SRYPHOMAT FOR TEACHING VOCABULARY

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Abstract: Sryphomat is a prospective technique for teaching vocabulary, it is a combination technique of story, photographs and matching game. The aim of the technique is to enrich the students' vocabulary namely; noun, pronoun and adjective. The story is to elicit the word while the photographs is to elicit the meaning of the word in the story. Then, the matching game is used to motivate the students to be more active in the classroom setting. ADDIE procedure is used to develop Sryphomat, the process was done through need analysis, design, development, implementation and evaluation. In this development research, the technique was implemented in large class that consisted of 24 students of sixth graders of SD Negeri 29 Kecamatan Pontianak Timur. One-Group Pretest and Posttest was conducted to investigate the effectiveness of Sryphomat toward students' vocabulary. The result shown that this product was highly effective, the t = 9,02 and the ES is 1,08. The t-test is higher then t table of distribution of df 24 is 2,02 while the ES is good. This product also brings joyful teaching learning activity in the real classroom setting through matching game.

Key words: teaching, vocabulary, sryphomat.

Abstrak : Sryphomat adalah teknik untuk mengajar kosa kata, yaitu teknik kombinasi antara cerita, foto, dan permainan pencocokan. Tujuan dari teknik ini adalah untuk memperkaya kosakata siswa yaitu; kata benda, kata ganti dan kata sifat. Cerita digunakan untuk memperoleh kata, sementara foto-foto digunakan untuk memperoleh makna dari kata dalam cerita. Kemudian, permainan digunakan untuk memotivasi siswa agar lebih aktif dalam ruang kelas. ADDIE Prosedur digunakan untuk mengembangkan Sryphomat, proses dilakukan melalui analisis kebutuhan, desain, pengembangan, implementasi dan evaluasi. Dalam penelitian perkembangan ini, teknik telah diterapkan dikelas yang sebenarnya yang terdiri dari 24 siswa kelas enam SD Negeri 29 Kecamatan Pontianak Timur. Satu-Group Pretest Posttest dilakukan untuk mengetahui efektivitas Sryphomat terhadap peningkatan kosakata siswa. Hasilnya menunjukkan bahwa produk ini sangat efektif, t = 9,02 dan ES adalah 1,08. T-test lebih tinggi dari t- tabel distribusi df 24 pada 2,02 sedangkan ES baik. Produk ini juga membuat kegiatan belajar mengajar lebih menyenangkan melalui permainan menjodohkan.

Kata kunci: pengajaran, kosa kata sryphomat

L earning vocabulary is an ongoing process that requires systematic repetition to help students learn, especially low context vocabulary. Students can retain the vocabulary they find useful and relevant to their subject matter by learning vocabulary through context, cooperative learning, and using technology. Moreover, to improve the student's vocabulary, teachers can use more then one technique and medium in teaching vocabulary toward elementary school level. The purposes are to improve their learners' knowledge of vocabulary, to help them build large number of words to enlarge understanding of message on written or spoken language. The technique and media are suggested such as stories, and photographs.

The use of stories is beneficial for elementary level students in view of the fact that the messages of the stories bring the real situation into the classroom activity. Although, stories are beneficial for teaching vocabulary toward elementary school level students but sometimes students face difficulties in comprehending some words in the story. Setyarini, 2011; Rashid, 2011& Dolakova (2008) as cited in Soleimani and Akbari (2013) said "teaching vocabulary through story is beneficial for illustrating the situation, but some times the students get difficulty to understand some vocabulary in the story". Moreover, they explain that to predict or guess the meaning of the story, they also use the gesture, the posture or picture (photograph) and the intonation of storyteller to process and understand the meaning. It is concluded that the story it self is not enough to increase the student's vocabulary because some of the words in the story could not understood by the student. However, the photographs could explain the meaning of the words in the story.

