DEVELOPING *VI-CARDS* MEDIA TO TEACH VOCABULARY OF DESCRIPTIVE TEXT FOR THE SEVENTH GRADERS

(The Case of the Seventh Graders of SMP N 1 Rembang
in the Academic Year of 2016/2017)

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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ABSTRACT

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Keywords: *VI-Cards Media*, Vocabulary, Descriptive Text

This study is aimed at developing media to teach vocabulary on descriptive text for the seventh graders. The purpose of this study is to find out the problems of junior high school students in increasing the vocabulary and figure out how the media of *VI-Cards* will be developed. It is also intended to know how effective of using *VI-Cards* in improving the students' vocabulary.

The Research and Development (R & D) method was conducted by having preliminary survey, need analysis, designing and developing the prototype of the product, conducting limited testing and product validation, having a revision process and describing the research result. The subjects of the study were the seventh graders of SMP N 1 Rembang in the academic year of 2016/2017. The instruments used were pre questionnaire and post questionnaire for the students and teacher, and also pre-test and post-test for the students.

The comparison between pre-test and post-test average scores showed that the students' vocabulary rise from 52,8 in pre-test to 77,6 in post-test. From the result of the pre-test and post-test, it can be conclude that the *VI-Cards Media* was effective to improve the students' vocabulary and the students' interest in learning English.
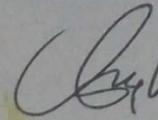
APPROVAL

This final project has been approved by a Board of Examination of the English Department of the Languages and Arts Faculty of Semarang State University on

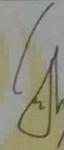**Board of Examination:**

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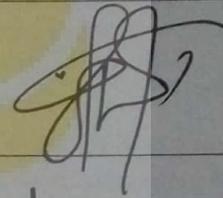   NIP. 196008031989011001

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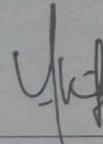   NIP. 197411042006042001

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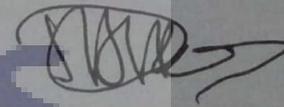
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MOTTO

"It's never too late to be what you might have been"

(George Elliot)

to my family and great people around me;
thank you for all the kindness and never ending supports

PERNYATAAN

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Menyatakan bahwa skripsi / final project yang berjudul:

DEVELOPING *VI-CARDS* MEDIA TO TEACH VOCABULARY OF DESCRIPTIVE TEXTS FOR THE SEVENTH GRADERS
(The Case of the Seventh Graders of SMP N 1 Rembang
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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar benar merupakan kerja saya sendiri, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan ujian. Semua kutipan, baik langsung maupun tidak langsung, baik yang diperoleh dari sumber perpustakaan, maupun sumber lainnya, telah disertakan keterangan mengenai identitas sumber dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, penulisan skripsi/ tugas akhir/ *final project* tetap menjadi tanggung jawab saya sendiri.

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CHAPTER I

INTRODUCTION

This chapter would describe the background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the study.

1.1 Background of the Study

English nowadays serves as lingua franca in many parts of this world. Harmer states that lingua franca is a language that is used between two people or group for communication. The language is used as second language for one or both of people (Harmer, 2001). It shows that English has power as language for communication. In Indonesia, English is taught from elementary level as local content, up to secondary level as compulsory subject.

Vocabulary is one of the crucial language component that language learners need to be able to use, in order to develop their language skills. This statement is supported by Hatch and Brown (1995) they say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication" (p.1). It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. Language learners need a great range of vocabulary to be able to understand a text written in English, comprehend the message, and also to speak and write in English. Therefore, vocabulary is one of the important language components that students should have.

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As already stated above, learners need various vocabulary when learning English language. It is one of the most critical language components that students need in learning English language. Vocabulary is the basic components for building their language skills, without vocabulary it will be very hard for the students to build their language skills.

The teacher should also focus on vocabulary during teaching and learning process. Concerning the vocabulary teaching in junior high school, there are various methods and techniques which have been applied in the classroom. To get more information about the issue, the writer did an observation in SMP Negeri 1 Rembang. The writer chose this school because it is the school that need more attention about the learning motivation especially in English subject. The English teacher at that school still used the conventional teaching ways to teach vocabulary to the students. Students are asked to find and collect some difficult words in the text. After that, they are asked to discuss and find the meaning by looking in the dictionary. The ideal condition of vocabulary teaching is the teacher should teach the meaning of the words and the kind of the words, not only translate the words and asked the students to read it in chorus.

