

**LEARNING VOCABULARIES USING COLOURFUL CHALKS AS
A MEDIA FOR FIFTH GRADE STUDENTS OF SDN
PADANGSARI 01 SEMARANG**

By

Cendrawasih Puspita Widiyaningrum

Abstract

The objectives of the study are (1) to find out the ability of the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary before taught by using colorful chalks, (2) to know the students ability in learning vocabulary after using colorful chalks as a media, (3) to identify the effectiveness of using colorful chalks as a media of teaching vocabulary. To reach the objectives of the study, the writer used descriptive method. The population of this study is the fifth grade students of SDN Padangsari 01 Semarang. There are 20 students of the fifth grade students of SDN Padangsari 01 Semarang. In this study the writer uses total sampling. The writer got the data from one way; there is test. The result of her observation show that; (1) The ability of the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary before using colorful chalks as a media is fair. It can be seen from 20 samples in the research. The specification is 12 students with fair criterion, 6 students with good criterion, and 2 students with very good criterion. So that, it can be said that there are 40% of the fifth grade students of SDN Padangsari 01 Semarang who are successful in learning vocabulary before using colorful chalks as a media. (2) The ability of the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary after using colorful chalks as a media is very good. It can be seen from 20 samples in the research. The specification is 17 students with very good criterion, 2 students with good criterion, and 1 student with fair criterion. So that, it can be said that there are 95% of the fifth grade students of SDN Padangsari 01 Semarang who are successful in learning vocabulary using colorful chalks as media. (3) The effectiveness of learning vocabulary using colorful chalks as media; After seen the result from the test which given by the writer, it can be classified that learning vocabulary using colorful chalks is effective.

Key Words: *Vocabularies, colourful chalks, teaching media*

Introduction

English is language from world split west and one of the most widely used as international language. It has spread all of the world and it plays an important role in

communication among various groups or parts of the world. In Indonesia, English is not only to receive for Junior High School up to University but also to Kindergarten

and Elementary School. In learning English, generally students find some difficulties and also need much time to master.

English is an important language for many purposes, as in communication, science, culture, etc. In education context, English has a function as a means to communicate especially in accessing information and developing science, technology and culture language has a central part in developing intellectual, social, and emotional and as a key for success in studying knowledge. For this reason, English is taken as the important subject matter in schools. One of the source in learning English is

Research Method

Method is the application of the theorist of the approach. If it is connected in the research, it means that methodology is asset of method used in searching and analyzing the data to solve the problem.

Sutrisno Hadi (2004:247) said that research methodology is a science which learns a method or a way to find out, develop, the truth of knowledge.

There are many kinds of method that took in the research base on the objectives of the study and would be account as scientific. A scientific research is one that learns a

understanding vocabularies. Learning vocabulary is the first step to study English because without dominate it we will be difficult to study English.

This study discuss about vocabularies, which is easy to remember vocabularies with white chalk or colorful chalks. Based on the background of the problems above, the problems which are observed in this research are; To what extent is the students' vocabulary ability before taught by using colourful chalk? To what extent is the students' vocabulary after using colourful chalks as a media? How effective is the learning vocabulary with colourful chalks?

method or way to find out, to develop and truth of knowledge (Sutrisno Hadi, 1989:4). In this research, the writer used quantitative description method by purpose technique in the present time base on the reliable and factual data.

According to Arikunto (2006: 130), population is all subjects of the research. Brown A and Dowling P. (1998: 33) also say that population is the national class of possible subject and it may be defined at any levels of analysis.

The population would be all the individual of a particular type or more restricted part of that group. The population in this study is the fifth year students of SDN 01 Padangsari.

Sample

Sample is a part of the subject of population that should be research (Arikunto, 2006: 131). Johnson D.M. (1987: 111) stated that sample is a sub group of the population that affects the conclusions which refer to the result.

