

# **TEACHING VOCABULARY USING FINGER-PAINTING**

**AN ARTICLE :**

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# TEACHING VOCABULARY USING FINGER-PAINTING

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**Abstrak:** Penelitian ini difokuskan pada pengajaran kosakata menggunakan finger-painting sebagai tehnik dan media. Penelitian ini dilakukan pada siswa kelas IV SDN 32 Tanjung Bakau di tahun ajaran 2012/2013. Ini dilakukan dalam bentuk penelitian pre-eksperimental dan mengambil kelas IVA sebagai sampel yang terdiri dari 18 siswa. Untuk mengumpulkan data, penelitian ini didukung dengan tes tertulis untuk mengukur penguasaan kosakata siswa. Data dikumpulkan dengan tehnik pengukuran. Alat pengumpulan data adalah tes tertulis dalam bentuk pilihan ganda, mencocokkan kata, dan mengisi titik-titik. Data di analisis dengan menggunakan rumus Effect Size (ES). Hasil Effect Size 2.14 menunjukkan keefektifan tergolong tinggi.

*Kata kunci: kosakata, finger-painting, tehnik, media.*

**Abstract:** This research was focused on teaching vocabulary using finger-painting as a technique and media. The research was conducted at the fourth grade students of SDN 32 Tanjung Bakau in the academic year 2012/2013. It was conducted in a pre-experimental research and took class IVA as the sample which consist of 18 students. To collect the data, this research provided the written test to measure the students' mastery of vocabulary. The data was collected by measurement techniques. The tool of data collecting is written test in multiple choice, matching words and fill in the blank. The data were analyzed by using Effect Size (ES) formula. The result of Effect Size 2.14 shows the effectiveness is categorized high.

*Keyword : vocabulary, finger-painting, technique, media*

Teaching English on elementary school is one of strategy to improve the quality of English as foreign language in Indonesia. In most of elementary school in Indonesia, it is introduced in the fourth grade as an effort to prepare the student going to higher level of education. But, considering that the fourth grade students of elementary school are still categorized as young learner, so their character both of their cognitive and psychology are really different from adult. Those makes teaching them is not the same and as easy as teaching adult. One of the characteristic that should be considered is they need to be involved both mentally and psychally in teaching and learning process because they would be learning better through touching, watching, hearing, smelling, experiencing and doing other action which involves their senses. As Reid (2007: 93) states that teaching and learning your learners should be multisensory. That means it should

be visual, auditory, kinaesthetics and tactile. This involves all the senses and will cater for the range of students' preferences.

On the other hand, teaching and learning activity are also should be appropriate with the student character to obtain a fun and interesting learning, so teacher is required to be smart and creative in developing and designing learning activity. Plato in Brewer (2007:108) said , “ do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each”. Furthermore, Malia (2004:8) said, “children learn at different stages of development and activities in the classroom need to address their cognitive, motor; language and social development”.

In the School Based Curriculum (KTSP), English is started to be taught by introducing vocabulary. There are several theme of vocabulary that should be learned by the fourth grade of elementary school students such as fruits, parts of body, family, number 1-100, things in the classroom, color and shapes, professions. The students are expected to be able to identify, pronounce, spell and write the word. But, as the writer found, the fourth grade students on 32 tanjung Bakau still have problem in identfyng and pronouncing the word. They feel afraid of making mistakes in spelling and pronunciation and think that English vocabulary is difficult to memorized. In dealing with the problem, the writer was interested to use an art strategy to teach vocabulary that is finger-painting. It is a combination of a teachniqu, media and activity that challenging and fun because it enables the students to touch the paint textures using finger (thumb, index finger and middle finger) directly on to painting area.

Finger-painting in this research is able to attract and focus the students attention. The point of this technique is to make student learning kinds of vocabulary when they do painting. The vocabulary that they would learnt are based on the topic in KTSP. To manage the learning vocabulary and doing painting to be blended, the activity is helped by using keyword. By intrepeting the keyword, the student will be guided to do painting.

The using of finger-painting is more emphasized on the process when the students are involved and get an experience from the beginning to the end of activity. As stressed by Dewey in Beanudin, et all (1995) about his Learning by Doing-concepts that, “there must be a relationship between experience and education. A learning experience does not just happen: it is a planned event with meaning and with experiential learning the meaning is reaffirmed by the learner”. It means that by doing practise, so the learning material will be more understood and memorized well by student longer. In conclusion, finger-painting works in that way.