Another problem is the students did not take attention in teaching learning process. Some of the students are busy talking with their friends or even doing other lesson homework when the teacher asked one of the students to present the vocabulary they already memorized. The students were not interested in learning vocabulary, because they did not have any interesting activity in it.

In the other case, the teacher stated that she has difficulties in controlling the students and finding the appropriate media to enhance the students' competence in mastering the vocabulary. Moreover, sometimes the teacher has difficulties to develop the material that meet the standard of competence and basic competence in the current curriculum. All of the problems are found in the school. However, there are some significant problems found including those related to developing the learning materials. Actually, some teachers have already developed some materials on their own, but the result showed that their own materials are not effective. They used PowerPoint slides containing some simple pictures. It could not attract the students to give their attention to the learning material.

One of the teaching media that could attract the students in learning process is the use of game. According to Hadfield (1996) in Kartini, that there are many kinds of games that can be used in language learning such as, guessing games, search games, matching games, matching-up games, exchanging games, exchanging and collecting games, arranging games, board games and card games, and puzzle solving. One of the games that can effectively use in the class is card games. The card games were chosen because it develops students' vocabulary to productively use their receiptive vocabulary. Moreover, card games are fun and make the students enjoy the lesson.

Based on the explanation above, the writer choose to develop and use the modified card games as a media in teaching vocabulary because its barely find the research that focused on media to teach vocabulary of descriptive text especially for public places around us theme. The writer try to develop a card game called

VI-Cards which consist of some cards with pictures and its meaning. The application of *VI-Cards* will appropriate to be implemented in teaching vocabulary as it is effective and interest the students to join the activity. This study aims to design and develop *VI-Cards* to solve the problem that the school faced. By developing *VI-Cards*, this research aims to show the school teachers how pictures can be very interesting as learning material.

1.2 Reasons for Choosing the Topic

The reasons for choosing the topic "Developing *VI-Cards* Media to Teach Vocabulary of Descriptive Texts for the Seventh Grader" are because the writer find some problems that faced by the teacher in developing an interesting media to help the students in learning new vocabulary in English language. The writer also wants to give some descriptions to the readers about what the *VI-Cards* media and how to develop it. In addition, most of the students are difficult to memorize vocabulary just by reading the textbook or by repeating their teacher. Both of teacher and students need a simple and interesting media to support English teaching and learning in the classroom.

1.3 Statements of the Problems

In this research, the writer presents a problem concerning the developing *VI-Cards* media to teach vocabulary of descriptive text for the seventh graders as follows:

1) What media are needed to teach vocabulary of descriptive text?

2)   How is the *VI-Cards* developed as media to teach vocabulary of descriptive text?

3)   How effective is the use of *VI-Cards* in teaching students' vocabulary of descriptive text?

1.4   Objectives of the Study

Based on the problems given above, the objectives of the study are as follows:

1)   To find out the media that are needed to teach vocabulary of descriptive text.

2)   To describe how the *VI-Card* is developed as media to teach vocabulary of descriptive text.

3)   To decide whether the use of *VI-Cards* is effective to teach students' vocabulary of descriptive text.

1.5   Significances of the Study

This study is expected to give some contribution to the English teaching and learning in the following ways:

1)   For English teachers, this study can encourage teachers to develop their own learning materials at least for small scale.

2)   For students, the research can encourage their motivation and interest in learning English as a foreign language and help them to mastering the vocabulary easily.

3) For the researcher, this study can develop the researcher's ability in developing English learning materials to improve the quality of learning English.

1.6 Scope of the Study

To limit the wide range of the topic, the writer focus more intensively on the problems that have been found in this study are:

1) It is a kind of research and development (R & D) of seventh graders at the SMP N 1 Rembang. This is descriptive qualitative study because its purpose is to gain some results of developing and implementing the media in the form of qualitative data. Then, the data were analyzed and interpreted in descriptive way.

2) The subject of the research was focused on teaching learning process in an English clasroom at the seventh graders of SMP N 1 Rembang.

3) The analysis was focused on the development of *VI-Cards* in teaching vocabulary of descriptive texts.

4) The next analysis was focused on the implementation of *VI-Cards* to teach vocabulary of descriptive texts.

5) The analysis was tried to find out the effectiveness of *VI-Cards* as the media of teaching vocabulary of descriptive texts.

1.7   Definiton of the Key Terms

In order to avoid ambiguity and also to make this study become easier to be understood, the definition of terms in the study will be drawn briefly as follows::

1) **Research and Development** is a process of one research design used to design, develop and validate new educational product and procedures which then are systematically field-tested, evaluated, refined until they meet specified criteria of effectiveness, quality, or similar standards (Borg and Gall, 2007).