Likewise a story, photographs as media in teaching learning process of elementary school level make the students easy to understand, to illustrate, and to avoid translation in written words. Although photograph is beneficial but sometimes the students face difficulties in interpreting the photograph because the message of photograph gives the student multi interpretation. Thornbury (2002:75-76) states that it is hard to illustrate the meaning of some pictures or photographs, especially the abstract ones such as 'opinion' or 'impact'. Consequently, in some cases, other tools used to demonstrate the meaning, or alternatively other tools might supplement pictures.

Ideally, both teaching technique and media can improve students' vocabulary but the detrimental of both story and photograph occur during teaching and learning process. Based on the teacher's experience in teaching English at SD Negeri 29 Kecamatan Pontianak Timur, the students of sixth sometimes difficulties to understand the words in the stories and the students sometimes face multi interpretation of the photograph. Therefore, the result of the of sixth grader's achievement cannot rich the minimum standard criterion (KKM). In order to cope with the teacher's delimitation on teaching vocabulary in elementary school level, one of the teaching technique that are expected to improve the students' vocabulary is combining the story, photograph, and matching game in to one technique for teaching vocabulary.

The combination technique is done through development research to offer a usable teaching technique to teach vocabulary. The development is conducted at

SD negeri 29 kecamatan Pontianak Timur. Then the result of the development research is called Sryphomat. Sryphomat derives from story, photograph and matching game. Hopefully, Sryphomat as technique may attract the student's interest; create interesting activities in the classroom setting. In short, the result of this development is as the reference or model for other English teachers in teaching vocabulary for elementary students.

Vocabulary is very essential for any students of EFL or ESL. The important of vocabulary for EFL or ESL is to convey any spoken or written language. Without vocabulary nothing can be conveyed, without grammar very little can be conveyed. It is implied that vocabulary is very important for student of EFL or ESL. Thornbury (2002:13), says,

> " If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words".

The selection of words to be taught in the classroom setting is very essential. It is quite easy to teach concrete words at lower level learner rather then abstract words especially with young learners. The teacher can start with the words that they are familiar with them. Thus, the vocabulary at elementary school level is teaching a basic unit of language where the vocabulary is in the level of root that covers the form and meaning. In addition, the vocabulary at sixth graders of elementary school level majority on the mastery of the noun and verb while the adjective and adverb are as the minority. Thornbury (2002:3) says that word play different roles in a text, they fall into one of eight different word classes; noun (dog, pen), pronoun (I, them), verb (write, read), adjective (old, white), adverb (classroom, office), preposition (for, like), conjunction (and, since) and determiner. Richard (2002:255) says that vocabulary is a core component of language proficiency and provides much of basis of how well the learners listen, speak, read and write. Vocabularies can be put into various categories that called part of speech. They are nouns, verbs, adjectives, and adverbs. For examples, *Books* are noun, *Study* is verb, *Happy* is adjective, *widely* is adverb. It is pointed that noun and verb is the tendency in English for many words. At the basic level of mastery vocabulary, elementary school students are hoped to know the form and the meaning of the word. Thornbury (2002:15) states, at the basic level, knowing a word involves knowing; its form and its meaning.

There was a different choice of the approach, method and technique in the educational practice to run learning process to achieve the target of learning.

Communicative approach is a learner-centered with a high degree of involvement of all who participate. The role of the teacher is to provide guidance as a facilitator by giving students challenges that will help to correct their misconceptions and enable them to draw correct concepts. The teacher can do this through group work (peer group learning), students' demonstrations in group work use stories, photographs, charts, table models etc. Richards and Rodgers (1986) explains that the major characteristics communicative approach is meaning is primary, contextualization is basic, attempts to communicate in TL are

encouraged in the beginning of instruction, material sequencing is determined by the content, meaning, and function, L1 is acceptable when feasible, activities and strategies for learning are varied and communicative competence is the goal of instruction.

In relation to the communicative approach, this involves a wider range of activities centered on helping students to learn by gaining new insight from the outcome of their investigations, modification their pre-existing ideas in the light of the new insights and constructs their understanding of a scientific concept. In this development, this approach is prepared to support the use of Sryphomat for teaching vocabulary of six graders of the elementary school level where the age is about 11 to 12 year old. Carol (2006) cited in Soleimani and Akbari (2013), explains that by the age of 9 to 12, the ability to acquire a second language with native-like ability has fallen off considerably. This approach is compatible to the characteristics of the young learner like elementary school level and emphasis the communication competence rather than on ability to form grammatically correct sentences.

