcher wants to prove that the technique and media used in this study can improve students vocabulary mastery

## **2.2 Key Concepts**

In this part, the researcher mentions general concepts of vocabulary, cooperative learning, writing, media and Photography.

### ***2.2.1 General Concepts of vocabulary***

Studying a language cannot be separated from studying vocabulary because vocabulary is one of the components of a language. We know that words support the speakers in communication to express their ideas. For instance, if someone wants to say something, he/she should know and choose the appropriate words to express his/her ideas, so that people can understand it.

To know what vocabulary is, the researcher would like to present several definitions as follows:

- a) Vocabulary is knowledge of words and word meanings. (Kamil&Hiebert, 2007)



- b) Vocabulary is (range of) words known to, or used by a person in trade, profession, etc. (Hornby, 1974:959)
- c) All the words used by the particular person, class, profession, etc; sometimes all the words recognized and understood by a particular person, although not necessarily used by him (in full, passive vocabulary. (Webster, 1966:2046)

From the definition above, I come to a conclusion that vocabulary is knowledge of words and word meaning, individually or in-group and is used by a person to encode his/her idea and passive form which is known to person to decode something into his mind.

#### 2.2.1.1 Teaching Vocabulary

According to Themleton (2004:68) “vocabulary is not only a symbol of ideas but a part of how to improve language skills in the target of language”. Vocabulary is an important component in language, it needs to be learned in language learning. According to Michael Graves (2000) in his article accessed from internet, he says that there are four components of an effective vocabulary program:

- a. Wide or extensive independent reading to expand word knowledge
- b. Instruction in specific words to enhance comprehension of texts containing those words
- c. Instruction in independent word-learning strategies, and
- d. Word consciousness and word-play activities to motivate and enhance learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking, listening, writing and reading. The vocabulary will make the students practice life and will strengthen belief

that English can be used to express the same ideas or feeling they express in their native language (Finnocchiaro, 1974:38).

#### 2.2.1.2 Some Techniques and media to Teach Vocabulary

In teaching vocabulary, a teacher needs to use proper technique or media in order to help his students have good understanding on new words being learned. Nation (1990) in Cameron (2001:85) lists basic techniques by which teachers can explain the meanings on new words.

They are:

By demonstration or pictures

- 1) using object
- 2) using a cut-out figure
- 3) using gesture
- 4) performing an action
- 5) Photographs
- 6) drawings or diagrams on the board
- 7) pictures from books

By verbal explanation

- 8) analytical definition
- 9) putting the new word in defining context
- 10) translate into another language

#### 2.2.1.3 Descriptive text

The first type of genre that is taught to students in the seventh grade is descriptive text. The social function of a descriptive text is to describe a particular person, place or thing (Gerot and Wignell 1995:208).

In a descriptive text, there are two generic structures which must be appeared. "Description is a text containing two components i.e., identification and description. The

identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object". (Siahaan&Shinoda, 2008:89)

According to Martin et.all (1985:144) the most common characteristics of descriptive writing are as follows:

- (1) It directs from the general to specific means in the beginning the text explains the general of the thing then it is described specifically in the next until the last.
- (2) Its main purpose is to enable the reader to see what The researcher is describing.
- (3) It organizes details in a spatial arrangement.

There are significant lexicogrammatical features in descriptive text according to Gerot and Wignell (1994:208):

- (1) Focusing on specific participants
- (2) Using Attributive and identifying processes

Attributive means processes which assign a quality and identifying process means processes which establish an identity. (Gerot&Wignell, 1994:67)

- (3) Frequenting use of Epithets and Classifiers in nominal groups.

Epithet is following the numerative in the structure. This indicates some quality of the subset, which may be either 'objective' such as 'old', 'big', 'small', or it may be an expression of the speaker's attitude such as 'loathsome', 'nasty' and 'subjective' that tends to come before objective ones, however, this is a tendency and not a rule. Classifier tells us 'what type' or 'what kind'. It comes from finite set of options. A nominal group is a group of words which has a noun (a word which names a person, place, thing) as its head word and includes all additional information related to that noun. As a means of representing experience, the nominal group has a number of functional components. (Gerot&Wignell, 1994: 141-144)

#### (4) Using simple present tense

There is a general concept of descriptive text which is adapted from Hammond et al. (1992:78):

##### a. Social function

To describe a particular person, place or thing

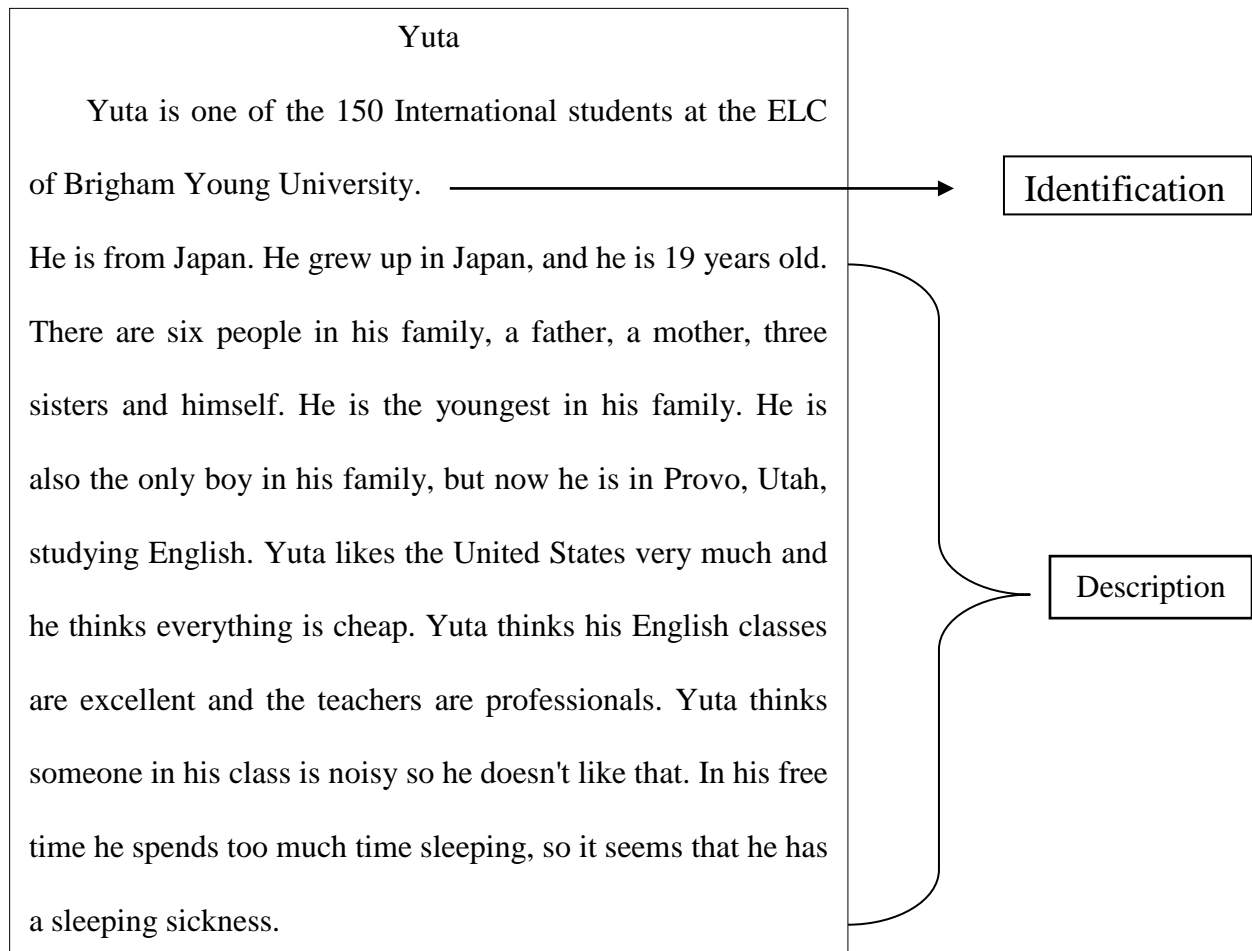
##### b. Schematic structures

- Identification: identifies phenomenon to be described
- Description : Describes parts, qualities and characteristics

##### c. Significant grammatical patterns

- Focus on specific rather than generic participants
- Use simple present tense
- Verb having and being
- Use of descriptive adjective to build up long nominal group

Example of descriptive text:



(<http://www.englishindo.com/2012/07/descriptivetext.html#sthash.QdjT5MPI.dpuf>)

### **2.2.2 General Concept of Media**

The discussions of general concepts of media are divided as follows:

#### **2.2.2.1 Definitions of Media**

Media is very important in the teaching and learning process to help students understand the lesson efficiently. On the other hand, media help the teacher deliver the material easier to the students. The use of many kinds of media is needed to achieve the purpose of teaching and learning process.

According to Hammer (2001: 134):

“as a language teacher, we use variety of teaching aids to explain language meaning and construction, engage students in topic or as the basis of a whole activity. Hence, teacher should provide various aids to support the material given.”

Gerlach and Ely (1980: 241) states that:

“Media are any person, material, or event that establishes conditions, which enable learners to acquire knowledge, skills, and attitudes”.

Another definition defined by Celce Murcia (2001:461):

“media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex.”

#### 2.2.2.2 Types of Media

Harmer (2001:134-145) explains that “there are six categories of teaching media.

They are:

(1) Pictures and images

Pictures can be thje form of flashcards, large wall pictures, Photograph, or illustrations.

(2) The overhead projectors (OHPs)

OHPs allow the teacher to prepare visual or demonstration material.

(3) The Board

White board or black board can be used as a ote pad, explanation aid, picture frame, public workbook, game board, and notice board.

(4) Bits and pieces

Bits and pieces deals with realia, languge cards, and cuisenaire rods.

(5) The language laboratory

(6) Computers

Computers can be used as reference and teaching program.

### 2.2.2.3 The Roles of using Media in Teaching-Learning Process

Media play important roles in teaching learning process. The followings are the brief expansion on the roles of media given by Celce Murcia (2001:461):

- (1) To serve as an important motivator in the language teaching process
- (2) To provide the students with content, meaning, and guidance
- (3) To lend authenticity to the classroom situation
- (4) To provide the teacher with a way of addressing the needs of both visual and auditory learners
- (5) By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming dependent on their teachers' dialect or idiolect, they can also enrich their language experiences.
- (6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- (7) Media provide teacher with a means of presenting material in a time-efficient and compact manner, and stimulating students' senses, thereby helping them to process information more readily.