2) *VI-Cards* is a kind of card game that consist of some pictured cards, and has information reffering to the picture. This learning media is a set of cards that consists of 36 cards which arranged into 6 categories, each category has 6 cards; 1 card for the main topic card and 5 supported cards .

3) **Vocabulary** is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331).

4) **Descriptive text** is a kind of text that is aimed to describe a particular person, thing, or place (Gerot, 1995:208).

5) **Questionnaire** is an instrument to gather information from the students based on their needs, interest, like and dislike, about teaching and learning process, and about the students' opinion on the writing class using process approach.

1.8   Outline of the study

This study is outlined into chapters and subchapters as follows:

Chapter I discuss the background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significanses of the study, scope of the study, definition of key terms, and outline of the study.

Chapter II illustrates review related literature which consists of previous study, review of theoretical background that consists of the theory of teaching media, the definition of material developments, the definition of descriptive text, the definition of vocabulary, teaching and learning English vocabulary, teaching language using games, the theory of *VI-Cards*, and theoretical framework that underlying the theory of research and development method.

Chapter III discusses the method of investigation. It includes approach of the study, qualitative research, R&D research, object of the study, subject of the study, instruments of data collection, method of developing media, method of collecting data, method of data analysis,

Chapter IV describes the results of the study based on data analysis and the discussion of research finding.

Chapter V contains the conclusions and suggestions. This chapter concludes the study and provides suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theoretical description which present the definition and discussion of some theories which are related to the theory of learning materials, theory of teaching media, and theoretical framework that underlying the theory of research and development method.

2.1 Review of Previous Studies

Senior high school's students have the difficulties in exploring, building, and expressing their argument and recommmendsation on spoken hortatory text. Kartini (2013) conducted a research at developing media of teaching spoken hortatory exposition text to find out the problem of the senior high school's students in mastering spoken hortatory exposistion and to figure out how the media of quartet card game was developed. It is also intended to investigate how effective of quartet card game in improving students' speaking skill. The design of this study is Research and Development (R & D) that used the stepss proposed by Borg & Gall (2007) and Sugiyono (2009). From her studies, it was found out that the students got difficulties to explore, build, and express their argument and recommendations. After using the quartet card that she developed, the scores between pre-test and post-test raised from 64.35 in pre-test to 75.43 in post-test. The result of this study proved that the media of quartet card game was effective to improve students' spoken hortatory exposition.

Vocabulary mastering is one of some difficulties that faced by the juior high school's students. Putri (2012) found out some problems in mastering vocabulary on seventh graders students of SMP 2 Grabag. That is why she conducted a research using action reasearch design that consisted of two cycles with three meetings for each one. The data were qualitative in nature. They were obtained from observations during the teaching and learning process, interviews with the students and the English teacher, and from the photographs. The data were in the forms of vignettes, interview transcripts, and photographs. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Time triangulation and investigator triangulation were also applied to check the trustworthiness of the data. The results of this study showed that there were improvements of students' vocabulary mastery. It could be seen from the results of classroom observation toward students' achievement during the lesson. The students' involvement during the implementation of the games was improved. It showed the better results instead of before the actions. In addition, the implementation of the games and the complementary actions were successful to help the students in memorizing and understanding new words easily. Finally, they could implement those vocabulary in the written tasks given correctly. In conclusion, the students' vocabulary mastery was improved through the implementation of games.

Teachers are facing some problems in developing media for teaching vocabulary for junior high school students. There are two subjects of the research

that conducted by Annisa (2015) First, the eighth grade students of SMP Islam Al Madina Semarang in the academic year of 2014/2015. Second, the English teacher of SMP Islam Al Madina Semarang. R&D (Research and Development) approach was adopted in this study. The study revealed that the problem faced by the English teacher was lack of media for teaching vocabulary. The students were bored of vocabulary learning. The need analysis showed that the students needed various vocabulary items. The English teacher believed that the vocabulary teaching media should be interesting and colorful. Through the process of drafting, trying out, and refining the Quartet Card Games it was found that some cards contained ambiguities. To avoid any ambiguity check (√) and cross (x) signs were added to some cards. It is suggested that the teacher choose appropriate vocabulary teaching media. It is also suggested that further research is conducted to gain better understanding of the vocabulary teaching media.

