

INCREASING VOCABULARY OF GRADE V PUPILS OF SDN PENGAWU PALU THROUGH WORD ASSOCIATION TECHNIQUE

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Abstrak

Penelitian ini adalah penelitian tindakan kelas yang bersifat kolaboratif dan bertujuan untuk mengamati proses keefektifan pembelajaran kosakata dengan menggunakan asosiasi dalam pengajaran kosakata jenis kata benda, kata sifat, dan kata kerja. Subyek penelitian ini berjumlah 30 murid kelas lima SDN Pengawu Palu tahun Pelajaran 2015/2016. Penelitian tindakan kelas ini dilakukan selama 2 (dua) siklus dan masing-masing siklus mengikuti prosedur penelitian tindakan kelas: perencanaan, implementasi, observasi dan refleksi. Setiap siklus dilakukan selama empat kali pertemuan dan pertemuan terakhir di gunakan untuk evaluasi. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan instrument lembar observasi dan tes. Data yang telah dikumpulkan kemudian dianalisis secara kuantitatif dan qualitative. Berdasarkan hasil analisis, prestasi dalam penguasaan kosakata meningkat dari perolehan nilai rata-rata klasikal 64,2 pada siklus I menjadi 88,8 pada siklus 2. Jumlah murid yang meraih KKM (65) meningkat dari 15 murid (50%) pada siklus I menjadi 28 murid (93,3%) pada siklus 2. Ini artinya perolehan nilai murid meningkat menjadi 65 (93,3) mempunyai kesuksesan 75 %. Hal ini mengindikasikan bahwa implementasi tindakan melalui asosiasi dapat menyelesaikan terhadap permasalahan kosakata bahasa Inggris siswa.

Kata kunci: *kosakata, kata, asosiasi, tehnik*

English is a foreign language taught from elementary school up to university level. In curriculum of the elementary schools, especially SDN (Sekolah Dasar Negeri) (State Elementary School) Pengawu Palu, English is taught from grade four to grade six. Since the pupils are still beginners, the teaching of English is emphasized on basic vocabulary mastery. The pupils are directed to know the basic English words related to their daily life. In teaching English, vocabulary plays an important role in developing the four language skills. Without having adequate vocabulary, it can be said that communication. Communication can happen when there is something which can be discussed by a speaker and a listener. In doing it, it is needed to have an amount of related words to communication process run well and understood by the people. Those words are usually called vocabulary. English teachers in the elementary school are

expected to be creative to raise the pupils' learning motivation and make them interested in learning English vocabulary. They have to use interesting and appropriate techniques in teaching vocabulary, such as singing a song, using pictures, using flash cards, and using word association technique. teaching English, especially for pupils, should be joyful, interesting, repetitive, and understandable. In doing so, there should be appropriate methods for teaching English to them. One of the alternative methods that can be applied in the classroom is the so called word association. They can easily identify the meaning of the words by the word association given. The researcher tried to find a way of teaching that can help her pupils to learn English better. These made them not to feel fun in learning English. It is because that in elementary school, pupils are beginners to learn basic vocabulary and to memorize them. By having basic words, the pupils can

prepare themselves to use English in simple communication. Based on the researcher's findings experience teaching at SDN Pengawu Palu, most of the pupils especially for the fifth grade pupils do not know the basic English words based on the teaching topic in the teaching material such as: words related to hobbies, food and drink, transportation, occupation, people character, and direction and location. In addition, they have difficulties to pronounce English words and to memorize their meaning so that they hesitate to communicate in English. As a matter of fact, the teacher's teaching style and the technique that they applied give a great contribution to the condition. Some facts are found related to the teaching of vocabulary: (1) the teacher assigned pupils to memorize certain words found in the text book or in the dictionary; and (2) the teacher asked the pupils to find difficult words or unfamiliar words then translated them into Indonesian. The techniques applied by the teacher do not give much contribution in developing pupil's vocabulary mastery. The researcher further thought that inappropriate teaching technique applied by the teacher may be the cause of the low proficiency of the pupils in learning English.