As quoted by Megayanti (2010), Sadiman et al. (2003:28-79) explains that generally educational media have some advantages such as:

- (1) Making the presentation of message in order that is not really verbalism
- (2) Solving the limitation of space, time and sense of power, for example the object is too large and too small, the slow and the fast motion, the event or phenomenon in the past time, the object which is too complex, and etc.
- (3) Changing the students' passive attitude can be overcome by using Photograph as educational media, in this case, educational media are useful to motivate the students to learn.

From the explanations, it can be concluded that there are some roles and many advantages of media in teaching-learning process. Such as, giving motivation, providing a visualization or auditory sample to the students and changing the students' passive attitude to be an active by using a media.

#### 2.2.2.4 Function of Media

According to Locatis and Atkinson (1984: 13) there are three general uses of media. They are to entertain, to inform, and to instruct. Entertainment media are media used for recreation and enjoyment such as tapes, videos, movies, motion pictures, dramas , and comedies. The second use of media is to inform that is to increase awereness or present facts. The examples are newspaper, news broadcast, computerized data bases for information retrieval, and advertisements in all media. The last use of media is to instruvt. When media are used for thios purpose, progras are designed intentionally to take the viewer and/or listener from taste of not knowing to one of knowing, from a state of poor performance to a state of competence.

Based on the general function of media according to Locatis and Atkinson, the researcher concludes that in the teaching learning process, media can be used to entertain, to inform, and to instruct.

### ***2.2.3 General Concept of Photographs***

This section will explain some points about Photography. The first is definition of photograp, the second is types of Photography and the last is the advantages of using Photograph in teaching descriptive text.

#### 2.2.3.1 The Definitions of Photographs

Photographs are media that can be used in teaching learning process. As quoted by Megayanti (2010), Harmer, (2001:134) states that:



“teachers have always used pictures or graphics, whether drawn, taken from books, newspaper and magazine or Photograph to facilitate their teaching and learning process”.

Sudjana, N. Rivai, A., (2007:71) states that:

“Photograph belongs to graphical media or two-dimensional media, which can also be transferred into transparent picture by using opaque projector”.

### 2.2.3.2 The Advantages of Using Photographs in Teaching Descriptive Text

Teacher’s creativity in using media will affect the students’ result in learning. Photograph is one of the media that is appropriate to be used in teaching learning process. There are some advantages of using Photographs as a media in teaching descriptive text according to Sudjana and Rifai (2007: 72-73):

- 1) Photograph is easy to use or practical
- 2) Economical and easy to prepare
- 3) Photograph can be used for many purposes, in many kinds of educational level, and many subjects of study.
- 4) Photograph interprets an abstract concept or idea to be more realistic and simple.

## 2.2.4 *Cooperative Learning*

### 2.2.4.1 Definition of Cooperative Learning

Cooperative learning is a method designs in order that the students will make interaction to gain the objectives of the study. According to Kagan in <http://www.kaganonline.com/> “Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it”. Based on that statement, the main point of cooperative learning is teamwork. Students learn their learning material in group. They find and solve the problem of learning material by discuss it with their

friends in a group. One of the cooperative learning techniques can be used in writing process is Round-robin brainstorming. This technique can be used as a technique to practicing, reviewing, and serving a team builder. Students are divided into three or four members in each group. The teacher asks a question to each group. Student members of each group take turns writing number's answers on the paper, then pass the paper and pencil to the next person. After all of them have done taking turn, they submit their answers or ideas to the teacher.

#### 2.2.4.2 Components of Cooperative Learning Method

McCafferty, Jacobs and DaSilva Iddings (2006:4) state that there are two crucial concepts of cooperative learning. The first concept is positive interdependence. "It is the perception among group members that what helps one group member helps all group members, and what hurts one group member hurts all" (Deutsch, 1949 in McCafferty, Jacobs and DaSilva Iddings 2006:4). Positive interdependence encourages cooperation and feeling of support. The second crucial element is individual accountability. Slavin (1987) in McCafferty, Jacobs and DaSilva Iddings (2006:5) defines individual accountability as being present when the team's success depends on the individual learning of all team members. To accomplish this, groups encourage all members to participate and to meaningfully demonstrate their knowledges and skills.

Moreover, Gunter, Estes and Mintz (2007:264) suggest that cooperative learning groups have five elements. They are:

##### (1) Positive Interdependence

Positive interdependence means that everyone in the group must participate for the group to be successful. This interdependence is a function of materials, tasks, role that are

assigned to students. Role and task responsibilities ensure that everyone in the group must participate, or the group will not be successful.

(2) Individual accountability

In cooperative learning, groups strengthen an individual as well as the group. In cooperative lesson, students should be held accountable for their own learning –with test, paper, project, or parts thereof produced by individual members rather than as a group. Individuals can also be observed using a group participation checklist to ensure that everyone is responsibly completing the task or learning the assigned material.

(3) Face-to-face interaction

Pupils should be able to see and interact with each of the group members. Groups should also have promotive interactions – interactions that facilitate success. Students should be able to explain to each other how to solve problems, share information, and connect new information to previous knowledge.

(4) Social Skills

Pupils need to learn how to work well with others, how to solve the problem together, how to resolve conflicts, and how to develop leadership.

(5) Group Processing

Group members should be able to teach each other and make corrections and connections.

#### 2.2.4.3 Types of Cooperative Learning Techniques

Anthony (1963) in Richard and Rodgers (1986:15) states that:

“a technique is implementational that which actually takes places in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.”

McCafferty, Jacobs and DaSilva Iddings (2006:182-196) present several cooperative learning techniques. They are Inside-Outside Circle, Group Investigation, Group Dialoging, Graffiti, Gallery Tour, Flip It, The Five Friends, Cooperative Integrated Reading and Composition (CIRC), Co-op Co-op, Concept Formation, Concept Attainment, Circle and Square, Chalkboard Share, Jigsaw, Jigsaw II, Magic Box, Magic Sentence, Mixer Review, Murder, Number Head Together, Paper Bag Share, Paraphrase Passport, Round-robin, Think-Pair-Share.

#### 2.2.4.4 Teaching Using Round-robin Brainstorming Technique

Teaching using cooperative learning is very good for the students. Slavin (1995:2) suggest that there are many reasons that cooperative learning is entering the mainstream of educational practice. Another reason is the growing realization that students need to learn to think, to solve problems, and to integrate and apply knowledge and skills, and that cooperative learning is an excellent means to that end.

In this study, the researcher used Round-robin Brainstorming technique. In this technique, students divided into some groups. Kagan (2007) states that the Round robin option is a technique for generating and developing ideas in a group brainstorming setting. It relies on an iterative process building off consecutive contributions by each participants, conducted in either written or verbal variations.

In addition, according to Kagan (2007) in <http://betterevaluation.org/evaluation-options/roundrobin> "The basic structure of a Round robin session begins with a central theme, question, or issue which the facilitator identifies for discussion. Arranged in a circle, participants begin by considering the question. One participant is selected to lead off the process by offering a single thought or reaction, either out-loud or on a piece of paper/index card. In a verbal format, the rest of the participants remain quiet during his or her answer. Once this first participant is finished contributing, the participant sitting directly to his or her

right contributes an additional point, idea, or thought. Working clockwise around the circle, each participant either speaks or writes a single idea - ideally one which has not yet been mentioned - until a full circle has been completed or the time reserved for the exercise has passed. During this period, the facilitator records insights and central points raised. The session then concludes with a group discussion.”

<http://betterevaluation.org/evaluation-options/roundrobin>

### ***2.2.5 Classroom Action Research***

Action research is a kind of research that is conducted in the classroom by a teacher or a group of teachers with the purposes of improving the effectiveness of teaching and learning process.

#### ***2.2.5.1 Definition of Action Research***

Action research is a kind of research that is conducted in order to get a better change after research done through sequences research of procedures. It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, gathering evidence from the data, and making claims to knowledge based on conclusion drawn from validated evidence.

Mc. Niff (1972:2) views action research as the name given to an increasingly popular movement of educational research. It encourages a teacher to be reflective of her own practice in order to enhance the quality of education for herself and her pupils. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, school-improvement schemes, and so on, and as such, it actively involves teachers as participants in their own educational process.

From the definitions, action research can be defined as a kind of research which has reflective characteristic. It means the teacher as the action actor gets self-constructed

knowledge and can reflect his various programs in order to improve the rational steadiness from his actions broaden his understanding and repair the condition where teaching and learning process is done. Those are some definitions of action research according to some experts as follow:

- 1) Action research is a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflexive practice’ and ‘the teacher as researcher’. Action research involves taking self-reflexive, critical and systematic approach to exploring your teaching context. The central idea of action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. Anne Burns (2010:2).
- 2) Action research is known by many other names, including participatory research, collaborative inquiry, emancipator research, action learning and contextual action research, but all are variations on a theme. Put simply, action research is “learning by doing” – a group of people identify a problem, do something to resolve it, see how successful their effort were, and if not satisfy, try again. Cited in O’Brien 2001 which was downloaded at (<http://www.web.net/~robrien/papers/arfinal.html>).

There are many linguists giving definitions of action research in different ways, but the meaning is actually similar. Action research can be defined as “learning by doing”- a group of people identify a problem, do something to resolve it, how is the result, and if not satisfy try again and again.

There are so many technique and media that can be used in teaching learning process. From this chapter it can be seen some related literatures for this research. There are many previous studies, general concepts, definitions, types, functions, and the advantages of using technique and media to support this research. For this research the researcher use Round-

robin Brainstorming and Photograph as a technique and media to improve students vocabulary mastery.

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

In this chapter, the researcher presents the subjects of the study, role of the researcher, procedure of collecting data, and procedure of data analysis.