Students' of elementary school are needed an interesting learning media to help them in mastering vocabulary of English. The study that conducted by Bewafa (2014) is aimed to know the problems faced by the English teacher and the fourth grade students of SD N 2 Sekaran in the vocabulary teaching and learning, and also to know how to develop teaching media of *Kangaroo Smart Frieze*. The Research and Development (R & D) approach was adopted by conducting the preliminary survey, designing and developing the prototype of the product, conducting limited testing and product validation, having a revision process and describing the research result. The subjects of the study were the fourth grade students of SD N 2 Sekaran in the academic year of 2013/2014. The

instruments used were questionnaires, interview guideline and test. According to the interview to the English teacher and students, it can be concluded that the vocabulary teaching media *Kangaroo Smart frieze* needs to be developed with the focus on the quality of the media and also the variety of games played. The development of *Kangaroo Smart Frieze* was started by observing and interviewing the English teacher and students. After doing that, the process was continued by planning the data collecting instrument of vocabulary teaching media. The main consideration was based on the English curriculum (syllabus) of the fourth grade students of elementary school and also some related theories. Moreover, the data collecting instrument was arranged into two main parts which included the need analysis of the students and English teacher. The further step was designing the prototype. The development process was then followed by other steps; product validation, try-out (limited testing) and revision of *Kangaroo Smart Frieze*. The results of the students' test by using *Kangaroo Smart Frieze* as the vocabulary teaching media, and also the assessment from the experts were very good. Therefore, it could be concluded that *Kangaroo Smart Frieze* has a good prospect to be used in the vocabulary teaching and learning process. As suggestion, the teachers should always try to choose appropriate vocabulary teaching media, and the future researchers should conduct better research and development to develop better vocabulary teaching media for elementary school students.

The study from Aulia (2013) concerns about the use of manual Super Text Twist game to improve the students' vocabulary mastery. Therefore, the objective

of this study is to obtain how well the game contributes for solving vocabulary problems of Junior High School students. This study was conducted by using classroom action research design. The subjects of this study were VIIIB students chosen by using purposive sampling technique. There were two cycles in this study. The treatment was given in each cycle. In order to get data, she used several instruments. They were tests, questionnaires, and observation checklists. She gave several pre-tests and post-tests to obtain the improvement of the subjects' vocabulary mastery. In order to carry out the subjects' opinion and interest toward the learning process, she used the questionnaires. She also recorded the subjects' behavior in an observation checklist. The result of this study showed that there was a significant improvement of the subjects' vocabulary mastery. It was proved by the high increase between the subjects' score of initial pre-test and final post-test. The average of the initial pre-test scores was 64, while the average of the final post-test was 80. In addition, the subjects gave positive perception, opinion, and interest toward the learning process by using the game. This fact was supported by the result of the questionnaires. Moreover, participation of the subjects increased after the treatment was given. The subjects were more enthusiastic in participating the learning process. This condition was based on result of the observation checklist. According to the results above, it can be concluded that game gives positive contribution to the improvement of the subjects' vocabulary mastery. The use of the game is recommended for English teachers as an alternative technique for teaching

vocabulary. Through this technique, teachers are able to enhance students' interest and motivation in the learning English.

The study that conducted by Hidayati (2016) is about the use of charade game to teach vocabulary in the seventh graders of MTs. Miftahul Khoirot Branjang in the academic year of 2014/2015. This research is conducted by using quasi-experimental design. The population is all seventh graders of MTs. Miftahul Khoirot Branjang in the academic year of 2014/2015. The researcher chooses 54 students from two classes as the sample of the study, 27 students as experimental groups and 27 students as control group. In the pre-test, the average score of experimental group is 59.70 and the average score of control group is 57.63. Then, the experimental group is taught by using charade game whereas the control group is taught by using conventional method. The results from post-tests show that the average score of experimental group is 87.26 whereas the average score of the control group is 79.26. After calculating by t-test, the result of the t-value is 3.05 and t-table is 2.006. The t-value of the post test is higher than the critical value means that statistically there is significant difference between two groups. Since the experimental group gets higher average scores (87.26 > 79.26), it can be concluded that teaching vocabulary using charade game results better achievement.

In conclusion, this study is different in some ways from the previous study, particularly on the object and subject of the research. This study was focused on developing product in educational field. It was the media that called *VI-Cards* that is used to help the teacher and students in the learning and teaching process of

vocabulary on descriptive text for seventh graders that never used any media to learn vocabulary of descriptive text especially about public places around us. The application of *VI-Cards* will appropriate to be implemented in teaching vocabulary as it is effective and interest the students to join the activity. This study aims to design and develop *VI-Cards* to solve the problem that the school faced. By developing *VI-Cards*, this research aims to show the school teachers how pictures can be very interesting as learning material.

2.2 Theoretical Review

This part gives us detailed of elaboration about grounded theory of this study. It covers some components such as; teaching media, the definition of material development, descriptive text, vocabulary, teaching language using game, teaching English for Junior High School, teaching and learning vocabulary, and *VI-Cards* media.

