ABSTRACT

Mahardika, Martha, 2017, Improving the seventh grade students’ vocabulary mastery through pocket chart at SMP PGRI Bangsalsari in Academic Years 2016-2017. Thesis. The English Language Education Prpgram, Faculty of Teacher Training and Education, University of Muhammadiyah Jember.

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Key words: Vocabulary mastery, pocket chart media.

Vocabulary is one of important language elements the students should develop. Vocabulary includes collection of word. The words are known not only as individual words, but also as a group of words that have meaning. To develop students’ language skill in listening, speaking, reading and writing, the learners must have some degree of vocabulary. Coady and Huckin (1997:5) state that vocabulary is central to language and of critical importance to the typical language learner. Vocabulary is the most essential language component that is important to be mastered. The teacher to interest the students to study English especially to improve their vocabulary is pocket chart.

In this research, the problem is “How can the use of pocket chart improve students’ vocabulary mastery of the seventh grade students at SMP PGRI Bangsalsari in academic years 2016/2017.” The design of this research is classroom action research by using cycle model, the population is 21 students. To obtain the data, the researcher uses test and observation.

The implementations of the actions were done in two cycles. The first cycle using pocket chart with color card and the result is not achieved. The second cycle use pocket chart media with color card and picture as a clue. After the action in the finished, the students were given a vocabulary test and the teacher and the researcher record the score. In the next step, the teacher and the researcher do reflection about the result of the students score, whether the next cycle is necessary.

The result of cycle I, 57, 14% of the students got score ≤ 65 and 42, 86% of the students got score ≥ 65. It means that it has not achieved the standard score requirement in this action research that was 65. So, the action was continued to the second cycle. In the cycle II, 28, 58% of the students got score ≤ 65 and 71, 42% of the students who got score ≥ 65. It means that the actions are stopped and successful because more than 75% of the students could achieve the minimum standard score requirement that is 65.

The conclusion, the use of pocket chart media can improve the students’ vocabulary by colored cards and picture in sentences as clue. The class can be more active because the students are more interesting to study vocabulary using pocket chart. Therefore, pocket chart media will reduce the student’s boredom in the teaching and learning process.
INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, operational definition, significance of the research, and scope of the research. They will be presented respectively.

1.1. Background of the Research

In the junior school, teaching English covers four skills namely listening, speaking, reading and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. Therefore, vocabulary is one of important language elements the students should develop.

Vocabulary includes collection of words. The words are known not only as individual words, but also as a group of words that have meaning. To develop students’ language skill in listening, speaking, reading and writing, the learners must have some degree of vocabulary. Coady and Huckin (1997: 5) state that vocabulary is central to language and critical importance to the typical language learner. Vocabulary is the most essential language component that is important to be mastered.

In the reality, teaching English to the junior high school student is not easy. There are many problems occur during the teaching and learning process. The lack of English vocabulary, memorizing the meaning of the words and the lack of teaching techniques variation in teaching English vocabulary. To increase the students’ vocabulary teacher should create various teaching techniques.
According to Davies (1996:8), English teachers should try to vary the teaching to make the students active in learning English. The teacher can use teaching aid to give different atmosphere to classroom situation that make the students love and enjoy the teaching process. There are kind of visual aids; they are real objects, flash card, picture and chart, etc (Doff, 1993:30). One of the charts that can be given by the teacher to interest the students to study English especially to improve their vocabulary is pocket chart. They are visually important in foreign language learning especially English because they simulate the sense of sight.

The information was gained by interviewing the seventh grade English teacher at SMP PGRI Bangsalsari in academic year 2016/2017. The result of the interview were that most of the seventh grade students experienced short concentration in class, easily bored, and lost their interest in learning vocabulary. Most of the seventh grade students had difficulties in vocabulary mastery. Students’ vocabulary is still low, especially in knowing the meaning and writing words or group of words correctly.

In this research, pocket chart is used as the teaching aids to help the teacher teach the students’ vocabulary. This is based on the reason that pocket chart can bring some positive the values. First, the students more easily remember words because the pocket chart allows for the physical handling of word cards. By having pocket chart, the students can move the cards around and use them in different context. In line with this idea, that condition may let the students remember the words. The process remembering is a basic of learning language. Second, the pocket chart is more attractive in conjunction with other teaching
aids, such as: flannel board, magnet board and other various types of pictures. It makes the students interested in following the lesson.

