

ABSTRACT

Ahmad, Nurul, 2016. *Improving seventh grade students' vocabulary mastery by using poetry at SMPN 03 silo in 2015/2016 academic year*. Thesis.
English Education Program, Faculty of Teacher Training and Education,
University of Muhammadiyah Jember.
Advisor: (1) Fitrotul Mufaridah, M.Pd (2) Yeni Mardiyana Devanti, M.Pd

Key words: Vocabulary Mastery and Poetry.

In this research, the students have difficulty in acquiring, memorizing and using appropriate vocabulary in daily activity and teaching and learning process. Based on the problem above Poetry are suitable media in teaching vocabulary

In this research, the problems are "How can poetry improve the seventh grade students' vocabulary mastery at SMPN 03 Silo Jember in the 2015/2016 academic year?" And "How can poetry improve students' active participations at SMPN 03 Silo Jember in the 2015/2016 academic year. the purposes this research is to improve the seventh grade students' vocabulary mastery by using poetry. The design of this research is classroom action research. The research subject is VII C that consists of 34 students. In this research, the primary data were collected from the vocabulary test and observation check list during the teaching learning process. The criteria of success is increasing the result of study English showed by average score above minimal (74) score average 75 % of all students and students' Active participations are increase in study at level very Active and Active Above 80 %.

Poetry media improves the students' writing recount ability in two cycles from the percentage of the students who got score ≥ 74 (E=46%) in Cycle 1 to (E=74%) in cycle 2. The observer made checklist about the activities during teaching and learning process. The observer analyzed how effective the implementation of the action. From the result, it was showed that the use of as media could improve the students' vocabulary mastery.

Based on the discussion of the result, it can be concluded that the use of poetry is able to improve the seventh grade students' vocabulary mastery and It is also concluded that the use of poetry is able to improve the seventh grade students' active participations at SMPN 03 Silo in 2015 / 2016 academic year.

CHAPTER I

INTRODUCTION

Language is a system used by people to communicate each other. Language consists of written and spoken language, both of them are using words or vocabulary, therefore if people do not mastered vocabulary, they cannot communicate each other.

Student meet difficulties to connect the words with other words that related to the discussion. Based on Preliminary study conducted in SMPN 03 Silo, most of seventh grade students had difficulties in how much vocabulary that they remember and understand. The student find difficulties to combine the word with other because of the word that mastered by the student are limited, so they do not mastered all the word that they need to speak in some discussion. Student only remember word that they usually use in their daily live. They cannot connected the word that already they mastered with the word that they never know before. One of English teacher in SMPN 03 Silo said that only 47.5% students who achieved the criteria of success (mean score is above 68).

To overcome this problem students need media or learning that improve their vocabulary. And according to the expert *Murdibjono (2012:6)*, *Sastra memiliki beberapa kelebihan ketika diterapkan dalam pengajaran Bahasa Inggris; Diantaranya adalah dapat melibatkan dan memotivasi siswa serta mudah diingat. Selain itu juga dapat menghadirkan kesempatan belajar pronunciation, vocabulary, grammar, serta keempat keterampilan berbahasa.* Then one kind of literature (*Sastra*) here is Poetry. So it is believed that poetry will be the answer for students' problem.

The aims of this research is to overcome the problem of student's difficulties to mastered vocabulary and to help student in order to achieve the criteria that have been stated by the researcher. This research will improve student's vocabulary at the same time while they learn in the class.

CHAPTER II

REVIEW RELATED LITERATURE AND HYPOTHESIS

According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses.

Swannel (1994:656) defines mastery as comprehensive knowledge or use of a subject or instrument. Meanwhile Porter (2001:953) states that mastery is learning or understanding something completely and having no difficulty in using it. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language. So, from these statement above it can be said that vocabularies is package of words that content of many kind of word classes which become fundamental element in language to communicate each other.

According to Scott Thornbury (2002:18) there are a number of features that should be considered in learning vocabulary. Those are: labeling, categorizing and network building.

Klarer (2004:27) stated that "Poetry is one of the oldest genres in literary history. Its earliest examples go back to ancient Greek literature. In spite of this

long tradition, it is harder to define than any other genre. Poetry is closely related to the term “lyric,” which derives etymologically from the Greek musical instrument “lyra” (“lyre” or “harp”) and points to an origin in the sphere of music.

From these two kinds of poetry the use narrative poetry over lyric poetry is chosen because narrative poetry quite easy to understand by characteristic of that narrative that using plot and sequence event. It makes student easy to understand the content of the poetry and the word that used in it. The other reason is because it can improve student understanding about the word not only remember it or mastery many word. By using narrative poetry student will understand kind of word as they understand the plot of the story.

The “Tell me” approach is not a mechanical exercise. It is not intended that readers of any age should be given lists of questions and be required to answer them in either speech or writing. Tell me approach is the approach that focus on how the student create their own opinion or statement based on simple question that is given from the teacher. Based on the Theory above, the action hypothesis of this research could be formulated as follows The use of Poetry can improve the seventh grade students’ vocabulary mastery at SMPN 03 Silo in the 2015/2016 academic year by giving fun material and It is also believed that the use of poetry can improve students active participation in participating in process of teaching and learning.