2.2.1 Teaching Media

Media would help learners identify or describe someone or something. There are some experts giving their opinions dealing with media. According to Gerlach and Ely, media are any person, material, or event that establishers condition which enables learners to acquire knowledge, skills, and attitude (1980:241). Meanwhile, Hamalik says media is used to motivate students in teaching and learning process, inside or outside the classroom (1989:18). In line with them, Brown states media

are tools or physical things used by teacher to facilitate the instruction in the teaching and learning process (1977:2)

Based on the definitions above, it can be summarized that the use of media is significant in the teaching and learning process. It can help students in understanding a particular lesson. For example, if we want to explain about animal, media like puppet, realia, pictures, and so forth might help students visualize these animals easily.

There are various kinds of media we can find. According to Gerlach and Ely (1980), media to teach are classified in to six categories such as:

1) Picture

   Picture consists of events, photographs, or objects. Pictures sometime are larger or smaller than the object represents.

2) Audio recording

   Recording is in the form of magnetic tape, disc, motion picture, and soundtrack.

3) Motion picture

   A motion picture is a coloured or black and white moving picture that is produced from graphic representation.

4) Television

   This category includes all types of audio video electronic distribution system which eventually appears on TV monitor.

5) Real things, simulation, and model

People, events, objects, and demonstration of real things are constructed with other media to be a model.

Sadiman et al (2011) argues that instructional media for teaching and learning process can be divided into five categorizations as follows:

1) Games and Simulation

The example of games and simulation are words, people, and role playing, and so forth.

2) Visual Media

Media which can be seen and has function to distribute the message from the speaker to the receiver. For example: pictures/photo, sketch, diagram, chart, cartoon, map, globe, flannel board, and so forth.

3) Audio Media

This media are useful because of their sounds. The examples are radio, tape, or CD.

4) Audio-Visual Media

Those media are useful because of their sounds and pictures. The examples of the media are TV, video, computer, DVD, and the like.

5) Projected Media

Slides, film strip, OHP, projector are the model of projected media.

From the categories given by Gerlach and Ely, and Sadiman, there are many kinds of media which can be used in explaining the material in the teaching and learning process. Therefore, when teacher wants to choose certain media, she

or he must select appropriate media that consider their students' characteristics that directly relate to the teaching and learning process (Gerlach & Ely, 1980:254). For example, the use of cartoon film like Mickey Mouse is more appropriate for students of elementary school than students of high school.

According to Brown (1977:76), there are six principles of selecting the media that are summarized as follows:

1) Content

   Does the medium have significant relation with the lesson?

2) Purpose

   The media should contribute to the teaching-learning process. It should be able to facilitate the teaching-learning process.

3) Price

   The teacher should consider that the cost is in accordance with the educational result derived from its use.

4) Circumstance

   The teacher should take into account the school where she/he teaches. It should be answering the question of "would it function effectively in the environment or not?"

5) Learner's verification

   The teacher should be sure that the aid has been tested to certain students.

6) Validation

   The teacher must think whether there are data confirming that students learnt accurately through the use of aid.

It can be summarized that in deciding the use of media, not only should teachers know the students' characteristics; they should also pay attention to several principles in choosing the media to make a better result of teaching and learning process.

2.2.2 Definition of Material Development

The term material in language teaching and learning refers to everything used to help teaching language learners (Tomlison, 1998), and to facilitate teachers and learners in the language learning (Richards and Schmidt, 2002). It can be in the form of linguistics, visual, auditory, or kinaesthetic. It may be presented in print (a textbook, a workbook, a photocopied hand-out, so forth), audio or video form, on CD-ROMS, on the internet or through live performance or display. Basically, everything that presents or informs about the language being learned (English) can be used as learning materials (Tomlison, 1998).

Teachers may use the available learning materials like textbooks or develop their own by compiling from some sources such as newspaper, internet, article, and the like and then adapt them to adjust with learner needs. However, English teachers are recommended to develop learning materials by themselves in order to meet their learners' needs. To meet learners' needs, Tomlinson (1998) suggests that learning materials should give learners experiences to interact with authentic use of English through spoken and written texts.

According to Tomlinson (1998:2), material development is everything made by people (the writers, the teachers, or the learners) to give and utilize information

and provide experience of the using language, which is designed to promote language learning. So, in developing materials they need to identify, first, learners' needs and consider the objective of the learning. Then, they can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials (Tomlinson, 1998). Tomlinson also sums up some basic principles of developing learning materials for language learning as follows:

1) Materials should achieve impact

   Impact is achieved when students are interested, curious, and pay much attention to the material.