This is because pocket chart give the students large experiences and interoperating their meaning are easier than that without using pocket chart. In addition, pocket chart needs not be confined to the whole classroom use since it can be used with small groups of students successfully (Yunus, 1981:32) as quoted in Yunita(2010). Therefore, pocket chart is one of the important instruments used in teaching learning process.

Based on the phenomenon above, pocket chart will be choose to increase students’ vocabulary mastery because this media is still rare used in teaching and learning vocabulary. It will make the students interested in studying vocabulary because most of them like to play, such as a card.

Considering the above description, this classroom action research will be conducted. It is entitled “Improving the Seventh Grade Students’ Vocabulary Mastery through Pocket Chart at SMP PGRI Bangsalsari in Academic Year 2016/2017”.

1.2. Problem of the Research

The problem of the research is: how can the use of the pocket chart improve students’ vocabulary mastery of the Seventh grade students at SMP PGRI Bangsalsari in academic year 2016/2017?
1.3. Objective of the Research

The objective of the research is to know how the use of pocket chart can improve students’ vocabulary mastery of the Seventh grade students at SMP PGRI Bangsalsari in academic year 2016/2017.

1.4. Operational Definition

1. Vocabulary Mastery

In this research, vocabulary mastery means the students' ability in understanding and using the vocabulary. Vocabulary mastery itself deals with word and meaning. The students are not only hoped to select with what words are suitable to be taught to the students. So the students will learn more easily. The vocabulary test materials cover nouns and verbs.

2. Pocket Chart

Pocket chart is a kind of teaching aids that is used in teaching and learning process where the students are asked to arrange the words cards to make good sentence. This research used cardboard pocket chart. Pocket chart in this research refers to a piece of supportive materials that was colorful made 115 cm long and 85 cm high with the pocket placed for holding the word cards.

1.5. Significance of the Research

For Practical Significance, the results of the research are expected to give input for the students' to improve their vocabulary mastery through from pocket chart.
1.6. Scope of the Research

The scope of the research is focus on the using of pocket chart to improve students’ vocabulary mastery and the limitation of this research is the seventh grade students of SMP PGRI Bangsalsari in academic year 2016/2017.
RESEARCH METHOD

3.1 Kind of the Research

Kind of the research is Classroom Action Research (CAR). According to Carr and Kemis (1986) in Kusnandar (2010:43) action research is a form of self reflective enquiry undertaken by participants (teacher, students or principle) in social (including Educational) situation in order to improve the relationally, rationality, and justice of: (1) their own social or educational practices and (2) their understanding of these practice are carry out.

In this research, the writer uses a Classroom Action Research to improve the seventh grade student vocabulary mastery at SMP PGRI Bangsalsari. Classroom Action Research purposes to change the situation in teaching learning process with involving collaboration with the English teacher in the class.

3.2 Design of the Research

Classroom Action Research design is chosen for this study because it aims at improving the seventh grade students’ vocabulary mastery by using pocket chart as teaching media.

Action research in cycle process, according to Lewin (1990) in Kusnandar (2010:42) action research in cycling process, which covers the following activities: planning, action or implementing, observing, and reflecting. The action given to the subject is teaching vocabulary mastery by using pocket chart.
It means that if the first cycle fails, the design should continue to the next cycle until the criteria of the success of the research is achieved.

Classroom Action Research that is intended to improve the quality of teaching and learning process in the classroom. Therefore, this classroom action research intended to overcome the students’ problem in vocabulary mastery. In this research, the four main steps preceded by preliminary study and identification of the problem. This research uses Kemmis and Mc Taggart’s action research model. The design of this classroom action research is illustrated in the following diagram

![Diagram of Classroom Action Research](image)

**Figure 3.1 the model of Classroom Action Research**

(Adapted from Kemmis and Mc Taggart in Arikunto, 2006)

3.3 Subject of the Research

The subjects of this research are taken from the seventh grade students of SMP PGRI Bangsalsari in Academic Year 2016-2017. The subjects of this research are seventh grade that consists of 21 students which 14 students are girls and 7 students are boys. Most of the student lives in Bangsalsari, Curah Kalong
and Langkap which uses Madurese and Indonesian. The class be chosen because the student faced difficulties and they felt poor vocabulary so it becomes the student of seventh grade faced some difficult to get the meaning of the word and memorizing the word, this reason according to the observation of the research.