The teaching learning process is managed by storytelling and group work. The process used direct method, where the storytelling led by the teacher that is how the teacher tells the stories and shows the students the photographs of animals, gives the instruction to the students to make a group and gives a guidance to do the matching game. In teaching activities, the teacher prepares the class before the lesson beginning, telling stories, dividing the class into groups work, distributing photographs, guiding the student to work in group for matching game, directing the students do matching game, asking the students to write five sentences based on the photographs and making conclusion. On other side, the students listened to the teacher's stories, looking at the photographs shown by the teacher, doing a group work, doing a matching game, and writing five sentences. Lake (2013: 1) say that direct method of teaching came as a response to the shortfalls of the grammar-translation method, which works to teach grammar and translate vocabulary from the native language of the student. Moreover lake (2013: 1) say that the aim of this method for teaching English is to immerse the students in English, the teacher would use realia, visual aids and demonstrations to teach English to students. The direct method of learning English is fairly simple. In consists, primarily, of just five parts.

First, Show – The student is shown something so that they understand the word. For example, they might be shown realia or other visual aids such as flash cards for nouns. The teacher might use gestures to explain verbs, and so on. Second, Say – The teacher verbally presents the word or sentence, taking care to pronounce the word correctly. Third, Try – The student then tries to repeat what the teacher is saying. Forth, Mould – The teacher corrects the students and ensures that they are pronouncing words correctly. Last, Repeat – Finally, the students repeat the word a number of times. Here the teacher uses a number of methods for repetition, including group repetition, single student repetition and other activities designed to get the students to repeat the word.

Anthony (1963:63-7), cited in Mukalel Joseph C (2010:1), a technique is implementation, that which actually takes palace in a classroom. It is a particular

trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well. It is explained that technique is a detail list of ruler or a guideline for any teaching activities of any school level. Moreover, technique can be said as the basic procedure of how the content is elaborated during the teaching learning process in the classroom activities.

The Concept of Sryphomat as combination technique for teaching vocabulary of the sixth graders at elementary school level. The goal of the combination instructional strategy is to make teaching learning simpler and less difficult. Morison, Ross & kemp (2007:2) says that the goal of the instructional design is to make learning more efficient, effective and to make learning less difficult. Often, well-design saves time and money. Moreover, Reiser & Dempsey (2012:80) says that Instructional design is a system of procedure for developing education and training curricula in a consistent and reliable fashion. The concept of the instructional strategy of Sryphomat is designed for sixth graders of elementary school level using instructional strategy of story, photograph, and matching game.

Stories are materials for children to learn about the world where they live in. Moreover, stories provide exciting situation for children to know-how every real situation in life is tangible in the magical world of story; in fact whatever children learn in the story world can be practical in the real world. Gere (2002) cited in Soleimani and Akbari (2013:1), defines it as "the act of using language and gesture in colorful ways to create scenes in a sequence"

Wasik and Bond (2001) and Write (2000) cited in Georgious & verdugo, (2010) in Soleimani and Akbari (2013:1), believe that for young learners stories offer an adorable way of contextualizing they also introduce new language and make it comprehensible and memorable. Dolakova (2008) cited in Soleimani and Akbari (2013:1), explains that stories can divided according to their content to: classical tales, animal tales or fables, repetitive and cumulative tales, adventures and romantic stories, poem, rhymes, songs and chants. Dolakova (2008) cited in Soleimani and Akbari (2013:2), explains that animal tales or fables are very popular among children; children like animals especially as the characters that can talk and behave like human being; in fact, they identify themselves with them and then imitate their behaviors and actions.

Dolakova (2008:7) says that the very idea of a little soft animal is pleasant and gentle. If animal is even able to talk in the story, children soon identify with them. Therefore the story that will be used in this development research is adapted from Andrew Wright, thus because the content of the stories is animal tale, relevant to theme and topic of the English lesson at elementary school level.