2) Materials should help learners to feel at ease

   Sometimes, students feel uninterested, anxious, and bored during teaching and learning process. When students are at ease, however, they are comfortable and relaxed when producing language.

3) Materials should help learners to develop confidence

   When students are at ease, they can develop their confidence in producing the language during the teaching and learning process.

4) What is being taught should be perceived by learners as relevant and useful

   The material being taught should be related to learners' needs and learners' interests. They should be able to practice it by using their target language not only in their real-life but also in the classroom.

5) Materials should require and facilitate learner self-investment

The material, even media, should allow students to carry out many activities in learner-centered classroom. The media should also facilitate students when they do the activities.

6) Learners must be ready to acquire the point being taught

Teacher can use the material that is familiar with students' life. It means that the material should be related to students' interest and students' needs.

Those principles must be considered in developing learning materials. According to those principles, materials developer must consider some factors. First, before the developer begins to develop learning materials, she or he should identify the learners' and learning needs. Then, she or he analyses the needs and collects materials suitable with the needs. After that, she or he should determine them possible approaches and techniques which can be used by considering the condition of the learners and the possible situations of language use which the students will encounter.

2.2.3 Definition of Descriptive Text

One of the texts that is taught in junior high school is descriptive. Gerot (1995:208) states that descriptive text is a kind of text that is aimed to describe a particular person, thing, or place. It has the generic structure as follows:

1) Identification which identifies phenomenon to be described,

2) Description which describes parts, qualities, characteristics, and

3) The linguistic feature focusing on specific participants, the use of attributive and identifying process, the frequent use of epithets and classifier in nominal groups, and the use of simple present tense.

According to Anderson (1997:86), descriptive text is also called as information report. He defines it as a piece of text that presents information about a subject. An information report usually contains facts about the subject, a description and information on its behavior and qualities. Anderson also classifies the features of an information report, but in different terms. They are as follows:

1) A general opening statement

    It introduces the subject of the report. It can include a short description and a definition.

2) A series of paragraphs

    It is usually a new paragraph describes one feature of the subject and begins with a topic sentence.

3) A conclusion

    It summarises the information presented and signals the end of the report.

4) The linguistic feature

    The linguistics features usually found in an information report are as follows:

    - Technical language related the subject

    - Generalised terms

    - Use of timeless present tense

2.2.4 Definition of Vocabulary

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995). They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication" (p.1). it describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well.

In addition to those definitions of vocabulary, Caroline T. Linse (2006:121) also gives a clear definition of vocabulary. She states that vocabulary is simply the collection of words that an individual knows. Those words are parts of a language, because basically a language consists of words. Vocabulary can be in the form of nouns, verbs, adjectives and adverbs. However, course book for young learners often emphasize nouns because they are easy to illustrate and because often young learners don't have literacy skills, so the only words that can easily be featured are nouns.

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

From the definition above it can be conclude that vocabulary is a list of words which has numerous functions that can be used in our communication. It conveys meaning, express feeling, intentions and desires. The more vocabulary

we have the more easier for us to communicate. Therefore, it is necessary for learners to have sufficient and useful vocabulary.

2.2.5 Teaching and Learning English Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001. p: 285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

According to Hornby (1995. p: 125), "teaching" is defined as giving instruction to somebody"s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002: 2) states that the condition should help

learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

2.2.6 Characteristics of Junior High School Students

The seventh graders are chosen as the subject of this study because they are in the basic level of junior high school that still need a lot of help in learning English. Teaching the seventh graders means teaching 12 to 14 years old students. The general characteristics of the 12 to 14 years old, according to Waddel (2005: 29-38) are:

1) They find themselves much more drawn to their friends than to their family.

2) Their interest in school activities is no longer welcome.

3) They like to make particular groupings or particular "ganging".

4) When they are in school, they like to do interesting learning activity.

5) They like to be commended for what they have done.

6) They always try to look for sympathy or interest from others.

Based on the explanation above, it can be said that 12 to 14 years old youths like to do something with their peers. They tend to avoid going to school with various reasons which may be caused by boring learning activity. Therefore, it is better to apply a teaching technique which is suitable with their

characteristics, such as cooperative learning technique, in teaching them because it can allow them to work with their friends in finding the solution of their problems.

2.2.7 Teaching Vocabulary in Junior High School

Nowadays, there is the newest curriculum in Indonesia. It is called 2013 curriculum. This curriculum is implemented in elementary school, junior high school, and senior high school.