3.4 Area of the Research

In this action research, SMP PGRI Bangsalsari was chosen at the place to conduct the research for some reason. First, the English teacher has never applied teaching vocabulary by using pocket chart. Second, the seventh grade student in SMP PGRI Bangsalsari still had low average scores in vocabulary mastery. Third, the school principle gave permission to the researcher to conduct this classroom action at the school.

3.5 Procedure of the Research

Based on research design, the actions of the research are implemented in four stages they are: planning, implementing, observing and reflecting.

3.5.1 Preliminary study

Procedure of this research is begun with a preliminary by observing the class and interviewing the English teacher to know the real condition of vocabulary mastery in SMP PGRI Bangsalsari. Based on the preliminary study 35% students got ≥65 or more, and 65% students got < 65.
3.5.2 Planning

The first is preparation on planning the action before implementing the action in the class the researcher had prepared:

1. Selecting the themes and sub themes based on the curriculum for the seventh grade of elementary school.
2. Constructing the lesson plan that will be used to teach vocabulary.
3. Preparing the pocket chart and the students worksheets dealing with vocabulary exercises.
4. Determining the criteria of success.
5. Constructing the vocabulary test to measure vocabulary mastery of the students.

3.5.3 Implementing

The implementation of this research is carried out during the school hours, in the Second semester of the 2016/2017 academic years. The actions were teaching vocabulary through pocket chart.

The researcher plans this research in two cycles with three meeting of each. In the first and second meetings, the researcher conducted the action by teaching vocabulary through pocket chart. Then, the researcher assigned the students to do the task in the form of vocabulary exercises. Meanwhile, in the third meeting the researcher gave the vocabulary test to the students.

3.5.4 Observing

The observation is very important in order to monitor the activities concerning with the application of pocket chart media in developing the
vocabulary skill. The data collecting method which were applied in this research include vocabulary test and observation for collecting primary data. A field note is used by the researcher to record the students’ activities in the teaching learning process through pocket chart media.

3.5.5 Reflecting

The researcher and the English teacher carried out the reflection after analyzing the observation and the test result in each cycle. The purpose of doing reflection is to know whether the result of test in first cycle is achieved or not. If the result of the test in the first cycle is achieved, the action is stopped, if the result of the test in the first cycle is not achieved, so the action will be continued to next cycle. The researcher and the English teacher discussed to find the weaknesses appearing and note the strength of the actions in the first cycle and tried to find another solution as a guide to revise the second cycle.

The result of the observation was analyzed by using the following formula to find the percentage of the student who gained the score 65 or more

\[ E = \frac{n}{N} \times 100 \%
\]

Notes:

E : the percentage of the students’ who get score 65 and more
n : the total number of the students who get score 65 and more
N : the total number of the students

(Adapted from Ali 1993:186)
3.6 Criterion of success

The criterion of success is used to know whether the implementation of the action achieved or not. Based on the result of preliminary study and the minimum standard score requirement (KKM), the actions are considered successful if 70% of students achieved the target score $\geq 65$.

3.7 Instrument of the Research

According to Arikunto (2006:149), research instrument are some tools used when a research is conducted in particular method. In this research, the data are collected from the vocabulary test and observation.

3.7.1 Vocabulary test

To measure the skill, attitude, knowledge, and intelligence of someone of method is usually use is test. Arikunto (2006:150) defines that test is a set of question or exercises or other instruments to measure skills, knowledge, intelligence, and other aptitude and individual or group. In addition Brown (2004:3) says that test is a method of measuring a persons’ ability, knowledge or performance in a given domain.