In this research, the writer will takes twenty pupils of fifth grade students of SDN Padangsari 01 Semarang as a sample of the research.

Instruments of the Research

Instrument is the important part in collecting data. Arikunto (2006: 150) states that instrument is a set of apparatus to collect the data. Therefore, the work can be easier and the result can be better, the work will be more systematic, complete, and correct in order. This study

employ the following instruments;

1. Test

The researcher uses a test as instrument of the research; it means that test is used to indicate group or individual progress toward the instructional objectives of the study. Test or examination used to measure the basic of competence and to reach achievement. Test is used to find out respondent achievement ability. This method is used in order to know position one of the soul aspects which is compared with the standard measurement.

In this research, the researcher uses one instrument of the research. That is vocabulary test as the instrument to get and collect data.

The instrument must have some characteristics to know the validity, reliability, the difficulty level of an item and discriminating power. They are:

a. Validity

The validity of an item can be known by doing item analysis, each test in this study especially its content was designed based on the material taught in order to be valid.

To acquire the validity of the test, the writer uses score of items from the test. Then she uses product moment formula.

Reliability refers to consistency of the test scores. Whether or not a test is said reliable, it can be seen from the results shows consistency to a tester for a number of examinations if a result shows the same result for different individuals, with the same capability the test is reliable.

To get the reliability of the test, the writer uses split half Spearman formula (Spearman Brown in Arikunto, 2002:93)

After getting the result, the writer then categorized it into index of reliability value. Based on the index of reliability value, the test is very reliable.

To know an item from a test whether it is reliable or not the value of r_{11} must be consulted to the table of standard reliability.

An item is considered to have a good difficulty level if it is not too easy or difficult for the students. The item is not reasonable to be a good means of evaluation. To decide or measure the

level difficulty from the instrument or all the items of the test, the writer uses Spearman's formula. And she takes item number 2 is as the sample.

Technique of Data Analysis

The writer collected the data through the test, the writer analyzes the data using percentages descriptive analysis in giving the test score to give description of the students in learning vocabulary. The steps are:

1. To know how effective this method to the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary using colourful chalks as a media. The writer does the following steps:
 - a. Scoring the test, it is from the results of the students test. The writer give 1 score for correct answer and 0 score for wrong answer. Then the total score is divided by 3 so the highest score is 10 (30:3).
 - b. Then the writer conducted further analysis by using the percentage of scoring as follows:

$$\text{Score} = \frac{\text{Error! Reference source not found.}}{\text{Reference source not found.}} \times 100\%$$

The writer classified into four categories:

<i>Percentage</i>	<i>Result</i>
-------------------	---------------

81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fair
0% - 40%	Bad

c. After analyzing the score and categorizing into the categories above, the writer looks for the percentage of each criterion and the formula are:

P = Error! Reference source not found.

Where:

ssible solutions to overcome in learning vocabulary.

Findings

In collecting the data related to the ability of the fifth grade students of SDN 01 Padangsari Semarang in learning vocabulary using colorful chalks as a media, the researcher gave a test to 20 students who became the samples of the research. The test consisted of 30 items; they had 60 minutes to do the test. After conducting the test, the researcher scored the students' answer sheet. The researcher scored 1 to each students correct answer and 0 to the incorrect answer. The maximum score would be 30. To get the scores of the test, the total score was divided with three. So that the highest score would be reached by the students who were able to answer all the test correctly is 10 (30:3).

P = percentage

F = frequency of each criterion

N = the number of students

2. To know the difficulties faced by the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary using colourful chalks as a media, the writer analyzes the students' mistakes in doing the test.

3. Then the writer identifies som

So that the mean of the ability of the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary using colorful chalks as a media is rounded up to 8,71.

After finding the test score of the ability of the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary using colorful chalks as a media, the writer conducted further analysis with the percentage of scoring .

Students' score was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis.

The next analysis on the students score is through distribution and relative frequency of students' score. The formula used for computing the percentage.