Based on 2013 curriculum, the seventh graders are supposed to be able to master a lot of vocabularies related to greetings, partings, gratitude, apology, introducing oneself, name of days, months, years, instruction, short notice, warning/caution, animals, things, public areas, label, shopping list, and descriptive text (Kemendikbud, 2013:66)

The English vocabulary referred to this study only focuses on vocabulary related to descriptive text. Based on the third basic competence (3.7 & 3.8), students are supposed to be able to understand the social function, text structure, and linguistics elements in the text to express, ask the character, behavior/action/function of people, animals, and objects according to its context. Therefore, the students should be able to master a lot of vocabularies as the first preparation to achieve the basic competence as vocabulary knowledge is the single most important factor contributing to reading comprehension (Laflamme, in Prezler, 2006: 4).

2.2.8 Teaching Language Using Games

Harmer (2007:51-52) states that one element necessary for successful teaching and learning in class is engaging. Engaging is the point of a teaching sequence where teachers try to arise the students' interest. Thus involving their emotion, activities and materials which frequently engage students include: games (depending on age and type), music discussion (when handled challengingly), stimulation pictures, dramatic stories, amusing anecdotes, etc.ggg

Kim (1995:35) presents six advantages of using the language games in the classroom, which are:

1) Games are motivating and challenging.

2) Games are as a welcome break from the usual routine of the language class.

3) Games help the students to make and sustain the effort of learning.

4) Games provide language practice in the various and integrated language skills.

5) Games encourage students to interact and communicate to each other.

6) Games create a meaningful context for language that is being learned by the students

Andreas Wright, et al (1986:1-2) in their book games for language learning,state four major advantages of using games in language learning.

1) Games help and encourage many students or learners to sustain their interest and work on learning to language.

2) Games can help teachers to create context in which language is useful and meaningful. Teaching English involves the teaching of patterns. This patterns can be taught meaningfully through games.

3) Games provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.

4) Games can be found to give practice in all the skills, in all the stages of the teaching learning sequences and for many types of communication.

In conclusion, games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills and the use to practice many types of communication which is in line with the objectives of the teaching skills.

2.2.9 VI-Cards

VI-Cards is a teaching media developed from the compilation of some common teaching media such as flash card and quartet card. The name of *VI-Cards* is indicated that this card game is not the same as usual *VI-Cards*, but a modified quartet that consists of six cards in each category. In addition there will be a guidance note on how to play the *VI-Cards*.

Later on, *VI-Cards* can be used as media for teaching and learning of vocabulary. This kind of game can be used during the English class and in any

leisure time. This card game is also designed to be an English routine which can help students to memorize the vocabulary in interesting way. Stated by Dobbs (2001:25) in Bewafa as follows:

> Because repetition seems to be the most important factor in long term retention of new vocabulary, students must have multiple, varied opportunities, at levels appropriate to their competencies, to experience (both to receive and to generate) each new word. I argue, therefore, that when you work with students to increase their vocabulary, you select not just one of the activities that follows but three or four over a period of several classes and, at the same time, that you encourage students to maintain their own, customary ways of reviewing and memorizing new words outside the classroom.

The concept of *VI-Cards* is not really different with the usual quartet game. The original quartet card consists of four cards in each theme, while *VI-Cards* consists of six cards in each theme. The *VI-Cards* also have the main card that consists of picture that will lead the students to find the appropriate card which can explain the picture in main card so they can arrange a simple paragraph about the picture. The game of *VI-Cards* is appropriate for all level of language learners. This game can be applied in the process of teaching and learning, if it can cover the material of teaching.

VI-Cards is a kind of card game that consist of some pictured cards. This learning media is a set of cards that consists of 36 cards. This cards are arranged into six categories, each category has six cards having the same topic but different description. This categories reflect the topic that will be taught to the students. Topic will be written in the top center of the card in bolded alphabet. Under the title will be some guiding descriptions of other cards having the same topic in right or left corner of the card.