Test is used to measure the students’ vocabulary mastery after the teacher gives the material. The test is given in the form of multiple choices. Test item in this research consist of 30 items for each cycle. The indicators are nouns and verbs. The test is done after the action of each (second meeting). The provided time to do the test is 90 minutes of each cycle.
3.7.2 Observation

Observation is used to get data about the teaching and learning vocabulary process in the classroom. Observation is done to know the actions that happen during teaching vocabulary using pocket chart media. In this actions research, observation is done in each meeting of each cycle. Beside, the collected data use students’ score of vocabulary test using multiple choice tests that consist of 30 items. This action is done once for each cycle.

The most common method of recording the data during observation is field notes. Due to research Glossary (2007) in its article said that field notes were a written of typed record of events and observations kept by a researcher. It was used to know the activity during teaching and learning process, to record events happen in the class. For example, they were about how I as a teacher carried out the material, the students’ responses toward the lesson and the teacher. In using the field notes, I would systematically keep notes of the class situation, either while the lesson was progress or afterwards.

In this research, field notes and students’ score of vocabulary are used in order to get data about the students in the classroom activity during learning and teaching process. To know credibility of the data, triangulation is conducted.

3.7.3 Developing of the Research Instrument

3.7.3.1 Validity of the Test

According to Arikunto (2006:168) states that an instrument will be valid if it measures accurately what is attended to measure. It means that, a test should measure whatever it is supposed to measure and nothing else. The test items
represent the indicators that measure. The materials of the test are stated in the KTSP English curriculum for seventh grade students. In this research, the researcher uses content validity because the material same based on the curriculum KTSP of junior high school. So, the test can be said valid.

<table>
<thead>
<tr>
<th>No</th>
<th>Basic Competence</th>
<th>Indicator</th>
<th>Instrument</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding the Vocabulary related with material</td>
<td>Noun</td>
<td>Multiple Choice</td>
<td>1,2,5,7, 8,11,12, 15,16,18, 23,24,25, 26,29,30, 33,34,37, 38, 43, 44, 45, 46, 49, 50, 53, 54, 59, 60, 63, 64, 65, 66, 71, 72, 73, 74, 79, 80</td>
</tr>
<tr>
<td></td>
<td>“Occupation and transportation”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Understanding the Vocabulary related with the material</td>
<td>Verb</td>
<td>Multiple Choice</td>
<td>3,4,6,9, 10,13,14, 17,19,20, 21,22,27, 28,31,32, 35,36,39, 40, 41, 42, 47, 48, 51, 52, 55, 56, 57, 58, 61, 62,67, 68, 69, 70, 75, 76, 77, 78</td>
</tr>
<tr>
<td></td>
<td>“occupation, school life, daily activities”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (80)</td>
<td></td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

3.7.3.2 Reliability of the Test
Reliability is determined carefulness of evaluation instrument and the important of reliability is consistence how fall of the test instrument can believe (Arikunto, 2006:178). Reliable it means consistence or accuracy. The test is called reliable if it is believable, consistent, stable and productive. To identify whether the test reliable or not, it is analyzed instrument uses two steps, for the first steps the research using person’s product moment formula.

The formula as follow:

\[
 r_{xy} = r_{xy} = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{(N(\Sigma x^2) - (\Sigma x)^2)(N(\Sigma y^2) - (\Sigma y)^2)}}
\]

Notes:

\(r_{xy}\) : The coefficient of correlation

N : Total number of respondent

X : Odd number of items

Y : Even number of items

\(\Sigma X^2\) : Sum of \(X^2\) score of the odd number

\(\Sigma Y^2\) : Sum of \(Y^2\) score of the odd number

\(\Sigma XY\) : Sum of the students’ right answer of odd and even number

(Arikunto, 2006:170)

The result of \(r_{xy}\) is 0.76 (see appendix 10)

Therefore, the writer gets \(r_{xy}\) (coefficient correlation of test item). The last step is put \(r_{xy}\) into reliability formulation by Spearman-Brown as follow:

\[
r_{11} = \frac{2xr_{\frac{1}{2}}^{1 \frac{1}{2}}}{[1+r_{\frac{1}{2}}^{1 \frac{1}{2}}]}
\]

Notes:

\(r_{11}\) : Reliability Coefficient.