#### **3.1 Subject of the Study**

The subject of this study was the students of the seventh grade of MTS NU 04 Al-Maarif, Boja in the academic year 2015/2016. MTS has the same level with Junior High School. The researcher chose Junior High School because he had experienced a research like this before in Junior High School. He did his research in this school because the location was not far from where he lived and also he had a permission from the headmaster to do the research there. Based on the interview and observations, the researcher chose VII/C class as sample in doing this action research. The class consisted of 36 students. The researcher chose them as sample because of the following consideration:

- (1) Students' English vocabulary mastery in the seventh grade of MTS NU 04 Al-Maarif was poor.
- (2) The students had never learned English vocabulary using Round-robin Brainstorming and Photograph as medium.
- (3) In learning English vocabulary, the students often got bored because the teacher used conventional method (teacher-centered method).

#### **3.2 Role of the Researcher**

In this research, the role of the researcher is as the teacher and the observer. It means that the researcher conducted the teaching learning activity in his class and observed the students. The



researcher also collected the data that were needed in his research as much as he could through observation, test, and questionnaire.

### **3.3 Procedure of Collecting the Data**

#### ***3.3.1 Research Design***

The researcher used classroom action research as his research design. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve students learning. Action research is research done by teachers, for themselves; it is not imposed on them by someone else. However, in his research the researcher replaced the role of the teacher to teach and observe the students. So this is a collaborated action research.

According to Mills (2000:6), “action research is any systematic inquiry conducted by any teachers, researchers, principals, school counselors, and other stakeholders in the teaching/learning environment, to gather information about the ways their particular school operate, how they teach, and how well their students’ learn”.

Kemmis in Mills (2000:17) states that “action research consists of four step processes; planning, acting, observing and reflecting”. In other hand, Sagor (1992:18) describes that “action research as a sequential, five-step process that includes problem formulation, data collection, data analysis, reporting of results, and action planning. In this study, the researcher used Kemmis’ theory”.

From the definition, the characteristics of an action research can be identified. According to Kemmis and Taggart in Hartoyo (2011: 89), there are some characteristics of an action research, such as:

- (1) Action research is an approach to improving education by changing it and learning from the consequences of changes.

- (2) Action research is participatory: it is a research through which people work towards the improvement of their practices.
- (3) Action research is collaborative: it involves those responsible for action in improving that action.
- (4) Action research is a political process because it involves us in making changes that will affect others.
- (5) Action research starts with small cycles of planning, acting, observing, and reflecting which can help to define issues, ideas, and assumptions more clearly so that those involved can define more power questions for themselves as their work progress.

“The purpose of action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or other applied setting”. (Hartoyo, 2011: 86)

“Action research significantly contributes to the professional stance that teachers adopt because it encourages them to examine the dynamics of their classrooms, ponder the actions and interactions of students, and validate and challenge existing practices”. (Mills, 2000:11)

When teachers gain new understanding about both their own and their students’ behaviors through action research, they are empowered to:

- (1) Make informed decisions about what to change and what not to change
- (2) Link prior knowledge to new information
- (3) Learn from experience (even failures)
- (4) Ask questions and systematically find answers

According to Hidayati (2008:20), the benefits of conducting an action research are as follows:

- (1) Improving the teachers’ self confident because they have more knowledge experience to solve problem.
- (2) Helping the teachers to understand the essence of education empirically not theoretically.
- (3) Improving the students’ achievement.

There are some models in action research. Kemmis, cited in Mills (2000: 17), described the process of action research as a series of cycling activity which consist of planning, acting, observing and reflecting. It can be seen from the following figure:

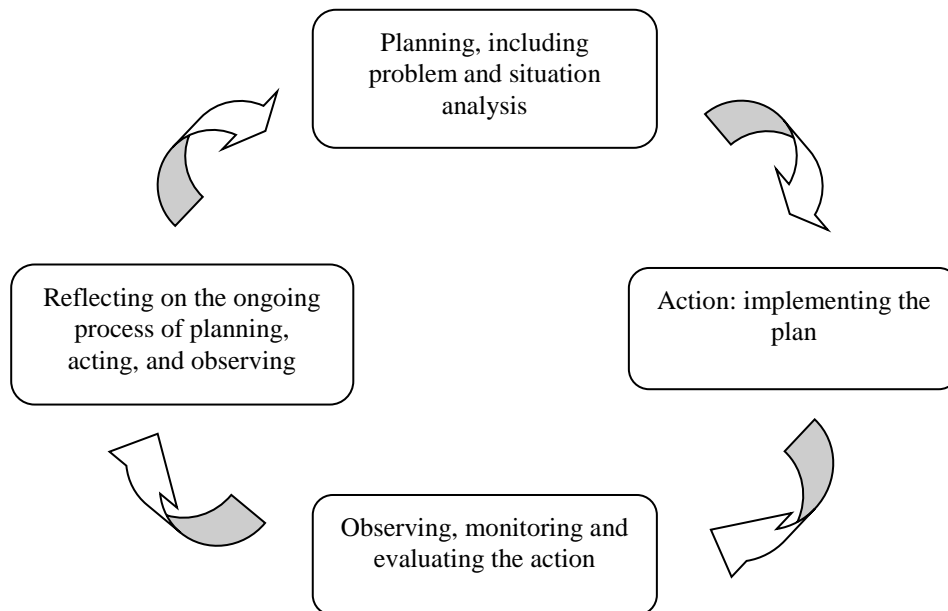


Figure 3.1. Action Research Cycle

### **3.3.2 Research Procedure**

In this study, the researcher applied two cycles. Each cycle consists of four stage as follows:

#### **Cycle 1**

The purpose of cycle 1 is to introduce the vocabulary items to the students. It consists of four stages such as planning, acting, observing, and reflecting.

##### **(1)Planning**

In this stage, the researcher designed the lesson plan that would be used in the classroom action research. The researcher also selected the vocabulary items that would be used in teaching the vocabulary through Round-robin Brainstorming and Photograph as a medium.

In the first cycle the researcher selected vocabulary about describing people. The

vocabulary was taken from the book and the internet. The researcher also prepared the observation sheet and vocabulary test. The observation sheet was used to know the students' response during teaching learning process whereas the vocabulary test was used to measure the students' achievement after the technique and medium was given.

#### (2)Acting

The researcher used Round-robin brainstorming as a technique and Photograph as medium to teach new vocabulary to the students. The students are divided into some groups. Then the teacher gave them worksheet and they started to take turn to find the words given by the teacher. This continues through the whole line of students in each group got their chance.

#### (3)Observing

The researcher conducted an assessment to find out the students' achievement in vocabulary mastery.

#### (4)Reflecting

The researcher analyzed the result of the post-test and compared it with the result of the pre-test.

### **Cycle 2**

Basically, activities in cycle 2 are similar to those in cycle 1, but the researcher added some activities to improve students' vocabulary mastery. The purposes of cycle 2 are to handle weakness in cycle 1 and to encourage the students to learn the material being taught. Similar to cycle 1, cycle 2 consists of four stages, i.e. planning, acting, observing, and reflecting.

#### 1. Planning

In this stage, the researcher designed the lesson plan that would be used in the classroom action research. The researcher also selected the vocabulary items that would be used in

teaching the vocabulary items through Round-robin brainstorming as the technique and Photographs as medium. The vocabulary items were taken from books and internet. Beside preparing the observation sheet, the researcher also prepared the questionnaire in this cycle. The questionnaire was conducted after the students did the second post-test. It was used to find out some additional data information from the students after they were taught using Round-robin Brainstorming and Photographs.

## 2. Acting

Almost the same as cycle 1, in this stage the researcher used Round-robin brainstorming to teach new vocabulary to the students and used Photographs as a medium for students to understand the vocabularies. The students did it in group work but in some different activity.

## 3. Observing

The researcher conducted an assessment to find out the students' achievement in vocabulary mastery. The researcher also gave the students questionnaire to be answered.

## 4. Reflecting

The researcher compared the result of the assessment in cycle 1 and cycle 2 to find out the significant improvement of vocabulary mastery. The researcher would also analyze the questionnaire result.

### ***3.3.3 Instrument***

Instrument is a tool used to measure the natural and social phenomena which are observed. It will help the researcher to conduct the data with the findings in the field. The instruments used in this study are:

### (1) Test

The test was in form of cloze test. The purpose of giving the test was to measure the students' achievement in learning vocabulary using Round-robin and Photograph. The tests conducted were pre-test and post-test. The pre-test was conducted for the purpose to check whether or not the students are familiar with the vocabulary. The post-test tests are used for knowing the mastery achievement changing after the cycle given by the researcher.

### (2) Observation Checklist

Observation checklist was used to know the students' behaviour during the teaching learning process and also to record what happen in the class during the teaching learning process. It was used to know students' attendance, attention, responses, activeness, and interest.

In this study, two observation checklists would be used to measure the students' participations in classroom activities. The first one was C-1 Observation Checklist or C-1 OC which would record the students' participation during the first cycle. The second one was C-2 Observation Checklist or C-2 OC which would record the students' participation during the second cycle. Each observation checklist covered students'. The observers were the English teacher of the students and the researcher. The scores of this observation were classified into five categories; they were: 5= very good, 4= good, 3 = fair, 2 = poor, and 1 = very poor.

### (3) Questionnaire

The questionnaire was used to find out some additional data information from the students after they are being taught using the Round-robin and Photographs.

## **3.4 Procedures of Data Analysis**

As explained before, there were three instruments in this research. Thus, there were also three techniques in analyzing the data. The techniques to analyze the data were how to analyze the

test, how to analyze the observation checklist, and how to analyze the questionnaire. Those techniques are explained as follows

### ***3.4.1 How to Analyze the Test***

The following steps were taken in order to analyze the test:

(1) each students' answer was assessed using the rubric of assessment below:

*Table 3.1 Rubric of Assessment*

<b>Score</b>	<b>Indicator</b>
1	Correct answer
0	Incorrect answer

(2) the correct items were counted;

(3) the final score for each student in every test was counted using the following formula:

$$\text{Student's score} = \frac{\text{number of the correct items}}{\text{total number of the items}} \times 100$$

(4) the mean of each test was calculated by using the formula below:

$$\text{The mean score} = \frac{\text{sum of total scores}}{\text{the total number of students}}$$

(5) the pre-tests and post-tests were compared (cycle 1 pre-test with cycle 1 post-test, cycle 2 pre-test with cycle 2 post-test).