To cope with the problem identified above, the researcher as the English teacher needs to use appropriate techniques in teaching English in order to help and solve the pupil's problem. The researcher is interested in applying word association technique in teaching vocabulary, because it can facilitate the teacher to arise attention and to increase motivation of the pupils to learn vocabulary. Therefore the researcher question which should be formulated is how can the application of word association increase vocabulary of grade V pupils of SDN Pengawu Palu. Objective of the Research is to find out whether the application of word association technique can increase vocabulary of grade V pupils of SDN Pengawu Palu. Or not Significance of

the Research. The result of this researcher is expected to be alternative teaching and learning activities that can be applied to overcome teacher's problem. The teacher can improve their teaching technique, solve problem in learning English, and motivate pupils to increase their English vocabulary. The research findings provide pupils valuable contribution to enjoy learning English and can be reference for readers or other researcher who want to solve the same or similar problem dealing with vocabulary and association technique.

Scope of the Research

This research was focused on teaching English vocabulary by using word association. The words were noun, verb, and adjective in some topics on the elementary school curriculum. The topics are foods and drinks, hobbies, people characters, transportation, jobs, and daily activities. The aspects of nouns, verbs, and adjectives can be looked at through this word association dealing with spelling, pronunciation, and meaning.

Review of Related Literature

There were several researches done before on the use of how to teach vocabulary by word association to learners. One of them was done by Paul Richard Kuehn. The title of research is "Teaching vocabulary through word association". Teaching vocabulary with association has been very effective and most of the students have enjoyed this teaching and learning experience.

Then, there is another research done by Wyman, (2011). The title of research is "How to learn vocabulary faster". The result of this research showed and gave contribution to increase vocabulary mastery for the students. Gipe . P. Joan, (1979), the title of research is "Teaching Vocabulary through Familiar Association and Contexts". In the present study the researcher attempted to provide an example for approaching

vocabulary development from a theoretical basis and tried to provide empirical support for a technique presently used in teaching word meaning. Gersia (2012) conducted a research to analyze the improving vocabulary of VII grade of SMP Negeri 19 Palu through word association. She concludes that are the implementation of mind mapping in teaching and learning English is effective to solve the students' vocabulary problem. Besides, the students enjoy learning vocabulary and they are highly motivated to join the class.

The previous researches three are focused on teaching vocabulary. Like any research but even though the similarities come to my research but different in focusing on association technique. A best way of learning vocabulary is not only leading the pupils to memorize, but also teaching them to pronounce, to spell, to write, and to use it in context. It is not enough to learn just the form of a new vocabulary item and its denotation. In order to be able to understand properly and to use a new item of vocabulary in a given language correctly, the learner must be familiar with the word connotation, grammar, and formation as well as its collation and the right way and appropriateness of use.

Definition of Nouns, Verbs, and Adjectives

Noun

A noun is a word used to name a person, animal, place, thing and abstract idea, (Hudson 2000: 1). Nouns are usually the first words which small children learn. A noun can function in sentence as a subject, a direct object and indirect object, a subject complement, an appositive, and adjective or adverb. The underline words in the following sentences are all nouns:

The dog bites the man.

Portia White was on opera singer.

Some grammar books divide nouns into 2 groups proper nouns and common nouns. Proper nouns are nouns which begin with a

capital letter because it is the name of a specific or particular person place or thing.

Verb

Verb is a word that syntax convey an action, an occurrence, or a state of being. Sulaiman states a verb is a word (or a category of speech) which says something about a person or thing does, did or has done". In the usual description of English, the basic form, with or without the particle to, is infinitive. A singular verb (such as is, has, lives, goes) is used with a singular subject or a third singular person (such as he, she, it). Plural verb (such as have, live, go) is used with a plural subject (such as they, those, tools, my friends) the underline words in the following are all verbs.

The dog bites the man.

She is a smart girl.