\(r_{\frac{1}{2}}^{1 \frac{1}{2}}\) : \(r_{xy}\) that was mention as correlation index between two split of instrument
The criteria coefficient of correlation:

0.00-0.20 : Very low correlation
0.21-0.40 : Low correlation
0.41-0.70 : Medium correlation
0.71-0.90 : High correlation
0.91-1.00 : Very high correlation

Based on the calculation, the reliability of the test is 0.86. It means that the reliability is high. (see appendix 9)

3.7.3.3 Difficulty level

The difficulty level of the test item is to know whether the test items are easy or difficult. To know the difficulty level of the English test, the writer uses this formula:

\[ DL = \frac{U + L}{T} \]

Explanation of the symbols used in the formula:

- DL : Index of the difficulty level
- U : The total upper group students who give the correct answer of each item
- L : The total lower group students who give the correct answer of each item
- T : The total of the upper and lower group student

The criteria of difficulty level are:

- Score of difficulty level \( \leq 0.10 \) (it means that the test item is too difficult)
- Score of difficulty level \( \geq 0.90 \) (it means that the test item is too easy)
After the try out test, all items difficulty level are in average level, between 0.10 to 0.90. So, all the items are good in the difficulty level. (see appendix 9)

### 3.7.3.4 Discriminating Power

Discriminating power is the test ability to discriminate the upper and lower group of the students (Purwanto, 1985:113). The formula used as follow:

\[
DP = \frac{U-L}{\frac{1}{2}T}
\]

Explanation of the symbols used in the formula:

- \(DP\): Index of the discriminating power
- \(U\): The total upper group students who give the correct answer of each item
- \(L\): The total lower group students who give the correct answer of each item
- \(\frac{1}{2}T\): Half the total of the upper and lower group students

If the discriminating power of each item is 0 or negative, its means that the items should be revised/omitted (Purwanto, 1985:117).

After the try out tests, there are items number that need to be omitted in try out: items number (10, 14, 18, 32, 33, 39, 40, 42, 47, 52, 57, 63, 64). (see appendix 9)
4.1 Description of the Research

4.1.1 Description of Action in Cycle 1

There were three meetings in the first cycle, the first meeting was held on 6\textsuperscript{th} February at 10.00 until 11.30, and the second was held on 8\textsuperscript{th} February at 07.00 until 08.30, and the last was held on 9\textsuperscript{th} February 10.00 until 11.30.

4.1.1.1 Planning

The first step in doing action research was planning the action. In this case, the researcher discussed with the English teacher when the action could be started and what the best way is to implement vocabulary mastery using pocket chart media in the seventh grade students. The researcher and the English teacher discussed the suitable material that would be given to the seventh grade students that was verb and noun that covered by finding the vocabulary. The researcher prepared the lesson plan for teaching learning process. In this research, the implementation of the action was done in two meetings and within 90 minutes of each meeting.

4.1.1.2 Implementing

Implementation of the action was based on the lesson plan made by the researcher. The first meeting was carried out based on the lesson plan I and the second meeting was carried out based on the lesson plan II, the first and the second lesson were made based on KTSP curriculum. The materials of the lesson are noun and verb.
The first meeting did on 6th February 2017 at 10.00 until 11.30. Before starting the main activities, the researcher gave some leading question about the material. Then, the researcher explained the material and showed the pocket chart as a media and put it in front of the class. Next, the researcher distributed the word card to the students. Then, the researcher asked the students to choose the correct card and finding noun and verb. Then, asked the students to put the card into the pocket chart and asked the students to choose correct noun and verb. Then, the researcher and students checked the answer orally. The last, the researcher asked the students to do exercise.

The second meeting did on 8th February 2017 at 07.00 until 08.30. In this meeting, the researcher reviewed the previous lesson and explained again about the material. After that, the researcher put the pocket chart in front of the class. Then, the researcher distributed the word card to the students. Then, the researcher asked the students to choose the correct card and finding noun and verb. Then, asked the students to put the card into the pocket chart and asked the students to choose correct noun and verb. Then, the researcher and students checked the answer orally. The last, the researcher asked the students to do exercise.

The Third meeting was done on 9th February 2017. In the third meeting, the researcher held vocabulary test for cycle 1. The test item consisted of 30 items in the form of multiple choice. The time allocation was 90 minutes.