## **METHOD**

Since the purpose of this research was to investigate whether the use of finger-painting is effective or not in teaching vocabulary to the fourth grade students, so the researcher conducted a pre-experimental study which is intended to see the effectiveness of finger-painting techniqe towards the student's

vocabulary achievement. Cohen, et all (2005) states that” a-pre-experimental design is the one group of pre-test and post-test. Arikunto (2002) argues that in experiment research, the observation is done twice ; before and after treatment. So, in this research, is conducted pre-test (X1) before treatment and post-test (X2) after treatment. The subject of this research were consist of 18 students of SDN 32 Tanjung Bakau, Teluk Keramat in academic year 2012/2013.

The researcher used measurement technique which intended to find out the students’ achievement. The measurement used test which consist of pre-test and post-test. Pre-test was conducted to measure the data before treatment. Post-test was conducted after treatment. The tool of collecting data are matching word, multiple choice and fill in blank.

In analyzing data, the writer concerned to formula finding out: 1) The student’s individual score of pre-test and post-test, 2)the student’s means score of pre-test and post-test, 3) the student’s interval score of pre-test and post-test, 4) the student’s significance score of pre-test and post-test, 5) the effect of the treatment.

### **Procedures**

The procedures in applying finger-painting in teaching and learning process are : 1) the preparation of material and media: paint, thick paper, keyword sheet and a basket of water. 2) Introduction and explanation the topic or theme of learning and finger-painting activity to student. 3) Brainstorming by showing the model of painting and asking questions around the topic. 4) Teaching the learning of material, which also covers giving explanation of meaning, spelling and pronouncing the word to the students. 5) Applying the finger-painting, which covers set an example to students by involving the students when interpreting the vocabularies from keyword before describe them into painting. 6) giving the student oppotunity to practice with the same procedure as the example given. 7) discussing the result with the student through a simple presentation by asking them to say their opinion about their friends’ work.

The using of keyword sheet in this implementation of finger-painting is important as vocabulary material. The keyword is contains of skets of fruits, name, color, shapes or patern and characteristics of object. It is purposed to guide them by interpreting the vocabularies in keyword- sheet to do finger-painting. It was intended to involving student in teaching and learning process because the point of the use of this technique is to make student learn kinds of vocabularies and help student to get a deeper understanding on material when they do painting

## **FINDING AND DISCUSSION**

### **a. Finding**

The findings of the effectiveness of teaching vocabulary by Finger-Painting to the fourth grade students of SDN 32 Tanjung Bakau in academic year 2012/2013 is follows:

Table 1 The Percentage of Students' Score in Pretest

No	Score Range	Number of Students	Percentage (%)
1	< 70	17	94%
2	≥ 70	1	6%

Table 2 The Percentage of Student Score in Post-test

No	Score Range	Number of Students	Percentage (%)
1	< 70	5	28%
2	≥ 70 ≤ 100	13	72%

Base on the standard score (KKM) of English subject in SDN 32 Tanjung Bakau is 70. In pret-test, there is only 6% students achieved the standard score and the 94% or 17 students achieved the score under the standard. Then in the posttest. The percentage of students who are categorized as having low score of pre-test decreased become 28% or 5 students, and the percentage of student who are having result higher than 70 (KKM) increased to 72% or 13 students.

Table 3 The description of student's test results

	Pre-test (X1)	Post-test (X2)
Total score	618	1291
Average score	34.3	71.7

The further analysis on the student's individual score the total score of pre-test is 618. thus get the mean score 34.3 which is qualified as poor. Then after the post-test was conducted, the student's score range from 43 to 93. The total score of the student's is 1291, thus get the mean score 71.7 which is qualified good.