Amel buys a new bag.

Verbs in English can be classified into two categories: stative verbs and dynamic verbs. (sometimes referred to as "action verbs") usually describe actions we can take, or things that happen; stative verbs usually refer to a state or condition which is not changing or likely to change. The difference is important, because stative verbs cannot normally be used in the continues (be + -ing) forms.

Adjectives

An adjective describes or limits a noun. Examples: tall, young, pretty, light, blue, new, white (the tall, young, pretty girl is wearing a light blue dress with her new white shoes.) (NOT: . . . a light dress blue with her new shoes white). Usually an adjective comes before the noun that it describes, as in tall man. It can also come after a form of the word be as in The man is tall. More than one adjective can be used in this position in the sentence The man is tall, dark, and handsome. In later lessons, you will learn how to make comparisons with adjectives. Most adjectives do not change form whether

the noun it describes is singular or plural. There are, however, some adjectives that do have different singular and plural forms.

Association Technique

To teach vocabulary effectively and to increase vocabulary of the pupils, the teacher should have some various techniques. The technique used by the teacher in presenting the material is expected to be able to motivate and to make the pupils interested in learning. Usually an adjective comes before the noun that it describes, as in tall man. It can also come after a form of the word be as in the man is tall. More than one adjective can be used in this position in the sentence The man is tall, dark, and handsome. In later lessons, you will learn how to make comparisons with adjectives.

The use of association technique can lead the pupils to know the meaning of the words used and can increase the pupils vocabulary. Nation(2001: 104) states that word association is knowing a range of association for a word to help understand its meaningful and recall the words form or its meaning in appropriate context.

Furthermore, creating the classroom situation will be interesting when using association technique in the process of teaching and learning English. It is because the pupils only guess and look for some words which are related to the main idea.

There are three important components in teaching and learning process, i.e. teachers, pupils, and materials. These components are being affected by several other complements to be success in teaching learning process. They are environment, family, and economic background. One of the pupil's problems in learning English is that most pupils find difficulty to memorize the materials given to them, because English is different from their mother tongue and the teacher only use text book in teaching process.

Fisher and Terry (1997:101) states that every word is an essential concept. By understanding the concept associated with a word, we understand the meaning of word. Understanding the concept is important in learning vocabulary, especially for the beginner. If we understand the concept, we will feel easy to know the words associated with them. For instance, if we want the pupils understand the concept of "tree" and the word associated with it, we show them of a tree and we associate it with the part of tree. Vocabulary expansion through word association can lead learners to know the words and their meaning that it can facilitate or support the pupils to get a word in group that belongs to the same relation. For instance: "wood association" which has relation to the furniture components like table, chair, cupboard, desk, act, the three associated with root, branch, and leaves. This is a good technique for helping pupils to find new words. McCarthy (2001:2) expresses that in understanding the meaning of a word, it is not enough to know only the meaning of the word. We also need to know: What words it is usually associate with; Whether it has any particular grammatical characteristic; and How it is pronounced. The statement above explains that it is not enough to know only the meaning of word, but also we need to know the association of word and know to pronounce the word. Learning words with associated meaning together is a useful way of teaching vocabulary. It can help the pupils to guess what a word associates with.

The word association technique is interesting because the pupils tend to guess and look for some words which are related to the first word given by the teacher. Developing vocabulary through the word association can lead the pupils to the words and their meanings (Irmawati. 2009:9). It can support them to get a word in group that belongs to the same relation. The word association can be treated as 'paradigmatic and systematic'. Lyons (1971:247) argues:

“Paradigmatic responses are those that fall in the same syntactic category as the stimulus; syntagmatic responses are those that fall into other categories. For instance, a paradigmatic response to the noun ‘tree’ might be the nouns ‘flower, fruit, branch, stalk, and leaves’. Moreover syntagmatic response to the same words might be the adjective ‘green, big, short.”