There are two types of picture as teaching media the first categories is illustrative and the second categories are realistic (The International Federation of photographic Art: 2001). The illustrative picture is the multi interpretation. For instance, Cartoons, hand drawing. Mean whilst the realistic picture is a picture that represents the real shape of the object, for instance, photograph.

Photograph is a series of photograph that are taken by using camera or hand phone completing with camera and printed on photograph's paper. According to

KPS (Knysna Photographic Society) (2013), there are two types of photograph mono and polychrome. Monochrome is a black and white image. A black and white work fitting from the very dark grey (black) to the very clear grey (white) is a monochrome work with the various shades of grey. A black and white work toned entirely in a single colour will remain a monochrome work able to stand in the black and white category. On the other hand a black and white work modified by a partial toning or by the addition of one colour becomes a colour work (polychrome) to stand in the colour category. KPS (Knysna Photographic Society) (2013) stated that there is a variety of non projected media that can make your instruction more realistic and engaging. Pictures, charts, photograph, posters, and cartoon – including those that students themselves produce can provide powerful visual support to abstract ideas.

Photograph as media in teaching play an important rule because they make the teaching learning process more interesting for the children or young learner. Moreover, photographs create verities of teaching and learning atmospheres in the classroom. Hill (2001:1) says that pictures or photographs bring not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how pictures or photographs may change a lesson, even if only employed in additional exercises or just to create the atmosphere. He also explains that pictures or photographs meet with a wide range of use not only in acquiring vocabulary, but also in many other aspects of foreign language teaching. Wright (1990:6) explains, that to be more specific, beside lessons where pictures are in the focus, they might be used just as a "stimulus for writing and discussion, as an illustration of something being read or talked about, as background to a topic and so on. Harmer (2001:135) states, "One of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word lion, for example, is to have a photograph of one". Of course, not all new words can be taught using photograph but most concrete vocabulary can. Moreover Harmer (2007:83) states, "We can use picture to explain situations and concept (for example, a picture of someone coming away from a swimming pool with dripping wet hair to show 'she's just been swimming')". In line with the Hill (2001), Harmer (1993:161-162), states, "a wide variety of media are available for instructional use including visual and audiovisual material".

Ersoz (2000:3) said that games are always interesting and amusing for students. Games can make students more focus in learning because they do not feel that they are forced to learn. Friermuth (2009) cited in Ersoz (2000:3) stated that games are more learner-centered since they give students the chance to resolve problems without the intervention of a teacher. It creates such a situation in which students will be more active to practice their vocabulary

Some of the games used by the student - teachers mandatory the pupils to actually physically move in different directions in the classroom and sit in groups and pairs. Therefore, games enable a relaxed atmosphere that consequently both promote use of language rather than mere thinking about its form and help learners remember things faster. Flexner and Hauck (1984) cited in Deng, (2006:3) stated that "a game is a competitive activity involving skills, chance, or

endurance on the part of two or more persons who play according to a set of rules, usually for their own amusement or for spectators. Matching games is one the activities which requires learners to actively interact with their classmates. Matching game is defined as structured playing usually undertaken for enjoyment and sometimes used as an educational tool. Matching game is distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements.

Lewis (1999) cited in Deng, (2006:3) states that through matching games children experiment, discover, and interact with their environment. Therefore, games give learners the opportunity to practice language in a variety of language areas, such as spelling, grammar, and vocabulary. Hadfield (1984) says that matching games as the name implies, participants need to find a match for a word, picture, photographs, or card. Hadfield (1984) also explains that matching games are adopted to facilitate students" motivation, confidence, and vocabulary acquisition for younger ages. In addition, Angelova & Lekova, 1995; Atake, 2003; Deng, 2006 cited in soleimani and Akbari (2013:1)said to facilitating children's motivation and confidence, learners can acquire vocabulary more quickly and easily by doing actions during game playing. Moreover, Atake (2003) cited in soleimani and Akbari (2013:1) made the following statement in her research, arguing that, "students are challenged to think and use certain target vocabulary expressions . . . but in games it becomes easier for students to memorize because students are impressed by competing or interacting with classmates".