### ***3.4.2 How to Analyze the Questionnaire***

According to Heaton (1975: 172), the result of the questionnaire data analysis of each issue can be classified into a range of mean below:

Table 3.2 Classification of Grade Scores

Range of mean	Students' interest	The advantage	Students' motivation	The relevancy	Sustainability
0.00– 1.00	Low	Do not help the students	Low	Not relevant	Not necessary
1.01– 2.00	Medium	Help	Medium	Relevant	Necessary
2.01– 3.00	High	Help the students very much	High	Very relevant	Very necessary

### 3.4.3 How to Analyze the Observation Checklist

The observation checklist scores were analyzed by this procedure:

- (1) each student' observation checklist were listed;
- (2) the mean of each aspect was calculated; and
- (3) the mean of each aspect of C-1 OC and the same aspect of C-2 OC were compared.

This chapter shows that the subject of this study is the students of the seventh grade of MTS NU 04 Al-Maarif, Boja in the academic year 2015/2016 class VII C. The research design that used in this study is classroom action research. There are several instrument to support this research such as; test, observation checklist, and questionnaire. This chapter also discuss techniques to analyze the data were how to analyze the test, how to analyze the observation checklist, and how to analyze the questionnaire.



## **CHAPTER IV**

### **DATA ANALYSIS AND FINDINGS**

In this chapter, the researcher discusses general description and the analysis of each activity. There are analyses of each activity started from pre test, cycle 1, cycle 2, post test, questionnaire and observation checklist. Here is the analysis of each activity.

#### **4.1 General Description**

This research was conducted in Madrasah Tsanawiyah Al-Maarif 04 in Boja. Before the researcher conducted the research, he asked the english teacher, Miss Dyah to find out the students' problems in english learning. After sharing problems with the english teacher, the researcher did the observation in class VIIC. The students of this class were smart and diligent. However, same as the problem that the researcher got in PPL, they got problem in mastering vocabulary to help them in their language skill. In their class, they were only concerned with reading skill and speaking skill. There were fewer activities in mastering vocabulary. Therefore, they were less motivated in mastering vocabulary, especially adjective words in descriptive text because adjective words is one of significant grammatical pattern of descriptive text. However, the students' lack of adjective words in descriptive text makes them difficult to learn it. So, the researcher decided to do the research in class VIIC to help them in mastering vocabulary, especially adjective words in descriptive text.

After observing the general ability on class VIIC, the researcher only have two cycles and the researcher would not continue the cycle if the students could mastering vocabulary well and could pass the grading score of 70. However, if there were still problems in the classroom and it had not solved yet, the researcher would continue to the next cycle until the problem solved.

The researcher had 6 meetings in that class, two meeting for pre-test and post-test, and 4 meetings for the cycles. In this case the researcher concerned on mastering vocabulary in descriptive text which is about adjective word. The researcher gave them the specific topics about describing people to make the students easier to observe directly. The researcher used Photograph and Round-robin brainstorming during the research. It was the way to help the students to learn so that the students could understand the material well.

#### **4.2 Pre-Cycle**

Pre cycle conducted by the researcher to giving a pre-test to the students. The purpose of this activity was to check the students' ability in mastering English vocabulary especially adjective words before the students were given the cycle. Before giving pre-test, the researcher started by asking them some questions related to the material. Then, the researcher asked the students some questions related to the theme. After that, the researcher tried to explain the outline of the material. In the end of the lesson, the students got pre-test. It took about 45 minutes. Before closing the meeting, the researcher reviewed some of their results.

The pre-test was conducted on Tuesday, October 13<sup>th</sup> 2015. There were 36 students of the seventh grade of MTS Al-Maarif Boja which consisted of 20 girls and 16 boys. The pre-test consists of 20 numbers of questions.

The result of the students' pre-test is as follows:

- 1) 29 students got less than 70;
- 2) 6 students got between 70-75;
- 3) 1 students got more than 75;
- 4) the average score in the pre-test is 54.86.

From the result of the pre-test, the researcher concluded that most of the students were still poor in mastering vocabulary. The complete result of the students' pre-test is presented in Appendix 6.

$$\begin{aligned}
 \text{The result of the students' achievement} &= \frac{\text{The total of the percentage}}{\text{The number of students}} \times 100\% \\
 &= \frac{1975}{36} \\
 &= 54.86 \%
 \end{aligned}$$

From the analysis, the result of the students' achievement in the pre test was 54.86 %. The researcher concluded that students were not familiar with the words, so teaching learning process in this activity is necessary to improve the students' achievement in mastering vocabulary.

### **4.3 Analysis of Cycle One**

The analysis of cycle one covers the analysis of the data found in action research phases of cycle one including planning, acting, observing, and reflecting. In the planning phase the researcher would like to analyze the preparation before conducting the vocabulary teaching using Round-robin Brainstorming and Photograph. In acting phase the researcher discusses the teaching and learning process. The observing phase involves the analysis of students' responses and the reflecting phase discusses the conclusion of the research and the further action that should be done in the next cycle.

#### 4.3.1 Planning

The first phase conducted by the researcher is planning. In this phase the researcher prepared everything needed in his research such as asking for permission to do research in MTS NU Al-Maarif Boja, discussing the research schedule with the english teacher, making an instrument, lesson plan, teaching material and media.

#### 4.3.2 Acting

There were two meetings in this phase. Each meeting will be explained as follows:

##### a. First meeting of cycle one

The first meeting of cycle one was conducted on October 15<sup>th</sup> 2015. There were 36 students who followed the teaching learning process in cycle 1. Firstly, the students were introduced with Round-robin Brainstorming and Photograph that would become the media in the teaching learning process. The purpose of this meeting was to give the first cycle related to mastering vocabulary using Round-robin Brainstorming and Photograph as a medium. In this cycle, the researcher started to do the first step of action research. First of all, the researcher greeted the students and checked students' attendance. Before Round-robin brainstorming was introduced to the students, the researcher explained to them about descriptive text. Then, the researcher explained the generic structure and language features used in descriptive text. The researcher also explained how important mastering vocabulary in descriptive text especially adjective words.

Finally, Round-robin brainstorming was introduced to the students. They paid attention in order to understand what they have to do when it is started. At first, the researcher gave some new words and pictures. The researcher choose describing people words for the material. The researcher introduced how to pronounce the material's words. It was aimed to check their pronunciation. After checking the pronunciation, the researcher

asked the students to divide into groups. After the students divided into groups, the researcher gave each of group students worksheet contain pictures about describing people and asked them to do it in a group work with Round-robin brainstorming technique. Before they start to do the worksheet, the researcher explain what they have to do to the students. The researcher also taught the students how to collaborate in a group work.

The researcher divided the students into 10 groups based on their chair. Every student took turns to answer the questions given on their each group based on the time that given by the researcher. Each student got 1 minute to try to answer the questions. Those continually happened until all questions were answered. The students may open their dictionary if needed or the students could ask the researcher to help them get the clue.

After they had finished, the researcher asked them to discuss the answers with their own groups. After that, the group worksheet will be exchange with another group, so that every group can see and their friends group's work. Then, they discuss it with the researcher together.

In this teaching learning activity the students paid attention seriously and interested when they were doing Round-robin brainstorming. Most of the students also looked fun when they do a groupwork that full of photos in it. After the teaching learning process, the researcher made some conclusion about the meeting.

#### b. Second meeting of cycle one

After do the Round-robin brainstorming, the researcher conducted post-test. The test was used to know the students' progress after getting the Round-robin Brainstorming and Photograph as a media to teach English vocabulary.

The first post-test was conducted on Thursday, October 20<sup>th</sup> 2013 taken from 36 students. The researcher gave 20 questions about describing people to the students. The result of the post-tests is 19 students got less than 70, 7 students got 75, and 10 students got more

than 75. From the calculation result, the average of the first post-test was 67.50. The complete result of the students' first post test is presented in Appendix 7.

$$\begin{aligned}
 \text{The result of the students' achievement} &= \frac{\text{The total of the percentage}}{\text{The number of students}} \times 100\% \\
 &= \frac{2430}{36} \\
 &= 67.50 \%
 \end{aligned}$$

From the result of the post-test, it could be calculated to know the improvement of students' average scores from the pre-test into the post-test. It was obtained from the computation below. It is based on the guidance of the assessment from Departement of Educational and Culture (Depdikbud, 1994).

$$\begin{aligned}
 x &= \frac{\text{The average of the post test} - \text{the average of the pre test}}{\text{The average of the pre test}} \times 100\% \\
 &= \frac{67.50 - 63.75}{63.75} \times 100\% \\
 &= 0,2304 \times 100\% \\
 &= 23.04 \%
 \end{aligned}$$

From the result it can be seen that there is a good improvment of teaching English vocabulary using Round-robin Brainstorming and Photograph to the students. The improvement of the students' average scores from the pre-test into the post-test was 23.04 %.

### 4.3.3 Observing

In this phase, the researcher do the observation checklist during the first treatment was observed and recorded through C-1 Observation Checklist (C-1 OC). The observers were the English teacher of the students and the writer. The result of C-1 OC is presented in Table 4.8 below.

Table 4.1 The Result of C-1 Observation Checklist

<b>Indicators</b>	<b>Average Score</b>
Attendance	5.00
Attention	4.88
Response	4.83
Activeness	4.33
Interest	4.88

Generally, all of the students showed good participation during the first cycle. They were very active and cooperative. This positive condition might be caused by the fact that they enjoy the method and material given by the researcher. The average score of each item was more than 4.00. The worst score for the students' participation was 3, and it was considered as fair. The detail of the students' participation score in Cycle 1 is available in Appendix 12.

### 4.3.4 Reflecting

The next phase conducted by the researcher after the planning, action, and observation phases were done was reflecting. In this phase, the researcher analyzed all data found in cycle one to know how the implementation of Round-robin Brainstorming and Photograph was, its strengths and weakness, students' responses toward the use of this technique and media, and the researcher's class management.

Looking at the data found in observation phase, it could be concluded that the implementation of Round-robin Brainstorming and Photograph as a medium to teach vocabulary in cycle one run well. The strengths of the first cycle were the students were very enthusiastic and active in learning vocabulary using Round-robin and Photograph and there was a significant improvement on the student's vocabulary achievements. However, the researcher found some mistakes in cycle one. Most of the students were not able to spell english words correctly. In addition, the average of the students' first post test result was unsatisfactory and under the KKM. That is why another cycle was necessary to be given to the students so that they were able to mastering vocabulary well. There were some weakness in the cycle one such as; some students could not concentrate during the teaching learning activities in form of group and the students joking each others when aswering the question. Because of that weaknesses the researcher conducted cycle two to correct it.