The word association is simple and effective way used to teach vocabulary because in this process the pupils are trained to think faster and precise by this way and to make them think in a concrete way. They become more easily to remember the words that they ever say. The word association may also be called as a game involving an exchange of word that is associated together. The role of the games is the teacher chooses one original word, and then she will find a word that she or he associates with it and make it known by all pupils.

Advantage and Disadvantage of Teaching Word Associations

The word association can be applied in teaching and learning process to increase receptive and expressive vocabulary skills, improve students’ abilities to understand, and explain similarities or differences of words, Prerequisite skill for students to understand grade level or curriculum level compare and contrast activities, to create a variety of word association using teacher’s own word, reinforces skill of categorization that requires students to sort items into groups, name items according to group, identify/name items that don't belong in a group

Disadvantage of Word Association in teaching and learning activities is the teacher receives no feedback on student’s performance because not all of the students understand the meaning of word. So, the students are lazy to do exercises, Good for from beginners to intermediate, but not for an advance level of students because word levels of it are main.

Teaching Vocabulary at Elementary School

The objectives of teaching vocabulary in teaching English basically cannot be separated from the objectives of teaching English in general. It means that the objective of teaching English implicate the objective of teaching vocabulary. In BSNP(2006: 28), it is stated that the objective of teaching English at elementary school namely: (1) Listening: to understand instruction, information, and simply short story that is conveyed in oral form in school and pupils’ environment context; (2) Speaking to express meaning of the interpersonal and transaction discourse in oral form in the school and pupils environment context; (3) Reading: sonorous reading and to understand the meaning of instruction and information about the simple and short functional and descriptive text; (4) Writing: to write word, expression, and short of functional text correctly.

Related to the above statement, the objective of teaching English at elementary school is to develop listening, reading, speaking, and writing skills. It provides pupils with more word levels and the structure label suitable for the themes and topic to be determined on the basis of pupil’s interest and stage of development. Teaching vocabulary at elementary school is basically aimed at sustaining the four language skills in English since vocabulary is an essential aspect of mastering. To be successful learners, the pupils should have a good competence in vocabulary mastery. More vocabulary owned, more possibility they can use the language to communication. Rivers(1981: 462) proposes more extreme conception that it would be impossible to learn a language without vocabulary without words.

In learning and teaching vocabulary, there are three essential parts the teacher needs to considers: types of words, meanings, spelling, pronunciation, and the word

structure like in singular and plural. Dealing with teaching to the elementary pupils, one way to help pupils to increase their vocabularies easily is by applying suitable technique such as word association. The researcher may follow the three main activities: pre activity, while activity, and post activity.

Teaching Vocabulary through Association Technique

There are some research investigations made by people. One of them is conducted by Irmawati (2009: 35) stating that the teacher needs to explain about the technique or strategies before coming to the discussion of word association technique. Teaching English in elementary school is emphasized on vocabulary mastery, because the more vocabulary they have the better their English will be. Furthermore, Irmawati ("2009: 36) explains that the English teacher at elementary school usually uses pictures as the only technique in teaching English. The effect of this, many pupils are not interested in studying English because they are bored. That's why the researcher tries to find out another technique which can be applied to increase the pupils' motivations to study English. That is word association.

Vocabulary expansion through word association can lead the learners to know the words and their meaning. In learning vocabulary through the word association, the teacher needs to prepare some words that will be associated. He/she can also use some pictures to describe an abstract word that pupils rarely hear or see. Sometimes she or he writes a word on the board, for example 'bakso' then he/she asks the pupils to mention something in a bowl of 'bakso'. If they have difficulty to mention it in English, he/she gives the pupils a chance to mention it in Indonesia, then he/she translates the word in English and asks the pupils to memorize the words.

METHOD

Design of the Research

This research employed CAR (Classroom Action Research). It was directed to apply quantitative data analysis. It was conducted to investigate how to increase pupils' vocabulary through word association technique. The research consists of planning, acting, observing, and reflecting. Kemmis and Mc Taggart (1988: 25) suggest that action research starts with small cycle of planning, acting, observing, and reflecting.