METHOD

The method of the research is development research. ADDIE procedure is adapted as the foundation of the development of Sryphomat. In the ADDIE model, Analysis is the input for the system; Designs, Development are the process; Implementation and Evaluation are the output. These elements overlap somewhat, depending on the project.
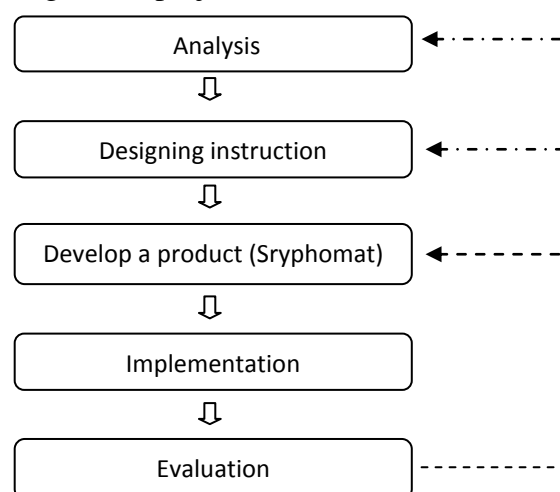
Scheme 1. The Sryphomat Development Procedure

DEVELOPMENT RESULT AND DISCUSSION

The procedure of the development use ADDIE procedure that is figure out in the scheme 1. (The Sryphomat Development Procedure).

Development Result

In developing sryphomat the following step is done, the result of the development is discussed to find out that the product of the development is ready to be implemented in the real classroom activity.

Analysis

The analysis is the step of making a good product to find out the goal, student's need and the procedure of the development of Sryphomat.

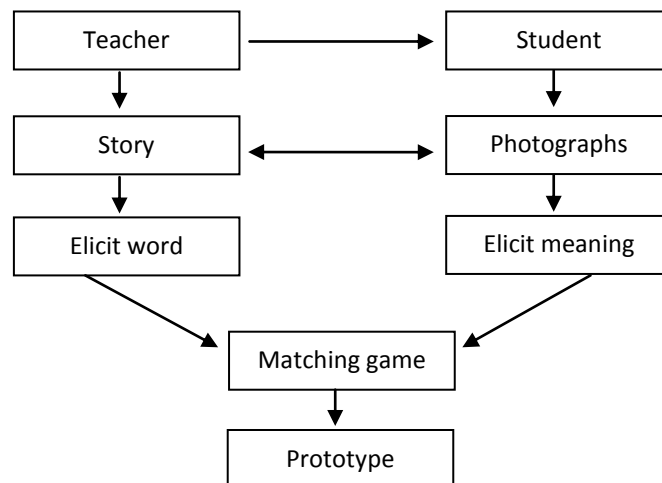| *Instruction*	*Goal*
Instruction for first step. *Greeting and apperception*	To greet the students and to gain the students' attention for today's lesson
Instruction for second step *Telling the story*	To draw the student's attention when the teacher telling the story. Elicit the words and meaning.
Instruction for third step *Listen and Repeat.*	To invite the students to pronounce the words correctly.
Instructional forth step *Making group work*	To give more chance the students to do activity in matching game.
Instruction for fifth step *Guidance of matching game.*	To set the rule of the matching game. Then the students are easy to memorize the name of the animal.
Instruction sixth steps *Playing a matching game.*	To give an experience to do matching game properly. Moreover, the students have longer memory of the words or names of the animal.
Instruction for seventh steps *Writing five sentences*	To give the students experience in writing skill; it is also to invite the students to write sentences using their own words.
Instruction for last steps *Singing a song together".*	To give the students a joy after studying vocabulary using Sryphomat, moreover the use of song is to give the students to learn from their real life.