#### **4.4 Analysis of Cycle Two**

The researcher conducted the second cycle to improve the weaknesses in the first cycle. As in the analysis of cycle one, the analysis of cycle two covers the analysis of data found in the action research phases of cycle two including planning, acting, observing, and reflecting phase. Those activities in this cycle were basically similar to those in cycle one but in this cycle the researcher made improvement of the weakness found in the previous cycle.

##### **4.4.1 Planning**

In this step, the researcher prepared everything needed in cycle two by considering what should be improved from the weakness found in cycle one. The preparation included making the lesson plan and teaching material. The researcher made some improvement on his teaching strategy. In the first cycle there were some students who could concentrate when



doing teaching and learning activities in form of group. When the students took turn to answer the question, the students who had answer the question were disturbing the other students who were answering questions. Moreover, some of them did not pay attention to the questions but they do other activity like joking each other. So the researcher conducted the second cycle with some different ways so that they can cocentrate more in order to improve the weaknesses in the first cycle.

#### 4.4.2 Acting

In this step, the researcher implemented what he had been prepared before. In the first meeting of cycle two, the researcher conducted a second pre-test before he starts his teaching learning process. During his teaching, the researcher used Round-robin Brainstorming and Photograph for the students.

The second pre-test was conducted on Thursday, October 22<sup>nd</sup> 2015. It was taken from 36 students of the sevent grade of MTS Al-Maarif Boja which consisted of 20 girls and 16 boys. The pre-test consists of 20 numbers of questions. The test was in the form anagram and fill in the blank based on pictures given to the students.

The result of the students' pre-test is as follows:

- 1) 23 students got less than 70;
- 2) 9 students got between 70-75;
- 3) 4 students got more than 75;

the average score in the pre-test was 63.61%.

From the result of the pre-test above, the researcher concluded that most of the students were still poor in mastering vocabulary about the material because the average of score in the pre test was only 63.61%. Whereas, the students had learned about this material before in the class. The result was less than 70% (the criterion that had been stipulated by

Departement Educational and Culture), so the the Round-robin brainstorming technique and Photograph was needed to improve the students' achievement in mastering English vocabulary. The complete result of the second pre-test can be seen in Appendix 8.

$$\begin{aligned}
 \text{The result of the students' achievement} &= \frac{\text{The total of the percentage}}{\text{The number of students}} \times 100\% \\
 &= \frac{2290}{36} \\
 &= 63.61\%
 \end{aligned}$$

From the analysis above, the result of the students' achievement in the second pre test was 63.61%. Almost similar to the first pre-test, this result was less than that the criterion that has been stipulated by the Department of Education and Culture. The researcher concluded that students were still poor in mastering English vocabulary.

After the researcher conducted the second pre-test, the researcher was giving the second cycle to the students. The second cycle was conducted on the same day, Thursday, October 22<sup>nd</sup>, 2015. There were 36 students followed the teaching learning process.

In this activity, the researcher still used Round-robin Brainstorming and Photograph as a medium but in a different way. The students had to compete in winning the game in groups. So that they can more motivated in teaching learning process. Firstly, the researcher asked them about the materials given at the previous meeting. They answered enthusiastically. Then the researcher explained the purpose of the study for that day. For the main activities, the researcher explained about the material. Then the researcher gave them their previous meeting works that have been discussed with their friends. Together with the students the researcher discussed the mistake they have made in their work about vocabulary. After that, the researcher divided the students into ten groups and gave labels to the students

in the groups, for example students number one, two, three, etc. After the groups were made, the researcher explain what have they do in that groups and then the researcher start to do the cycle. In the first session, the researcher give 1 photo to each groups and each students in the groups have to take turns to name an adjective words based on photo that given by the researcher. Each group will have 1 poin for 1 adjective words that named by their members. In the second session, the researcher made each groups to be compete to answer the questions from the researcher about adjective words based on photo. Every students of each groups will scramble in answering the questions given by the researcher. As the previous session, each group will have 1 poin for 1 adjective words that named by their members. The group that have a highest poin from the two sessions will be the winner and got a present as a reward from the researcher.

The activity of the second cycle could run well. The students were active to play the Round-robin brainstorming game. They looked happy and enjoyed the Round-robin brainstorming because they could learn and play the game at the same time. The Photograph had a good effect too. Because Photograph made the students more easier to remember the vocabulary that had given by the researcher for the students. After conducting the game, the researcher made a review with the students.

#### 4.4.3 Observing

Cycle 2 Observation Checklist.

The students' participation during the second treatment was observed and recorded through C-2 Observation Checklist (C-2 OC). The result is presented by Table 4.9 below.

Table 4.2 The Result of C-2 Observation Checklist

<b>Indicators</b>	<b>Average Score</b>
Attendance	5.00
Attention	5.00
Response	4.97
Activeness	5.00
Interest	5.00

The mean of the students' participation scores in each indicator of C-2 OC was better than those of C-1 OC except in the first indicator. Students' attendance in both treatments was perfect (5.00). In C-2 OC, almost all of the students got the perfect scores except 1 student in response indicator. The detail result of C-2 OC is presented in Appendix 13.

#### 4.4.4 Reflecting

The activity conducted by the researcher in this phase was same as what he had done in the cycle one. In this phase, he analyzed all data found in cycle two to know how implementation of Round-robin Brainstorming and Photograph as a medium was, its effect and students' responses toward the use of this technique and media.

Looking at the data found in observation phase, it could be concluded that the implementation of Round-robin Brainstorming and Photograph to teach vocabulary in cycle two run better than in cycle one. In this cycle the researcher successfully solved the problems found in cycle one. By improving the teaching strategy, the researcher could catch the students' attention during teaching and learning process.

#### 4.5 Analysis of Post Test

After conducting cycle two, the researcher conducted a post-test. The post-test was conducted on Thursday, October 29<sup>th</sup>, 2015. The test was used to know the students' progress after

getting the second cycle. In the second post-test, the students did 25 items of questions that was similar to the second pre-test. When the students did their post-test, the researcher prepared the questionnaire that would be given after they did the post-test.

The result of the post-test is only 3 students got less than 70, 4 students got between 70-75, and 29 students got more than 75. The average score of the post-test was 83.78%. From the result of the second post-test, the researcher concluded that most of the students can master the English vocabulary about the material after getting the cycle, Round-robin Brainstorming technique and Photograph as a medium. The complete result of the students' post-test is presented in Appendix 9.

$$\begin{aligned}
 \text{The result of the students' achievement} &= \frac{\text{The total of the percentage}}{\text{The number of students}} \times 100\% \\
 &= \frac{3016}{36} \\
 &= 83.78\%
 \end{aligned}$$

From the result of the post-test above, the researcher could count the improvement of students' average scores from the pre-test into the post-test. It was obtained from the computation below. It is based on "petunjuk penilaian" (the guidance of the assessment from Departement of Educational and Culture).

$$\begin{aligned}
 x &= \frac{\text{The average of the post test} - \text{the average of the pre test}}{\text{The average of the pre test}} \times 100\% \\
 &= \frac{83.78 - 63.61}{63.61} \times 100\%
 \end{aligned}$$

$$= \frac{20.17}{63.61} \times 100\%$$

$$= 31.71 \%$$

From the result, it can be seen that there is an improvement in teaching English vocabulary using Round-robin Brainstorming and Photograph as a technique and medium to the students. In the first cycle, the students' average scores increased about 23.04% and in the second cycle it increased about 31.71%. So the Round-robin Brainstorming and Photograph as a medium was successful in improving the students' vocabulary mastery.

#### 4.6 Analysis of The Questionnaire

The Questionnaire was held after the second post-test. The researcher gave the students five questions to be answered. The purpose of giving the questionnaire is to answer the problem of this study.

The researcher used certain techniques to analyze the questionnaire items as follows:

##### (1) Grading the items of questionnaire

The questionnaire consisted of five questions. Each of the question had three options namely: a, b, and c. each option is given a score that shows the quality of each indicator. The score ranges from 1 to 3 as shown in the table below.

Table 4.3. The point ranges of questionnaire

Option	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

The explanation of the points is as follows:

- a) If the students chose a, the score is 1; it means that it is low.
- b) If the students chose b, the score is 2; it means that it is medium, and
- c) If the students chose c, the score is 3; it means that it is high.

## (2) Tabulating the Data of Questionnaire

The purpose of tabulating the questionnaire is to make the result of grading clearly readable. The table consists of these columns: name, score per items, total score and the mean of each item, which is presented in Appendix 14.

## (3) Finding the Mean

The formula used for computing the mean is as follows:

$$m = \frac{\sum x}{N}$$

Where: m = the mean

$\sum x$  = the sum of item scores

N = the number of the students

## (4) Determining the Graded Scores

Providing value of graded scores is very important because the result of the mean was not in integers, but decimal. The result of the questionnaire data analysis of each issue can be classified into a range of mean here:

Table 4.4 Classification of Grade Scores

Range of mean	Students' interest	The advantage	Students' motivation	The relevancy	sustainability
0.00– 1.00	Low	Do not help the students	Low	Not relevant	Not necessary
1.01– 2.00	Medium	Help	Medium	Relevant	Necessary
2.01– 3.00	High	Help the students very much	High	Very relevant	Very necessary

## (5) Matching the mean to a criterion

Based on the range of mean above, the result of the data of the questionnaire can be analyzed by referring it to the criterion below.

Table 4.5 Category of the Criterion

Issue	Mean	Category
Students' interest	2.2	High
The advantage	2.3	Help the students very much
Students' enthusiasm	2.3	High
The relevancy	2.2	Very relevant
Sustainability	2.3	Very necessary

## (6) Concluding the Questionnaire Result

Based on the result of matching the mean to the category, it can be concluded here that:

- a) The first item was given to know whether students' interest in Round-robin brainstorming technique combined with Photograph in learning vocabulary or not. The result of questionnaire showed that students' interest was high. It meant that basically many of



- them liked to learn vocabulary by using Round-robin Brainstorming and Photograph as a medium;
- b) The second item found out the students' opinion whether Round-robin Brainstorming and Photograph help them in learning new words or not. From the result it helps the students very much in learning new words, especially adjective words.
  - c) The next item, number three, it is about the students' enthusiasm in learning vocabulary by using Round-robin Brainstorming and Photograph. The result based on the criterion was high. It indicated that by using Round-robin Brainstorming technique and Photograph as a medium affect the enthusiasm of the students in learning vocabulary;
  - d) The fourth question is about the students' opinion about the relevancy. It was found that the relevancy between vocabulary offered in this action research and the vocabulary that the students often used and needed in their daily activities is very relevant. It meant that most of vocabulary that has been given easy to understand and can be useful to students in their daily activities; and
  - e) The item number five asked the sustainability of the technique and media in teaching learning process. Based on the result of the questionnaire the Round-robin brainstorming and Photograph is very necessary for the students to learn vocabulary.