4.1.2 Description of Action in Cycle 2
Since the result of the action in cycle 1 did not achieve the objective of the research yet, then the action in cycle 2 were implemented. There were three meeting in the second cycle, the first meeting was held on 13\textsuperscript{th} February at 07.00 until 08.30, and the second was held on 15\textsuperscript{th} February at 10.00 until 11.30, and the last was held on 16\textsuperscript{th} February at 10.00 until 11.00.

4.1.2.1 Planning

Taken from the problem in cycle 1, the researcher did some modification to the way of teaching vocabulary mastery by using pocket chart media. The researcher used colored card and picture and asked the student to make a group.

4.1.2.2 Implementing

The implementation of the action in cycle 2 was based on which were revised based on the problem found in cycle 1. The researcher expected that after the action in the second cycle, the result of the students’ vocabulary mastery score would be better that the first one.

In the second cycle, the researcher did some modification to the way of teaching vocabulary mastery by using pocket chart media. The researcher asked the student to make a group consist of five people, and the researcher asked the students to choose the colored word card and found noun and verb. In sentence has picture as a clue and the colored card. Then, the researcher asked the students to put the card into pocket chart and asked the students to find the correct noun and verb. Then, the researcher and students checked the answer orally. After the first and second meeting were done, the researcher held vocabulary test in cycle 2.
There were 30 items of multiple choice questions and the time allocation was 90 minutes.

4.2 Research Result

4.2.1 Research Result in Cycle I

4.2.1.1 Observing

As the researcher teaching vocabulary by using the pocket chart, the English teacher and the observer did the observation by sitting on the back of the students’ seat in the classroom. It was done along with the teaching learning process by using filed notes. It focused on the students’ and the teacher involvement in the teaching learning process of vocabulary by using pocket chart media. There were two indicators observed in it. The observer follows and observes the students and the teacher activities in the classroom at teaching learning process. And the collected data in the form of the students’ test score are analyzed using multiple choice tests that consist of 30 items after the researcher given the material. The target percentage of this research that 70% of the student is get score 65 or higher based on the school level mastery (KKM). If the result of the test in the first cycle not achieved, the actions will be continued to the second cycle, if the result of the test are achieved in the first cycle, so the action is stopped.

4.2.1.2 Reflecting

The reflection was done after calculating the student score vocabulary test. If the researcher had analyzed the result of students’ score, then the researcher found the causes why the first cycle was not successful. It was because the
students were not interested with the method of finding vocabulary by using pocket chart and the student have no friend when they found the vocabulary by using pocket chart, so they felt confused. In this stage the researcher planned some activities in the second cycle in order to get success.

4.2.1.3 Result of Vocabulary Test in Cycle 1

Based on the result of the research, the items of evaluation are made based on the KTSP in the form of multiple choice tests. The vocabulary test was conducted to measure the students’ vocabulary mastery and there were 9 students who got $\geq 65$ in vocabulary test, the result of the first cycle test is presented in appendix 20.

Based on the result of vocabulary test, it was found that the students who got score $\geq 65$ in cycle 1 were 42, 86%. As mentioned before, the cycle of this research considered to be successful if the students’ vocabulary tests had reached 65 or more and it was achieved by at least 70% of the total students. It means that target percentage of the students who got $\geq 65$ in this research had not been achieved yet. It was because the students worked alone, and most of the students were not interested with the method of finding the vocabulary using pocket chart media. So, the action the second cycle needs to be improved.

4.2.2 Research Result in Cycle II

4.2.2.1 Observing

Process evaluation through observation was also done by the teacher and the observer as the collaborator in cycle 2. They did it by sitting at the back of the
students’ seat in the classroom. They used field notes which focused on the students’ involvement in the teaching learning process of vocabulary by using pocket chart media. The indicators to be observed and the criterion of the students’ involvement in the teaching learning process of vocabulary by using pocket chart media. The indicators to be observed and the criterion of the students’ involvement were the same as the ones in cycle 1. And the collected data of the score students’ vocabulary test use multiple choice tests that consist of 30 items. To collect primary data in the form of the students score of vocabulary test are analyzed by using the percentage formula According to (Ali 1993:186)

4.2.2.2 Reflecting

The reflection was done after calculating the students’ score of vocabulary test. When the researcher had analyzed the result of the students’ score then the researcher concluded whether the cycle 2 was successful or not. If the second cycle was successful it was not necessary to continue with the next cycle.