Table of the goal of the instruction of Sryphomat

The analysis of the student's need is done using an observation in the classroom activity. The observation focus on the student's characteristic of sixth grader of elementary school level. The students of sixth grader of SDN 29 Pontianak Timur are in the age of 11 to 12 years old. In this age the students must understand a certain basic vocabulary. Marazo (2004) cited in Marzano and Kendal (2007:23) stated that it is fairly obvious that students must understand a

certain a mount of the basic vocabulary in a subject area before they can understand the fact, generalization, and principle within a contact area. Moreover Marzano and Kendal (2007:23) say that this might explain why a teacher frequently must devote a significant amount of time to vocabulary instruction. Moreover, the students of sixth grader enthusiastic in listening to the story of the animals retold by the teacher and full attention to the photograph produce in the story, moreover the students of sixth grader are confidence in playing matching game.

Design

The design is the basic form of models and tools that are going to develop. The basic form of the Sryphomat is the draft that is taken from the need analysis result, and then the design of the product can be drawn as follows; first, the design of the teachers' activities, the second, the design of students' activities, third, the design of group work for matching game and the last, design the prototype of the Sryphomat.

Scheme 2. The design of sryphomat

Development

The development of Sryphomat focused on the development of instruction technique for teacher, instruction strategy for student's activities and instruction strategy for group work. In the development process, the product was developed from the prototype of Sryphomat. The product was tried out and revised for a usable product for teaching vocabulary to the sixth graders of elementary school level. The revision is done based on the input of small class tried out and the result of the product implemented in real class (large class).

Implementation

The implementation of the Sryphomat is the phase to implement of the Sryphomat in the large class to get the real description in making any conclusion of the product (Sryphomat). Moreover the implementation of Sryphomat also consider as the summative evaluation. The result of the implementation of Sryphomat shown that the students enthusiastic to the activity using Sryphomat, it can be seen from the activity in the matching game, where the students enthusiast in doing matching game.

Sryphomat also gave a fun for students, enrich vocabulary (name of animal) and gave the students experience of group work. Sryphomat also gave many advantages for students and teacher, the students could learn from real situation using matching game, the students could work in group and the teacher could maximize the process of teaching learning activity.

Evaluation

The evaluation of the product is to get the final evidence of the sryhomat that Sryphomat is useable for teaching vocabulary to the sixth grader of elementary school level. There were three experts validated the product, first expert validated the product from aspect of English subject matter and development (SME), second expert validated the product from the aspect of educational perspective (EAE) and the last expert validated the grammar error. The pre-test and post-test was used to know the effectiveness of the product.

The result of the SME shown that Sryphomat is usable for student's vocabulary of sixth graders that because the material (story and photographs) base on the syllabus and student's need. It is very clear that material have been designed with the context of the learner at the earlier age of learning English. All the important points of the evaluator are brought out in the rationale for material and syllabus therefore the aim of the curriculum achieved. Moreover the strategies (instructions) are base on the characteristic of the students of sixth graders of elementary school level. See the note of expert evaluation of SME perspective. The result of the EAE concluded that the texts (story) attempt to develop or create the students' love and care for other creatures. It is a starting point of building students' interest and knowledge of the other creatures. Therefore, the values of caring and loving on animals and birds of the students are gradually grown up, and later, internalization takes place. The act of caring and loving help to protect those creatures and will end in ecological system balance. As the conclusion that both MAE and EAE give an opinion that this strategy is worthy as teaching materials for vocabulary building for sixth graders of elementary school level. However, the Colorful pictures of birds and animals will help the students to recognize the objects without translation. Therefore, teaching with target language may be successful. The last expert, checked the grammatical error of the product it means that Sryphomat use standard of English grammar.

Discussion

The process of the development of the research is done through two phases they are; the development phase and pre-test and post-test phase.