CHAPTER III

RESEARCH METHODOLOGY

In this thesis, the researcher uses a Classroom Action Research. The Purpose of this action research is to develop students' vocabulary mastery in the field or the actual problem by poetry. Ary (2010: 512) Action research is about taking action based on research and researching the action taken.

This research is a classroom action research. So the design is that of classroom action research. This research was conducted in the design of cycles in which each cycle covers four stages of activities. Kemmis and Mc Taggart in Arikunto, 2010 say that there are four stages of each cycle, they are: (1) planning, (2) acting, (3) observing and (4) reflecting.

The participants of this research are the seventh grade students of SMPN 01 Silo Jember in the 2015/2016 academic year. This research is conducted to elevate level of education in Indonesia so one of educational institution in Indonesia is chosen, it is SMPN 01 Silo in Ranggi street No. 30 Silo.

Before conducting the action, preliminary study is done to find out the condition of the student performance in English teaching learning process. The researcher discuss about what kind of problem that occurred in students' self and process of teaching and learning by doing an interview and data analyzing through score that given by the teacher. The teacher said that students is not active participations in joining process of teaching and learning because they feel shy, nervous, and they don't know what to say. It is also proved by preliminary study that analyzed the score that given by students. It has been known that students'

vocabulary test only achieved average score 68 and only 47.5 students who achieve it.

After that the researcher recommend the method that it is believed could answer and solve students problem both in students vocabulary mastery and students' activeness. The researcher show the media that used in this research and how the way the teaching and learning process conducted. By using poetry the researcher also discuss about what kind of material and activity that appropriate for students.

In this study, the researcher acted as the practitioner who implemented the proposed strategy by referring to the activities done in class. The study was conducted in two meetings in which each meeting had a different focus. The first meeting was focused on introducing teaching with vocabulary and poetry media.

In observing, the researcher synthesizes and analyzes the data, key issues related to the problem are identified (Ary, 2010:519). Observing or monitoring is an important step in this research to control the activities concerning with the application of poetry in vocabulary mastery. In this observation step, the researcher is using two kinds of data collecting in order to measure students' ability and activeness. The researcher using multiple choice test combine with gap fill in order to gain score from students' vocabulary test. And to measure students' activeness the researcher is using check list by four indicato

Analyzing the data is the important step in the research. In this classroom action research, the results of writing test were analyzed by using the following formula to find the percentage of the students vocabulary achievement.

(Arikunto, 2010: 140). It is done after analyzing the students' vocabulary test score and the result of observation in each cycle in order to identify the strengths and weakness of the actions. The results of the reflecting in the first cycle were used as a guide to revise the actions in the next cycle. If the result had not achieved the target, the action would be continued to the second cycle by revising the lesson plans and the problems occurred in the first cycle. But it is also consider about the result of observation. Checklist is used to analyze the students activities in asking questions, answering questions, paying attention and using dictionary.

The criteria of success are increasing of the result of study English showed by average score above minimal (74) score average 75 % of all students, improving students, active participations more than 80 %.

In order to gain score from student. The researcher want to use some testing instrument that focus on how the student could understand the meaning of words and how they understand the other words that share similar meaning or opposite meaning. These are kind of vocabulary testing instrument that researcher want to use which are multiple choice and gap fill.

CHAPTER IV

THE RESULT OF THE RESEARCH

In cycle 1Based on the checklist 31 from 40 (77.5 %) students achieved the score average but not the percentage in criteria of success. It can be concluded that the students did not give optimum response, or most of them were passive.

Based on Vocabulary Testing The mean score was 79 and the percentage of students who scored ≥ 74 was 77.5%. Based on the above table, teaching

vocabulary mastery through poetry in cycle one could reach the criteria of success ($M = 74$) and the requirement of students scoring ≥ 74 (75% or more). From the data above, it can be concluded that vocabulary test in Cycle 1 was already successful.

In cycle 2 Based on the checklist 38 from 40 students (95 %) students already achieved the criteria of success. It can be said that most of them already give optimum response and most of them are begin to be more active students

Based on vocabulary testing ,The mean score was 88.3 and the percentage of students who scored ≥ 74 was 97.5%. Based on the above table, teaching vocabulary mastery through poetry in cycle two successfully reach the criteria of success ($M = 74$) and the requirement of students scoring ≥ 74 (75% or more). From the data above, it can be concluded that the requirement in this research had already been achieved.