4.2.2.3 Result of Vocabulary Test in Cycle 2

Based on the result of the research, the items of evaluation are made based on the KTSP in the form of multiple choice tests. The vocabulary was conducted to measure the students’ vocabulary achievement and there were 15 students who got ≥ 65 in vocabulary test, the result of the second cycle test is presented in appendix 22.

Based on the result of vocabulary test in cycle 2, it was found 15 students who got score ≥ 65 and 6 students who got < 65. And the percentage of the
students’ vocabulary mastery by using pocket chart media 71.42%. In this cycle the score of the students increase, so the action can be stopped in the second cycle. In conclusion, the pocket chart media is able to improve the students’ vocabulary achievement. It could help the students to enrich their vocabulary.
CHAPTER V

DISCUSSION

At the first cycle the researcher asked the students to find the vocabulary using pocket chart media. And the result of the vocabulary mastery test in the first cycle showed that 9 student got score ≥ 65, 42, 86%. It means that the standard score percentage had not been achieved, and it can be said that it was not successful. For the reason, the researcher investigated the cause of this matter. And the result of the investigation showed that the students were not interested with the method of finding vocabulary by using pocket chart and the student have no friend when they found the vocabulary by using pocket chart.

Based on the problem in cycle 1, the researcher did some modification to the way of teaching vocabulary mastery by using pocket chart media. The first, the researcher asked the students to make a group consist of five people. By asked the students into a group, the student did not work alone and they could ask to the members of their group when they did not understand about the material, so they could share information about the material especially vocabulary mastery to other students. The second, the researcher used colored card and picture. The researcher asked the students to choose the colored word card and found noun and verb. In sentence has picture as a clue and the colored card. Then, the researcher asked the students to put the card into pocket chart and asked the students to find the correct noun and verb. With the modification way of teaching vocabulary by using colored card and picture in the pocket chart, the students were more interested and they enjoyed the lesson, so they could easily remember the
vocabulary. Therefore, the students’ vocabulary mastery in the second cycle is much better than in the first cycle. The result of the vocabulary mastery test in the second cycle showed the percentage of the students who got score ≥ 65 was 71.42%. It means that the standard score requirement of vocabulary mastery in the second cycle of this research had already achieved and it can be said that it was successful. It means that pocket chart media can improve the students’ vocabulary mastery. And proven that the pocket chart media is helpful and worth to be applied in improving the students’ vocabulary mastery. It is in line with Ken Karen (2010) who state that pocket chart is a clever way to display letters, words, sentences as well as pictures and other items. It contains pockets where the cards can be placed and it’s an easy way to make a portable and interactive display. Using pocket chart media for junior high school is very interesting; the students are free in enjoying the materials, more easily remember words and make the students no bored in class. It can be concluded that this media can develop vocabulary in junior high school level.
CONCLUSION AND SUGGESTION

6.1 Conclusion

Based on the research result, the main way in using pocket chart media to improve the students’ vocabulary are using colored card and using picture in sentence as clue. So, it can be concluded that the use of pocket chart media can improve the students’ vocabulary mastery by colored card and picture of seventh grade students at SMP PGRI Bangsalsari in academic year 2016/2017.

6.2 Suggestion

The result of the research shows that the use of pocket chart media can improve the students’ vocabulary mastery, considering the result some suggestion are given to the English teacher, the students, and the other researcher.

6.2.1 The English Teacher

Based on the result, it is suggested that the English teacher apply pocket chart media for teaching vocabulary mastery because it can improve the students’ vocabulary mastery.

6.2.2 The Students

It is good for the students to be suggested to follow the pocket chart media strategy, and they must able to adapt with the media perfectly, so that they achieve the vocabulary better than before.
6.2.3 The Other Researchers

The suggestion for another researcher that the researcher suggested in this research such as:

1. The other researchers are suggested to conduct a classroom action research to increase the teacher method in teaching learning process.
2. The other researchers are suggested to conduct a research to increase the students’ vocabulary mastery by using pocket chart media in different research design.