#### **4.7 Result of Observation checklist**

The result of observation the researcher conducted in class are as follows:

- 1) Students' interest in teaching and learning process was high. Most of the students looked interested in teaching learning process because they had never got Round-robin Brainstorming before.

- 2) Most of the students were active in the teaching and learning process. Round-robin Brainstorming enabled the students to be more active in teaching learning process because every student took turn to answer the questions given by the researcher.
- 3) Students' comprehension in mastering the vocabulary after learning by using Round-robin Brainstorming and Photograph increased. After doing all of the cycles, the students' achievement of vocabulary mastery increased.
- 4) Students could do the vocabulary tasks better after learning through Round-robin Brainstorming and Photograph. Before learning vocabulary by using this technique and medium, the students often had difficulty in mastering English words correctly but they could do it better after the cycles. By doing Round-robin Brainstorming technique, the students got a lot of new words and by using Photograph as a medium it made the students would remember the words well.
- 5) Based on the result of the average pre test and post test the researcher concluded that the combination of Round-robin Brainstorming and Photograph successfully improves students' vocabulary mastery.

This chapter shows that Round-robin Brainstorming and Photograph are good combination to improve students vocabulary mastery. It can be seen from the result of this research. In the first cycle, the students' average scores increased about 23.04% and in the second cycle it increased about 31.71%. There is a significant improvement during the teaching learning process. Hence the Round-robin Brainstorming and Photograph as a medium was successful in improving the students' vocabulary mastery.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, a brief conclusion and suggestion were given by the researcher in order to help the teaching learning process.

#### **5.1 Conclusion**

The main purposes of this study were to find out how Round-robin Brainstorming and Photograph used to teach vocabulary to the seventh graders of MTS NU 04 Al-Maarif, Boja academic year 2015/2016, and to find out is the students' vocabulary mastery improved through Round-robin Brainstorming and Photograph as a technique and medium. Based on the result of chapter IV, the researcher concludes that:

- (1) Round-robin brainstorming technique and Photograph could be used as a technique and media to teach vocabulary. The implementation of this technique and media to teach vocabulary to the seventh graders of MTS NU Al-Maarif 04 Boja, academic year 2015/2016 run well. The responses from the teacher and the students were positive. For the students, learning english vocabulary through Round-robin Brainstorming and Photograph was very interesting and fun, and helped them to discover the meaning of new words easily.
- (2) The use of Round-robin Brainstorming and Photograph was very effective to improve student's vocabulary mastery. After the students were taught using this technique and media, their achievement on vocabulary test increased significantly. It was proven from the test result. In the pre test, the students' average was 54.86 and became 67.50 in the first post test. In the second pre test, the students' average was 63.61 and became 83.78 in the second post test.

## 5.2 Suggestions

Based on the conclusions, the researcher would like to offer some suggestions to be considered by English teachers and the next researchers.

### (1) For English teacher

An English teacher should create a good atmosphere in teaching vocabulary to the students. The teacher can apply the technique of using Round-robin Brainstorming and Photograph in teaching english vocabulary. Hence the students will not get bored during the teaching learning process because the technique and media is very fun and at the same time it helps the students in memorizing vocabulary.

### (2) For the next researchers

The researcher hopes that the next researchers can make this study as their reference in conducting a research related to Round-robin Brainstorming and Photograph in other language components and skills or in other cooperative learning and media to teach vocabulary in their research.

The researcher could say that this research was successfully done, but it would be better to use standardized tests than make their own test and add more observers to observe the teaching learning process because it would be more effective for them to handle 10 students for each.

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## Appendix 1

### LIST OF STUDENTS CLASS VII/C SD MTS AL-MAARIF BOJA

NO.	CODE	NAME
1.	S-1	[REDACTED]
2.	S-2	[REDACTED]
3.	S-3	[REDACTED]
4.	S-4	[REDACTED]
5.	S-5	[REDACTED]
6.	S-6	[REDACTED]
7.	S-7	[REDACTED]
8.	S-8	[REDACTED]
9.	S-9	[REDACTED]
10.	S-10	[REDACTED]
11.	S-11	[REDACTED]
12.	S-12	[REDACTED]
13.	S-13	[REDACTED]
14.	S-14	[REDACTED]
15.	S-15	[REDACTED]
16.	S-16	[REDACTED]
17.	S-17	[REDACTED]
18.	S-18	[REDACTED]
19.	S-19	[REDACTED]
20.	S-20	[REDACTED]
21.	S-21	[REDACTED]
22.	S-22	[REDACTED]
23.	S-23	[REDACTED]
24.	S-24	[REDACTED]
25.	S-25	[REDACTED]
26.	S-26	[REDACTED]
27.	S-27	[REDACTED]
28.	S-28	[REDACTED]



29.	S-29	[REDACTED]
30.	S-30	[REDACTED]
31.	S-31	[REDACTED]
32.	S-32	[REDACTED]
33.	S-33	[REDACTED]
34.	S-34	[REDACTED]
35.	S-35	[REDACTED]
36.	S-36	[REDACTED]

## Appendix 2

Name : .....  
St. Number : .....

### Pre Test

*I.Fill in the missing letter.*



1. B \_\_\_\_\_ Hair



2. \_\_\_\_\_ U \_\_\_\_\_ Y Hair



3. S \_\_\_\_\_ R \_\_\_\_\_ H \_\_\_\_\_ Hair



4. \_\_\_\_\_ Q \_\_\_\_\_ \_\_\_\_\_ E Face



5. O \_\_\_\_\_ A \_\_\_\_\_ Face



6. B \_\_\_\_\_ \_\_\_\_\_ R \_\_\_\_\_ U \_\_\_\_\_ Eyes

7. P N D Nose8. U L Lips9. H N Lips10. W A Chin11. A Body12. D Man13. A C A Body14. Y N Age



15. S — — — M Body

*II. Fill in the blanks based on the picture and appropriate words below.*



Mr. Bara

Mr. Bara is my uncle. He is a farmer in the country. He is 35 years old. He is handsome and He is 185 cm , so he is a (1)..... man. He has (2)..... eyes and a (3)..... nose .He has (4)..... hair. He is very strong. He has a (5)..... body. His arms and legs are strong. He has white skin. He is very dilligent. He also smart and patient. He is a nice person and we love him very much.

Big Round	Well-Bulid	Tall
Short-stright		Pointed

**Appendix 3**

Name : .....  
St. Number : .....

Please describe the person based on his/her appearance.

**a. Hair Types**



1. ....



2. ....



3. ....



4. ....



5. ....

**b. Types of Face**



1. ....

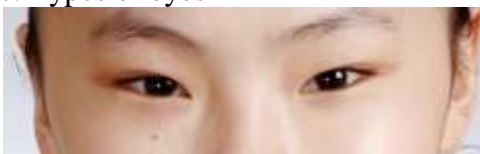


2. ....



3. ....

**c. Types of eyes**



1. ....



2. ....

d. Types of Nose



1. ....



2. ....

e. Types of Lips



1. ....



2. .... 3. ....



f. Types of Chin



1. ....



2. ....



3. ....



g. Types of Height and Build



1. ....

2. ....

3. ....

4. ....



5. ....

6. ....

7. ....

h. Age



1. ....

2. ....

3. ....



4. ....

**Appendix 4**

Name: .....  
St. Number: .....

A. Please Match the picture with the meaning words beside it.



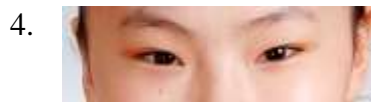
a. Slanting eyes



b. Muscular



c. Old



d. Bald Hair



e. Fat Body

B. Fill in the missing letter.



\_\_\_ A \_\_\_ hair



\_\_\_ F \_\_\_ Lips





\_\_\_ \_ A \_\_\_ Nose



B \_\_\_ R \_\_\_ U \_\_\_ Eyes



W \_\_\_ \_\_\_ Chin

C. Fill in the blanks based on the picture and appropriate words below.

1.

Sule



This is Sule. He is a comedian. He is a good man. He has a long and (1)..... hair. The color of his hair is black. He also has a (2) ..... nose. Sule wears dark (3). ..... to make a good appearance

**Appendix 5**

Name : .....  
St. Number : .....

Post Test

a. Please describe the person based on his/her appearance.

A. .... hair

C. .... nose


E. .... chin

B. .... eyes

D. .... face

F. .... body

G. .... age



## b. Fill in the missing letter

1.



W A chin

2.



O N age

3.



A body

4.



A L

5.



A hair

6.



T N lips

7.



S A N eyes

8.



I E lip

Fill in the blanks based on the picture and appropriate words below.

a.



A pretty girl who is sitting on the chair. People call her Dinda. She has a (1)..... hair that is always neat. It of her head covers her forehead. She has a white skin and two beautiful (2)..... eyes with flicks eyebrow. Her nose is not too (3)..... but also not too flat. Her face and (4)..... chin make people want to touch it. She has a sweet (5)..... lips coupled with some soft hairs above look like a mustache which add her sweetness as a girl.

Dinda's body is (6)..... She is not too high which only around 164 cm. However, she is (7)..... very energetic and active girl. She also always notices her style in dressing. She always dress attractively combined with accessories such as clocks, bracelets, rings going well with the clothes that she wears. Therefore, she is called as a Miss Fashionista by most of my friends.

thin	chubby	young
sharp	slim	black round
	long black	

b.