Setting and subject of Research

This research was conducted at SDN Pengawu Palu. It is located on Jalan Malontara no. 10. Its subjects were V grade pupils. The number of the pupils in that class was 30 pupils. Based on the curriculum, the teaching of English was conducted by integrating the four skills, and it was equipped with the teaching of language components; grammar, vocabulary, spelling, and pronunciation.

Procedures of the Action Research

This research involved stages: planning, implementation, observation, and reflection in each cycle. The action was continued to cycle 2 because the cycle 1 was not successful. The action was stopped when the pupils were successful. To conduct the study more clearly the researcher does the cycles adapted from Kemmis and Mc Taggart (1988: 10-15). In planning the teacher prepared everything that's necessary for the learning process that goes in stage of implementation. Observation will be done during the process of the teaching and learning process in the classroom. Reflection has an important role in order to decide whether the action is success or need to be continued to the next cycle.

Instrument of Data Collection

In order to get in accurate data during the research, the researcher needed to do some procedures. The data were collected by using two instruments. They were; observation checklist and test.

Technique of Data Analysis

Analysis of the data in this research was conducted during and after the data collection. The information derived from the data analysis is compared to the criteria of success. Since there were three major indicators of success formulated in this research, each of item was analyzed based on fact in the field. First, the result of pupils' vocabulary test was analyzed and scored based on the scoring system. The test was divided into three types; namely, matching pairs, word association, completion, and multiple choices.

The matching pair consists of 10 items and each item was scored 1. Then the word association consists of 10 items and each item was scored 1. Then the completion consists of 5 items and each item was scored 1. Finally was matching the word consists of 10 items and each item was scored 1. The total score for the whole correct answer was 35.

Data Presentation and Discussion

Cycle 1

Planning of Action

In this stage, the researcher designed a lesson plan and showed to the collaborator and provided materials for vocabulary presentation with the topic "foods and drinks". The lesson plan contained time allocation, standard competence and basic competence, indicator for pupils' achievement, teaching materials, teaching method, teaching procedures used by the researcher, teaching resources, and evaluation. This topic was designed to be presented in one meeting.

Implementation of Action

The implementation of action in cycle one was carried out in three meetings. The first, second and the third meeting was for vocabulary teaching using words association. The fourth one was evaluation of all materials taught to the pupils. It was conducted after the learning process finished.

Observation

To gain an accurate data from the implementation of the plan, the researcher and her collaborator were together doing ongoing observation (the observation that was conducted when the teaching and learning activity were going on). The observation covered (1) the pupils' performance in the teaching and learning activities, and (2) the teacher performance (teaching steps) in implementing the plan.

Findings from observation check-list

In action research, the place researcher analyzed the findings of the researcher. To determine whether or not the treatment has got a significant improvement, and to decide whether or not the treatment would be continued because of the pupils' achievement has met or has not met the criteria of success in which the researcher has provided it in advanced. The researcher and her collaborator then did reflection by analyzing and validating the data that were taken from observation checklist.

Reflection

Reflection in action research was the place where researcher reflects the results of the data analysis, and the findings of the research. To determine whether or not the treatment has got an influence, and to decide whether or not the treatment would be continued because the pupils' achievement has met the criteria of success in which the researcher has provided it in advance, the researcher and her collaborator did reflection

by analyzing the data that were taken from observation checklist and test.

Cycle II

The presentation of the data in the cycle II is organized on the basis of four steps in classroom action research; planning of action, implementation of action plan, observation, analysis and reflection. Each of them is explained in the following description.

Planning of action

The planning of action in cycle II was constructed on the basis of the result of the reflection in cycle I. it covered the setting of the managing the class, the time arrangement and the instructional material. The setting of the class management to prevent the high active pupils dominate the activity in class that make the low pupils become passive was rearranged based on the achievement in cycle I. this was done in order to make the pupils to be more active and motivated in joining the lesson.