The development phase of Sryphomat is done because of the students of sixth graders of SD Negeri 29 Pontianak Timur face difficulties to enrich vocabulary. So then the development is needed to help the students, in other side the teacher also can simplify the instruction by using combination instruction of stories, photographs and matching game. This development is done using ADDIE model. In the ADDIE there are five phases namely, Analysis, Design, Develop, Implementation and Evaluation. First phase is Analysis, the analysis if to find out the goal, the student's need. It is as the basic of the designing of the Sryphomat. Second phase is Design, the designs is to find out the model of the Sryphomat to be developed. Third phase is Develop, in this activity the development is referring

to the process of the production of the product (Sryphomat). The development is tried out in small group, then revised, evaluated by the expert and then revised for second time, fourth is implementation in real class (large group) to find out the usable product and last is the evaluation of the Sryphomat by the expert, so the product is usable as the teaching technique for vocabulary to the sixth graders at elementary school level.

According to the expert evaluation the study material follows the main criteria. The theme and topics (stories) are are in compliance with the syllabus and National Curriculum. The study material is appropriate for the sixth graders of elementary school level and treats different values, suchas heroism, honesty and good deeds. Mostly teacher prefer to use fairy tales in order to teach some language skills like grammar and vocabulary.

Pre-test and post-test phase were conducted in order to find out the effectiveness of the product. During the treatment process, it is found out that the students have great interest in learning vocabulary with relax way and joyful lesson, because the technique is accompanied by the material that are stories and colorful photographs. In other word, teaching by using Sryphomat is greater than the traditional technique. Beside thus reasons, it is also found out that Sryphomat has strengthened that is the student easy to understand and interpret the Sryphomat in spoken and written word. At last it is concluded that teaching vocabulary by using Sryphomat is easier teaching technique then the other teaching technique, because this technique is the combination of story, photographs and matching game. As a result the student's can enrich their vocabulary.

The result of the pre-test and post-test show that Sryphomat has great influence to the student's vocabulary master, that because the result of the t-test is 9, 02, while the ES is 1,08. It meant the result of the t-test is higher the t-value of t distribution of df 24 is 2.064 in 5%. Moreover the ES is classified high because the result is higher the 0.8. There is significance improvement of the result of the test, where the pre- test is 186 and the post-test is 277 it mean the division between pre-test and post-test is 91.

The test item was trying out before becoming a tester. The try out of the test item was conducted toward class 6a, the total number of the students who are involved in the try out is 12 students that taken from class 6a.

CONCLUSION

In general, the instructional technique of sryphomat is considered useful for both teacher and students. In addition, sryphomat is integrated activities which can be applied in other language skills and as ice-breaker activities if the problem is in the lacks of time. Students have more opportunities to express and to use their language since it provides a lower-anxiety environment. Sryphomat is more learner-centered since students have chance to resolve problems without the intervention of a teacher. They awaken competitive desire to win inside students so that the classroom atmosphere will be more livened up. It creates such a

situation in which students will be more active to practice their vocabulary. The procedure of the development used ADDIE model.

The Analysis is the phase to find the need analysis for design phase. The analysis focus on the goal of the instruction, the analysis of the student's need, the analysis of the syllabus and material and the analysis of the student's group work. The Design is the basic draft for the development phase. The design of Sryphomat consist of the teachers' instruction for telling the story, guidance for matching game, and instruction for writing simple sentence and the prototype of Sryphomat. The Development is the process of producing the product, revising, and producing the usable product to be implemented in the class room activity (small group). The Implementation phase is the applying of the product to the real class (large class) to know the influence of the product toward classroom activity moreover it is to know the effectiveness of the product and the Evaluation phase is the final conclusion of the product for writing the conclusion of product is usable for teaching vocabulary to the sixth grader at elementary school level. There were two types of evaluation first is expert's evaluation second is pre-test and post-test evaluation.

The data from the expert's evaluation conclude that sryphomat is worthy teaching strategy for teaching vocabulary on the low learns experience or young learner as in elementary school level. Moreover, the result of pre-test and post – test conclude that this technique (Sryphomat) is effective for teaching vocabulary to the sixth grader of elementary school level. Therefore, there are many advantages of Sryphomat such as avoiding translating the difficult word of the story, bring the student in to real situation and creating live up classroom atmosphere. While the data from the pre-test and post-test significantly effective. In addition, the students are brave to do matching game in the classroom activity, able to write simple sentences using photographs as a clue and at the end of the lesson the student get meaningful experience of learning.

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