Figure 2.1 *VI-Cards*

2.3 Theoretical Framework

The theoretical framework of this study started from the idea about how media in teaching can improve students' ability in mastery vocabulary in descriptive text. Students are still difficult to learn and remember the vocabulary if it is taught by conventional method. Hence, English teachers need to seek the best ways to solve the problem. One of the ways is by using games as the media in teaching English. In this case, the writer use *VI-Cards* game. This is a study of research and development that observes the students' need about learning material. The sample in this research is the seventh grader of SMP N 1 Rembang. The writer conducted this research to find out how *VI-Cards* game can improve students' ability in mastering the vocabulary of descriptive text.
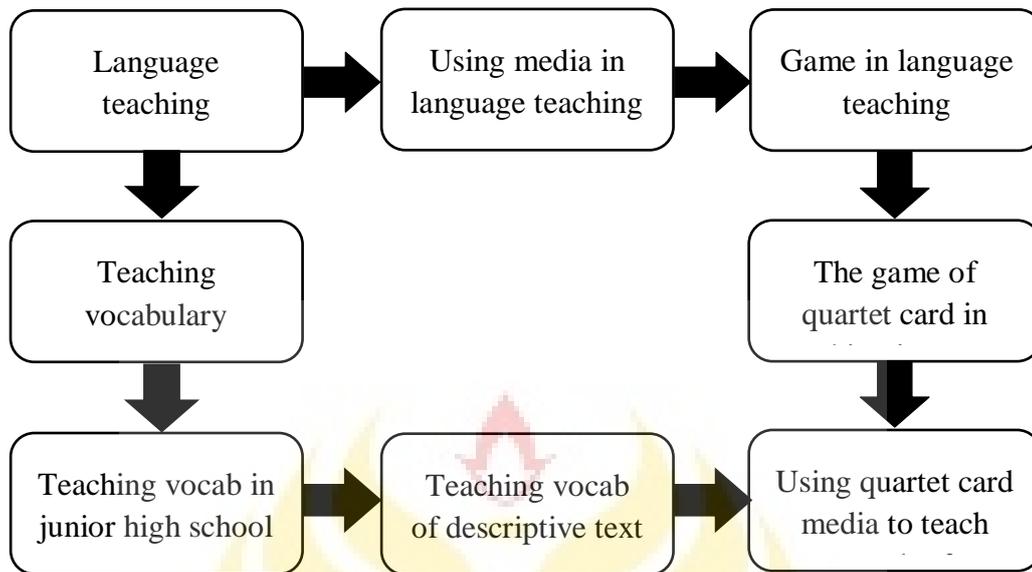
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┌──────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  Language    │ ───► │  Using media in  │ ───► │  Game in language│
│  teaching    │      │ language teaching│      │     teaching     │
└──────────────┘      └──────────────────┘      └──────────────────┘
       │                                                 │
       ▼                                                 ▼
┌──────────────┐                              ┌──────────────────┐
│   Teaching   │                              │   The game of    │
│  vocabulary  │                              │  quartet card in │
└──────────────┘                              └──────────────────┘
       │                                                 │
       ▼                                                 ▼
┌──────────────────┐    ┌──────────────────┐  ┌──────────────────┐
│ Teaching vocab in│ ─► │  Teaching vocab  │─►│  Using quartet   │
│junior high school│    │of descriptive text│ │  card media to   │
└──────────────────┘    └──────────────────┘  │      teach       │
                                               └──────────────────┘
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Figure 2.2 Theoretical framework

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study and followed by suggestions for the teachers, the students, and the next researcher.

5.1   Conclusion

The development of the product and the result of the study described in the previous chapter can be summarized as follows:

The product was developed starting by the problem that the school is lacking of the media that can help the students to learn vocabulary in interesting way especially for the seventh graders. The seventh graders are in the beginner levels of English learners, so they need an interesting activity to stimulate their interest and curiosity about the vocabulary especially in descriptive text.

The process of developing media for learning vocabulary of descriptive text are by consulting the material wit the teacher and the expert. From their guidance, the writer combine their suggestion to develop the media by adding cahnging and makie it easy to understand.

Almost all of the students make some improvement in their vocabulary of descriptive text after using *VI-Cards Game*. The average score of the post-test is higher than the pre-test. It showed that *VI-Cards Game* is effective as media to learn vocabulary of descriptive text especially for the seventh graders as the beginner level of English learners.

5.2 Suggestions

Based on the result of the study, the media of *VI-Cards Game* is one of an effective way to teach vocabulary of descriptive text. This developed product would be beneficial for educational field, for the teachers, the students, and also the readers of this study.

It is hoped that English teachers understand that the beginner learners need something fun and interesting to increase their interest in learning vocabulary in new languange. The English teacher also need to challenge theirself to improve the material of teaching to get the students' interest in learning process.

By using *VI-Cards Game*, it is hoped that students can be more interesting learning new languange and also can play the *VI-Cards Game* in languange class or in their spare time to improve their vocabulary especially the vocabulary of descriptive text.

The writer also hopes that the result of this study can be considered as a recommendation for the readers to use and develop the product to be better and can be used in the other subject. The writer also hope that the *VI-Cards* media could be developed to a better version by doing a deeper research because there are so many weaknesses that can be reapair and improve.

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