### Sule

This is Sule. He is a singer and comedian. He is a good man. He has a long and (1)..... hair. The color of his hair is black. He also has a (2) ..... nose. Sule wears dark (3). ..... to make a good appearance for

Glasses

Stright

Flat

**Appendix 6**

No	Code of Students	The Number of the Correct Answer	%
1.	S-1	6	30
2.	S-2	7	35
3.	S-3	7	35
4.	S-4	15	75
5.	S-5	11	55
6.	S-6	13	65
7.	S-7	12	60
8.	S-8	9	45
9.	S-9	11	55
10.	S-10	13	65
11.	S-11	11	55
12.	S-12	14	70
13.	S-13	7	35
14.	S-14	6	30
15.	S-15	11	55
16.	S-16	7	35
17.	S-17	14	70
18.	S-18	13	65
19.	S-19	7	35
20.	S-20	8	40
21.	S-21	11	55
22.	S-22	9	45
23.	S-23	12	60
24.	S-24	13	65
25.	S-25	13	65
26.	S-26	7	35
27.	S-27	10	50
28.	S-28	17	85
29.	S-29	14	70
30.	S-30	13	65

31.	S-31	12	60
32.	S-32	9	45
33.	S-33	15	75
34.	S-34	13	65
35.	S-35	14	70
36.	S-36	11	55
	$\Sigma = 36$	$\Sigma = 395$	$\Sigma = 1975$

The Result of the Pre-Test

## Appendix 7

No	Code of Students	The Number of the Correct Answer	%
1.	S-1	14	70
2.	S-2	13	65
3.	S-3	12	60
4.	S-4	13	65
5.	S-5	15	75
6.	S-6	11	55
7.	S-7	14	70
8.	S-8	14	70
9.	S-9	12	60
10.	S-10	14	70
11.	S-11	9	45
12.	S-12	14	70
13.	S-13	14	70
14.	S-14	11	55
15.	S-15	12	60
16.	S-16	16	80
17.	S-17	15	75
18.	S-18	14	70
19.	S-19	13	65
20.	S-20	13	65
21.	S-21	17	85
22.	S-22	10	50
23.	S-23	17	85
24.	S-24	17	85
25.	S-25	17	85
26.	S-26	13	65
27.	S-27	17	85
28.	S-28	17	85



29.	S-29	6	30
30.	S-30	14	70
31.	S-31	17	85
32.	S-32	12	60
33.	S-33	13	65
34.	S-34	12	60
35.	S-35	11	55
36.	S-36	13	65
	$\Sigma = 24$	$\Sigma = 486$	$\Sigma = 2430$

The Result of The First Post-Test

**Appendix 8**

No	Code of Students	The Number of the Correct Answer	%
1.	S-1	13	65
2.	S-2	14	70
3.	S-3	13	65
4.	S-4	14	70
5.	S-5	12	60
6.	S-6	11	55
7.	S-7	15	75
8.	S-8	13	65
9.	S-9	11	55
10.	S-10	12	60
11.	S-11	11	55
12.	S-12	15	75
13.	S-13	14	70
14.	S-14	9	45
15.	S-15	14	70
16.	S-16	11	55
17.	S-17	16	80
18.	S-18	16	80
19.	S-19	11	55
20.	S-20	9	45
21.	S-21	12	60
22.	S-22	11	55
23.	S-23	14	70
24.	S-24	12	60
25.	S-25	15	75
26.	S-26	9	45
27.	S-27	14	70
28.	S-28	17	85
29.	S-29	13	65

30.	S-30	12	60
31.	S-31	16	80
32.	S-32	10	50
33.	S-33	11	55
34.	S-34	13	65
35.	S-35	12	60
36.	S-36	13	65
	$\Sigma = 24$	$\Sigma = 458$	$\Sigma = 2290$

The Result of the second Pre-Test

**Appendix 9**

No	Code of Students	The Number of the Correct Answer	%
1.	S-1	19	76
2.	S-2	20	80
3.	S-3	19	76
4.	S-4	23	92
5.	S-5	22	88
6.	S-6	22	88
7.	S-7	24	96
8.	S-8	20	80
9.	S-9	17	68
10.	S-10	23	92
11.	S-11	15	60
12.	S-12	23	92
13.	S-13	21	84
14.	S-14	18	72
15.	S-15	20	80
16.	S-16	18	72
17.	S-17	23	92
18.	S-18	25	100
19.	S-19	13	52
20.	S-20	19	76
21.	S-21	22	88
22.	S-22	18	72
23.	S-23	20	80
24.	S-24	25	100
25.	S-25	24	96
26.	S-26	18	72
27.	S-27	23	92
28.	S-28	25	100
29.	S-29	23	92
30.	S-30	22	88

31.	S-31	24	96
32.	S-32	22	88
33.	S-33	20	80
34.	S-34	21	84
35.	S-35	21	84
36.	S-36	22	88
	$\Sigma = 36$	$\Sigma = 754$	$\Sigma = 3016$

The Result of the post-test

## Appendix 10

### LESSON PLAN Cycle 1

<b>Subject</b>	<b>: English</b>
<b>Level/Semester</b>	<b>: VII/2</b>
<b>Genre</b>	<b>: Descriptive Text</b>
<b>Theme</b>	<b>: Describing Person</b>
<b>Time Allocation</b>	<b>: 4 x 40 minutes</b>

#### I. Standard competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, **descriptive** dan news item dalam konteks kehidupan sehari-hari

#### II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, **descriptive**, dan news item

#### III. Indicators

##### Cognitive

1. Students are able to identify the meaning of adjective words based on the picture accurately.
2. Students are able to read adjective words with proper pronunciation, stress, and intonation.

##### Affective

1. Showing enthusiasm to the teacher's explanation
2. Showing responsibility while doing the exercises
3. Showing discipline during the class

#### IV. Learning Objectives

In the end of the study,

##### Cognitive

1. 75% Students are able to mention the name of body part based on the picture.
2. 75% Students are able to identify the meaning of adjective words based on the picture
3. 75% Students are able to read adjective words with proper pronunciation, stress, and intonation.

##### Affective

1. Students are able to show enthusiasm to the teacher's explanation
2. Students are able to show responsibility while doing the exercises
3. Students are able to show discipline during the class

#### V. TEACHING LEARNING STRATEGIES

- a. Technique : Roundrobin Brainstorming
- b. Media : Photographs

## VI. TEACHING LEARNING ACTIVITIES

No	Learning Activities	
	Teacher's activities	Students' activities
1.	<p>Introduction:</p> <ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Checking the students' attendance</li> <li>c. Motivation: showing real thing</li> <li>d. Set Induction: giving some leading question</li> <li>e. Stating objectives: starting the objectives of the study</li> </ul>	<ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Paying attention</li> <li>c. Paying attention</li> <li>d. Answering the question</li> <li>e. Paying attention</li> </ul>
2.	<p>Main activities:</p> <ul style="list-style-type: none"> <li>a. Reviewing about descriptive text</li> <li>b. Asking the students to make some groups, each group consist of 4 students.</li> <li>c. Give one photo to each group and let them discuss the adj. word of the photo in a group discussion. (round-robin brainstorming)</li> <li>d. Discussing the answers together with the class</li> <li>e. Asking the students to do exercise 2 individually</li> <li>f. Discussing the answers together with the class</li> </ul>	<ul style="list-style-type: none"> <li>a. Paying attention</li> <li>b. Making a group</li> <li>c. Discussing adjective word in form of group discussion. (round-robin brainstorming)</li> <li>d. Discussing the answers together with the class</li> <li>e. Doing exercise 2 individually</li> <li>f. Discussing the answers together with the class</li> </ul>
3.	<p>Post activities:</p> <ul style="list-style-type: none"> <li>a. Guiding the students to make the conclusion</li> <li>b. Parting</li> </ul>	<ul style="list-style-type: none"> <li>a. Making the conclusion with the teacher</li> <li>b. Parting</li> </ul>

## VIII. SOURCES AND MEDIA

- a. Sources: Internet
- b. Media: students' worksheet, pictures, netbook.

**IX. ASSESSMENT****Rubric Assessment**

No	Name	Right Answer	Calculation	Score
1	Tuti	19	$(19:2) \times 10$	95
2	Tono	11	$(11:2) \times 10$	55

Boja, Oktober 2015

Head Master

Teacher

Khusnul Huda, S.Ag

Dian Wira W



## Appendix 11

### LESSON PLAN Cycle 2

<b>Subject</b>	<b>: English</b>
<b>Level/Semester</b>	<b>: VII/2</b>
<b>Genre</b>	<b>: Descriptive Text</b>
<b>Theme</b>	<b>: Describing Person</b>
<b>Time Allocation</b>	<b>: 2 x 40 minutes</b>

#### I. Standard competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, **descriptive** dan news item dalam konteks kehidupan sehari-hari

#### II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, **descriptive**, dan news item

#### III. Indicators

##### Cognitive

1. Students are able to identify the meaning of adjective words based on the picture accurately.
2. Students are able to read adjective words with proper pronunciation, stress, and intonation.

##### Affective

1. Showing enthusiasm to the teacher's explanation
2. Showing responsibility while doing the exercises
3. Showing discipline during the class

#### IV. Learning Objectives

In the end of the study,

##### Cognitive

1. 75% Students are able to mention the name of body part based on the picture.
2. 75% Students are able to identify the meaning of adjective words based on the picture
3. 75% Students are able to read adjective words with proper pronunciation, stress, and intonation.

##### Affective

1. Students are able to show enthusiasm to the teacher's explanation
2. Students are able to show responsibility while doing the exercises
3. Students are able to show discipline during the class

#### V. TEACHING LEARNING STRATEGIES

- a. Technique : Roundrobin Brainstorming
- b. Media : Phot

## VI. TEACHING LEARNING ACTIVITIES

No	Learning Activities	
	Teacher's activities	Students' activities
1.	Introduction: a. Greeting b. Checking the students' attendance c. Motivation: showing real thing d. Set Induction: giving some leading question e. Stating objectives: starting the objectives of the study	a. Greeting b. Paying attention c. Paying attention d. Answering the question e. Paying attention
2.	Main activities: a. Reviewing about vocabular given by researcher b. Asking the students to make some groups, each group consist of 4 students. c. Give some photo to each group and let them discuss the adj. word of the photo in a group discussion. (round-robin brainstorming) d. Discussing the answers together with the class e. Making fun quiz with the class f. Discussing the answers together with the class	a. Paying attention b. Making a group c. Discussing adjective word in form of group discussion. (round-robin brainstorming) d. Discussing the answers together with the class e. Doing the fun quiz with the class f. Discussing the answers together with the class
3.	Post activities: a. Guiding the students to make the conclusion b. Parting	a. Making the conclusion with the teacher b. Parting

## VIII. SOURCES AND MEDIA

- a. Sources: Internet
- b. Media: students' worksheet, pictures, netbook.