Implementation of plan

In implementing the action plan of cycle II, the researcher still employed the same research instruments as in cycle I. observation check-list was employed to gain data from teacher and pupils' activity during the teaching and learning process taking place.

Observation

To gain an accurate data from the implementation of the plan, the researcher and her collaborator were together doing on going observation (the observation that was conducted when the teaching and learning activity were going on). The observation covered (1) the pupils' participation in the teaching and learning process, (2) the pupils' performance in the teaching and learning activities, and (3) the teacher performance (teaching steps) in implementing the plan.

Findings from Observation Check-list

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Reflection

Based on the results of the analysis of both the teaching learning process and pupils' learning result in cycle II, it was shown that the pupils made an improvement in learning vocabulary using association technique. The improvement could be seen from some indicators of success. First, most of the pupils' score (28 pupils) on vocabulary test has achieved sixty six after the score was computed. This meant the first criterion of success was fulfilled. Second, the pupils can learn cooperatively in small group to share their opinion, idea, and argumentation, understanding and help each other and meet "mid" and "high" classification (this is taken from observation checklist). This signed the second criteria of success was met. The last, there were 93,3% pupils who got individual achievement at least sixty six or greater than it (this is taken from test

The Cases Spell, Pronunciation, and Meaning Meeting 1, 2, 3 and 4 in cycle 1

To analyze the three criteria of success, the researcher utilized association technique, observation checklist and test. The result of analysis taken from the first test of the cycle I

was fifteen of thirty pupils who got “good” or “very good” score. It means that the pupils’ successful percentage that got success level from the first test of cycle I had not yet met the criteria of success. Because, the percentage approach employed formula $15 \times 100\% = 50\%$. 15 were the number of pupils who got success category 30 was the number of all pupils, and 100 is the deviation scale. On the other hand, the percentage of classroom success should be 65% of the number of pupils.

The Cases Spelling, Pronunciation, and Meaning Meetings 1, 2, 3, and 4 in cycle 2

The result of analysis toward evaluation on cycle II meeting 4 evoked the significant development on pupils’ vocabulary. Through the second test in cycle II; it was found that there were twenty eight pupils who got “success” category. It means that the number of pupils who got “success” from the second evaluation of cycle II has met the criteria of success, because the percentage approach employs formula $28 \times 100\% : 30 = 93.3\%$. 28 were the number of pupils who get “success” category 30 is the number of all pupils, and 100 is the deviation scale. Since the number of pupils who got “success” category more than a half of the total number of pupils (93.3%), so it is concluded that the criteria of classroom achievement has been achieved.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the research, it can be concluded that the application of word association is effective to increase the vocabulary of grade Five pupils of SDN Pengawu Palu. It can be proved that in cycle 1, it was found that there were 15 out of 30 pupils did not achieve the criteria of success 65. The percentage of classroom achievement in the first cycle was 50%. Meanwhile, in the second cycle, it was found that there were

only 2 out 30 pupils whose scores did not achieve the criteria of success. It meant that the percentage of classroom achievement in the second cycle is 93, 3%. In addition, the mean scores of pupils in cycle score 64, 2 measured to be mean score 88,8 in cycle II. This indicated that there was improvement toward the pupils’ vocabulary in answering vocabulary test.

Association technique can encourage pupils to be active to join classroom activities. By providing a word based on the topic discussed and asked them to associate the words, the pupils compete in answering the question, doing the tasks, spelling and practicing to pronounce the words. And last, the pupils had positive response toward the use of association technique in learning vocabulary.

Suggestion

- a. The pupils should have their own dictionaries in learning English so that they can more easily find the meaning of the English words they look for when doing the task given by the teacher.
- b. The English teacher has to make the pupils fully understand the meaning of single words in and in simple sentences so that it can support their ability in leaning English.
- c. For reader, word association can increase the pupils vocabulary in constructing the words into subject or object. It is recommended to continue research to prove that effectiveness technique for another focus.

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