CHAPTER V

DISCUSSION

From the data above, it can be concluded that Cycle 1 was not totally successful because even the score of students already achieved the criteria of success. Students' activeness that was done by using checklist was not achieved in the first meeting. Vygotsky (2002:1) stated that a word (Vocabulary) is a microcosm of human consciousness. It can be said that if the word or vocabulary is the lead or instruction when we are confuse to communicate each other. If students are not mastery many vocabulary then they can't be active. According to Scott Thornbury (2002:18) there are a number of features that should be considered in learning vocabulary. Those are: labeling, categorizing and network

building. The students' really don't understand how they can gathering a new vocabulary without decrease their ability to memorize. Jack C. Richards stated that "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (Jack C. Richards 2002:256). From the statement above, it can be concluded that vocabulary is the based component of four skills in language and vocabulary mastery itself is the ability about how the students could understand the word, acquire new vocabulary and applied it in daily activity. It is proved by students' problem when they have to understand new vocabulary and apply it in learning process. They can't speak fluently, students are using random word with different meaning that make it difficult to understand.

As expert said, *Murdibjono (2012:6), Sastra memiliki beberapa kelebihan ketika diterapkan dalam pengajaran Bahasa Inggris ;Diantaranya adalah dapat melibatkan dan memotivasi siswa serta mudah diingat. Selain itu juga dapat menghadirkan kesempatan belajar pronunciation, vocabulary, grammar, serta keempat keterampilan berbahasa.* from the statement above it is believed that literature could improve students' vocabulary. In this research, Poetry tries to build in student's ability to memorize, understanding and apply the new word or vocabulary that they never known before. Poetry give an opportunity for students to understand many word such as word in word classes, word that have similar meaning and word that have opposite meaning. Poetry also give an opportunity for students not only word that has meaning on dictionary but also word that have different meaning or implication meaning. So in poetry students not only teach

about one word but by study one word they can acquire many word that related to one word itself

From the discussion above it can be concluded that teaching vocabulary by using poetry is worth being applied in improving the students' vocabulary master and it is proved able to improve students' activeness.

CHAPTER VI

CONCLUSION AND SUGGESTION

Based on the discussion of the result, it can be concluded that the use of poetry is able to improve the seventh grade students' vocabulary mastery at SMPN 03 Silo in 2015 / 2016 academic year by giving fun material. It is also concluded that the use of poetry is able to improve the seventh grade students' active participations at SMPN 03 Silo in 2015 / 2016 academic year.

Poetry can improve the students' Vocabulary mastery, so the English teacher is suggested to apply Poetry when teaching Vocabulary in the classroom. The students are suggested to participate in vocabulary learning process, and they must improve their vocabulary not only in class but also in daily activities in order to use English and the others four skills effectively. Other researchers are suggested to Applying poetry not only to improve students' vocabulary mastery but also to improve others skills in English and To develop this thesis and to revise the weaknesses

REFERENCES

- Arikunto, Suharsimi.2013.Prosedur Penelitian.Yogyakarta: Rineka Cipta.
- Ary, Donald.2010.*Introduction to Research in Education(eighth edition)*. United State: Wadsworth.
- Barbara, Fine Close.2005.*265 Trouble Shooting Strategies for Writing Non Fiction*. United State: The Mc.Graw-Hill
- Beard, Roger.2011. *Talk for Writing:Review of Related Research*.London:UCL Institute of Education.
- Derewianka, Beverly. 1995. *School Discourse*. New York: Continuum.
- Harmer, Jeremy.2001. *How to Teach Language*. England: Longman.
- Harmer, Jeremy. 1998. *How to teach English*. New York: Longman.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. New York: Longman.
- Henry, Williams.1913. *An Introduction to Study of Literature*. Porsmouth Trunbull and spears.
- Hinkel, Eli.2004. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. United Stated of America: Lawrence Erlbaum Associate, Publishers
- Huges, Arthur.1989. *Testing for Language Teachers*. New York: Cambridge University Press
- Huges, Arthur.2003. *Testing for Language Teachers (Second Edition)*.United Kingdom: Cambridge University Press.
- Klarer, Mario.1995. *an Introduction to Literary Study*. London: Routledge.
- Mareta, Gita A. 2015. *Improving VIII-A Students' Vocabulary by Using Stick Figures at SMP Negeri 1 Jelbuk Jember*. Language and Arts Education Study Program, Faculty of Teacher Training and Education, Jember University.
- Mehta, Navin Kumar. 2010. *Vocabulary Teaching: Effective Methodologies*. The Institute of Chartered Accountants of India (New Delhi, India). An Article.

- Nation, I. S. P. 1990. *Teaching and Learning Vocabulary*. New York: Newbury House.
- Norton.1991. *Introduction to Literature*. New York: Norton and Company Inc.
- Putri, Dilla S.A. 2013. *Journal of English Language Teaching*. Universitas Negeri Semarang.
- Richards, Jack C & Renandya Willy A. 2002. *Methodology in Language Teaching an Anthology of Current Practice*. New York: Cambridge University Press.
- Risdianto, Faizal.2002. *Introduction to Literature* . Jakarta :Rineka Cipta
- Thornbury, Scot.2002. *How to Teach Vocabulary*: Routledge.
- Weller, Rene. 1931. *Theory of Literature*. England: Hartcourt Company