**IX. ASSESSMENT****Rubric Assessment**

No	Name	Right Answer	Calculation	Score
1	Tuti	19	$(19:2) \times 10$	95
2	Tono	11	$(11:2) \times 10$	55

Boja, Oktober 2015

Head Master

Teacher

Khusnul Huda, S.Ag

Dian Wira W

## Appendix 12

## C-1 Observation Checklist

Students' code	Indicators				
	Students' attendance	Students' attention	Students' response	Students' activeness	Students' interest
S-1	5	5	5	5	5
S-2	5	5	5	4	5
S-3	5	5	5	5	5
S-4	5	5	5	4	5
S-5	5	5	5	5	5
S-6	5	5	5	5	5
S-7	5	4	4	3	4
S-8	5	5	5	3	5
S-9	5	5	5	5	5
S-10	5	5	5	5	5
S-11	5	5	5	5	5
S-12	5	4	4	4	4
S-13	5	5	5	4	4
S-14	5	5	5	4	5
S-15	5	5	5	4	5
S-16	5	5	5	3	5
S-17	5	4	5	4	5
S-18	5	5	5	4	5
S-19	5	5	5	4	5
S-20	5	5	5	4	5
S-21	5	5	5	4	5
S-22	5	5	5	5	5
S-23	5	5	5	4	5
S-24	5	5	5	5	5
S-25	5	4	4	3	4
S-26	5	5	5	4	5
S-27	5	5	4	3	5
S-28	5	5	5	3	5
S-29	5	5	5	5	5
S-30	5	5	5	5	5
S-31	5	5	5	5	5
S-32	5	5	5	5	5
S-33	5	5	5	5	5
S-34	5	5	4	5	5
S-35	5	5	5	5	5
S-36	5	5	4	5	5
<b>Mean</b>	5	4.88	4.83	4.33	4.88

## Appendix 13

## C-2 Observation Checklist

Students' code	Indicators				
	Students' attendance	Students' attention	Students' response	Students' activeness	Students' interest
S-1	5	5	5	5	5
S-2	5	5	5	5	5
S-3	5	5	5	5	5
S-4	5	5	5	5	5
S-5	5	5	5	5	5
S-6	5	5	5	5	5
S-7	5	5	5	5	5
S-8	5	5	5	5	5
S-9	5	5	5	5	5
S-10	5	5	5	5	5
S-11	5	5	5	5	5
S-12	5	5	5	5	5
S-13	5	5	5	5	5
S-14	5	5	5	5	5
S-15	5	5	5	5	5
S-16	5	5	5	5	5
S-17	5	5	5	5	5
S-18	5	5	5	5	5
S-19	5	5	5	5	5
S-20	5	5	5	5	5
S-21	5	5	5	5	5
S-22	5	5	5	5	5
S-23	5	5	5	5	5
S-24	5	5	5	5	5
S-25	5	5	5	5	5
S-26	5	5	5	5	5
S-27	5	5	5	5	5
S-28	5	5	5	5	5
S-29	5	5	5	5	5
S-30	5	5	5	5	5
S-31	5	5	5	5	5
S-32	5	5	5	5	5
S-33	5	5	5	5	5
S-34	5	5	5	5	5
S-35	5	5	5	5	5
S-36	5	5	4	5	5
Mean	5	5	4.97	5	5

## Appendix 14

## THE SCORE ANALYSIS OF QUESTIONNAIRE

No	Code of students	Questionnaire					Score
		1	2	3	4	5	
1	S-1	2	3	2	2	2	11
2	S-2	3	3	3	3	3	15
3	S-3	3	3	3	3	3	15
4	S-4	3	3	3	3	3	15
5	S-5	2	2	2	2	3	11
6	S-6	1	3	2	2	1	9
7	S-7	2	2	2	2	2	10
8	S-8	3	3	3	3	3	15
9	S-9	2	2	2	1	1	8
10	S-10	2	2	3	2	2	11
11	S-11	2	3	3	2	2	12
12	S-12	2	2	2	3	2	11
13	S-13	2	2	3	2	2	11
14	S-14	3	2	2	2	2	11
15	S-15	2	2	2	2	2	10
16	S-16	3	2	2	1	2	10
17	S-17	3	3	2	3	3	14
18	S-18	2	3	3	2	2	12
19	S-19	3	3	3	2	3	14
20	S-20	1	2	1	2	1	7
21	S-21	3	3	3	2	2	13
22	S-22	3	3	3	3	3	15
23	S-23	3	3	3	3	3	15
24	S-24	2	1	3	3	3	12
25	S-25	2	2	3	2	2	11
26	S-26	2	3	2	2	2	11
27	S-27	3	2	2	2	2	11
28	S-28	2	2	2	2	2	10
29	S-29	3	2	2	3	2	12
30	S-30	2	3	2	2	3	12
31	S-31	2	2	2	3	2	11
32	S-32	1	2	2	1	3	9
33	S-33	2	2	2	2	2	10
34	S-34	1	2	2	2	3	10
35	S-35	2	2	2	3	3	12
36	S-36	2	2	2	2	3	11
$\Sigma = 36$		81	86	85	81	84	417
Mean		2.2	2.3	2,3	2,2	2,3	

## Keterangan

A = 1

B = 2

C = 3

**Appendix 15****THE QUESTIONNAIRE**

Jawablah pertanyaan-pertanyaan di bawah ini dengan cara memberisilang (x) pada pilihan yang disesuaikan.

1. Apakah kalian menyukai kegiatan round robin dan media foto yang diberikan?
  - a. Tidak suka
  - b. suka
  - c. sangat suka
2. Apakah kegiatan round robin dan media fot yang diberikan dapat membantu kalian dalam menguasai kata-kata baru dalam bahasa Inggris?
  - a. Tidak membantu
  - b. menambah
  - c. sangat membantu
3. Apakah belajar dengan menggunakan kegiatan round robin dan media foto yang diberikan menambah semangat kalian dalam belajar bahasa Inggris?
  - a. Tidak menambah
  - b. menambah
  - c. sangat menambah
4. Apakah kata-kata yang telah diajarkan sering kalian gunakan dan dibutuhkan dalam kegiatan sehari-hari?
  - a. tidak
  - b. kadang-kadang
  - c. sering
5. Apakah kegiatan belajar mengajar dengan menggunakan permainan dan media perlu dilakukan terus menerus?
  - a. Tidak perlu
  - b. perlu
  - c. sangat perlu



### THE QUESTIONNAIRE

Jawablah pertanyaan-pertanyaan di bawah ini dengan cara memberisilang (x) pada pilihan yang disesuaikan.

1. Apakah kalian menyukai kegiatan round robin dan media foto yang diberikan?
  - a. Tidak suka
  - b. suka
  - c. sangat suka
2. Apakah kegiatan round robin dan media fot yang diberikan dapat membantu kalian dalam menguasai kata-kata baru dalam bahasa Inggris?
  - a. Tidak membantu
  - b. menambah
  - c. sangat membantu
3. Apakah belajar dengan menggunakan kegiatan round robin dan media foto yang diberikan menambah semangat kalian dalam belajar bahasa Inggris?
  - a. Tidak menambah
  - b. menambah
  - c. sangat menambah
4. Apakah kata-kata yang telah diajarkan sering kalian gunakan dan dibutuhkan dalam kegiatan sehari-hari?
  - a. tidak
  - b. kadang-kadang
  - c. sering
5. Apakah kegiatan belajar mengajar dengan menggunakan permainan dan media perlu dilakukan terus menerus?
  - a. Tidak perlu
  - b. perlu
  - c. sangat perlu

### THE QUESTIONNAIRE

Jawablah pertanyaan-pertanyaan di bawah ini dengan cara memberisilang (x) pada pilihan yang disesuaikan.

1. Apakah kalian menyukai kegiatan round robin dan media foto yang diberikan?
  - a. Tidak suka
  - b. suka
  - c. sangat suka
2. Apakah kegiatan round robin dan media fot yang diberikan dapat membantu kalian dalam menguasai kata-kata baru dalam bahasa Inggris?
  - a. Tidak membantu
  - b. menambah
  - c. sangat membantu
3. Apakah belajar dengan menggunakan kegiatan round robin dan media foto yang diberikan menambah semangat kalian dalam belajar bahasa Inggris?
  - a. Tidak menambah
  - b. menambah
  - c. sangat menambah
4. Apakah kata-kata yang telah diajarkan sering kalian gunakan dan dibutuhkan dalam kegiatan sehari-hari?
  - a. tidak
  - b. kadang-kadang
  - c. sering
5. Apakah kegiatan belajar mengajar dengan menggunakan permainan dan media perlu dilakukan terus menerus?
  - a. Tidak perlu
  - b. perlu
  - c. sangat perlu

### THE QUESTIONNAIRE

Jawablah pertanyaan-pertanyaan di bawah ini dengan cara memberisilang (x) pada pilihan yang disesuaikan.

1. Apakah kalian menyukai kegiatan round robin dan media foto yang diberikan?
  - a. Tidak suka
  - b. suka
  - c. sangat suka
2. Apakah kegiatan round robin dan media fot yang diberikan dapat membantu kalian dalam menguasai kata-kata baru dalam bahasa Inggris?
  - a. Tidak membantu
  - b. menambah
  - c. sangat membantu
3. Apakah belajar dengan menggunakan kegiatan round robin dan media foto yang diberikan menambah semangat kalian dalam belajar bahasa Inggris?
  - a. Tidak menambah
  - b. menambah
  - c. sangat menambah
4. Apakah kata-kata yang telah diajarkan sering kalian gunakan dan dibutuhkan dalam kegiatan sehari-hari?
  - a. tidak
  - b. kadang-kadang
  - c. sering
5. Apakah kegiatan belajar mengajar dengan menggunakan permainan dan media perlu dilakukan terus menerus?
  - a. Tidak perlu
  - b. perlu
  - c. sangat perlu

Documentation