Table 1
The percentage of each criterion.

<i>Interval</i>	<i>Criterion</i>	<i>Frequency</i>	<i>Percentage</i>
81%- 100%	Very good	17	85%
61%- 80%	Good	2	10%
41%- 60%	Fair	1	5%
0%- 40%	Bad	0	0%

Based on the description above, it can be concluded that the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary using colorful chalks as media consist of three criteria according to the results of the test. The specification is 17 students with very good criterion, 2 students with good criterion, and 1 student with fair criterion. So that, it can be said there are 95% of the fifth grade students of SDN Padangsari 01 Semarang who are successful in learning vocabulary using colorful chalks as a media.

The results of the research that had been conducted to analyze the ability of the fifth grade of SDN Padangsari 01 Semarang in learning vocabulary using

colorful chalks as media had helped the writer to come to the following conclusions.

1. The ability of the fifth grade students of SDN Padangari 01 Semarang in learning vocabulary before taught colorful chalks as media.

The data of investigation shows that the ability of the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary before taught colorful chalks as media is fair. It can be seen from 20 samples in the research. The specification is 12 students with fair criterion, 6 students with good criterion, and 2 students with very good criterion. So that, it can be said that there are any 40% of the fifth grade students of SDN Padangsari 01 Semarang who are successful in learning vocabulary before using colorful chalks as media.

2. The ability of the fifth grade students of SDN Padangari 01 Semarang in learning vocabulary after taught colorful chalks as media.

The data of investigation shows that the ability of the fifth grade students of SDN Padangsari 01 Semarang in learning vocabulary after taught colorful chalks as media is very good. It can be seen from 20 samples in the

research. The specification is 17 students with very good criterion, 2 students with good criterion, and 1 student with fair criterion. So that, it can be said that there are 95% of the fifth grade students of SDN Padangsari 01 Semarang who are successful in learning vocabulary using colorful chalks as media.

3. The effectiveness of learning vocabulary using colorful chalks as media.

After having the result from the test which is given by the writer, it can be classification that learning vocabulary using colorful chalks is effective. Because by using colorful chalks, students will be easy to remember and more interested in the items given by the writer than using white chalks.

References

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brewter, Jean And Gail Ellis with Dennis Girard. 2003. *The Primary English Teacher's Guide*. London: Pengunin English Guides.
- Cameroon, Lynne. 2001. *Languages to young Learners*. Cambridge: CAMBRIDGE UNIVERSITY PRESS.
- Hadi, Sutrisno. 2004. *Methodology Research*. Yogyakarta: Gadjah Mada University Press.
- Harmer, L. 2002. *The Practice of Language Teaching*. New York; Longman.
- Johnson. D.M. 1987. *Approaches to Research in Second Language Learning*. London: Longman Group Ltd.
- Miller, M.H. Taylor, P. Williams E.W. 1991. *Harpercollins College Dutline*. i. New York: Harpereollins Publisher.
- Ramelan. 1994. *English Phonetics*. Semarang: IKIP Semarang Press.
- Scott, Wendy A. And Lisbeth H. Ytreberg. 1990. *Teaching English to Children*. New York: Longman
- Sudjana, Nana. 1989. *Tuntunan Penyusunan Karya Ilmiah*. Bandung; Sinar Baru.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. Cambridge: Longman
- <http://www.geologyshop.co.uk/chalk.htm>
- http://is.muni.cz/th/123676/pedf_b/Bachelor_ThesisUsing_pictures_in_teaching_vocabulary.pdf
- [http://scholar.google.co.id/scholar?hl=id&as_sdt=0&as_vis=1&q=kinds+of+language+learning+\(hornby+2005\)](http://scholar.google.co.id/scholar?hl=id&as_sdt=0&as_vis=1&q=kinds+of+language+learning+(hornby+2005))
- <http://fitriadriani46.wordpress.com>