After having the mean both from pretest and posttest score, the writer calculated the students' interval score between the students' pretest and posttest result (*MD*) and the students' significance score of pre-test and post-test (*t*). The computation can be seen as follows:

Table 4 The Interval score of Pre-test and Pos-test

Test	Mean Score	Qualification
Post-test	71.7	Average to Good
Pre-test	34.3	Poor
Interval Score	37.4	

The significance of the interval score of pre-test and post-test:

$$\begin{aligned} \sum D &= \sum X1 - \sum X2 \\ &= 618 - 1291 \\ &= - 673 \end{aligned}$$

$$t = \frac{MD}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{37.4}{\frac{\sqrt{29678 - \frac{(-673)^2}{18}}}{18(18-1)}}$$

$$t = \frac{37.4}{\frac{\sqrt{29678 - \frac{452929}{18}}}{306}}$$

$$t = \frac{37.4}{\frac{\sqrt{29678 - 25162}}{306}}$$

$$t = \frac{37.4}{\frac{\sqrt{4516}}{306}}$$

$$t = \frac{37.4}{\sqrt{14.7581}}$$

$$t = \frac{37.4}{3.84162}$$

$$t = 9.735$$

Then, after having the process of describing the t-test score, the writer described the findings of significance effect of the treatment to see how effective the use of Finger-Painting in teaching vocabulary using effective size formula (*ES*). The computation can be seen as follows:

$$ES = 9.735 \sqrt{\frac{1}{18}}$$

$$ES = 9.735 \times 0.22$$

$$ES = 2.14$$

Based on the result above, the effectiveness of teaching vocabulary using finger-painting is categorized as high with  $ES > 0.8$  ( $2.44 > 0.8$ ). It means that teaching vocabulary using Finger-Painting gave a significant effect to improve the students' achievement.

## b. Discussion

From the data analysis, it was shown that media had positive effect in students' vocabulary mastery. It can be seen from the result of posttest which was higher than pretest. Before the treatment was given, the mean score of pretest was 34.3. After they had been given the treatment, the mean score of posttest was 71.7.

This finding showed that there was an improvement score of students' mastery in vocabulary after giving the treatment.

Based on the table of pretest, it indicated 73 as the highest score and 13 as the lowest score. The next step was calculating the mean score of pretest by dividing the total score of pretest with the whole number of research sample (18 students). The mean score of pretest is 34.3. After conducting the pretest, the researcher prepared three lesson plans for three treatments.

The next step was conducting the posttest. It was used to examine the students' achievement after the treatments. The students' score of posttest specified between the highest and the lowest score of posttest. It indicated 93 as the highest score and 43 as the lowest score. The next step was calculating the mean score of posttest by dividing the total score of posttest with the whole number of research sample (18 students). The mean score of posttest is 71.17. This point showed that the treatment by using has improved the students' ability in vocabulary.

Then, the researcher made an analyzing by counting the result of the t-test 9.761 ((df) = N-1 ) = (18- 1 = 17 ) 2.110. It shows that the t-test 9.761 is bigger than 2.110 on the t-table. the result is indicate that the student's achievement are influenced by the using of finger-painting media in teaching and learning process when it's compared with the degree of freedom. So, the writer argues that the using of finger-painting need to be considered as good media and technique to applied in teaching and learning vocabulary

## CONCLUSIONS

In the research, finger-painting have a good impact to student's interest and significant improvement on their vocabulary achivement. It can be seen in teaching learning process how finger-painting able to motivate them learning actively. They seemed enthusiastically and excitedly in following every step of finger-painting activity.

The writer also conclude that the using of finger-painting media can help the student's to memorize the vocabulary in more long term. It caused by they had following every step of activity which involves both of phsycal and cognitive that enables them to learn word by word more deeply. Because of Finger-Painting activity is concerned of process, so the student were not forced with too much vocabulary but how they through the process to get a solution in intrepret the key word and the using of finger-painting which was predicted as a messy activity proved can be controlled well if teacher gives appropriate reinforcement.

On the other hand, the writer observed that students always show their high interest in each meeting. During the treatment, most of the students involved actively in discussion in pair about their intrepetation of key words given and the painting that should they create based on the key words. The intrepreting keyword to painting process can improve their vocabulary mastery. So most of them can describe the keryword well into appropriate painting.

When the learning activity was continued into confirmation step, where was their painting will be shared to the other students to be corrected and discussed, the class situation became noisy because each pair wanted to get their



turn quickly. They seemed too enthusiastically and tend to become impatiently to present and discuss their friends' work on the front of the class. But it can be managed by set their turn using absent student number and then call them randomly. The writer assumed that the situation indicated that the students were happy to be involved in the learning process.

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