

**IMPROVING STUDENTS' VOCABULARY MASTERY  
THROUGH QUARTET PICTURE**

**(A Classroom Action Research to the Third Grade Students in SD Plus Bina Empat  
Lima Pontianak in Academic Year 2012/ 2013)**

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## IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH QUARTET PICTURE

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**Abstrak:** Penelitian yang berjudul “Peningkatan Kosakata Siswa Melalui Quartet Picture (PTK yang dilaksanakan pada Kelas III di SD Plus Bina Empat Lima Pontianak pada Tahun Akademik 2012/ 2013) bertujuan untuk meningkatkan kosakata siswa terutama pada topik kata benda “Nama-nama Profesi”. Penelitian ini adalah Penelitian Tindakan Kelas yang dilakukan dalam dua siklus. Subjek penelitian ini adalah kelas III A di SD Plus Bina Empat Lima Pontianak tahun akademik 2012/ 2013. Data dikumpulkan melalui ceklis observasi, tes kosakata dan catatan lapangan. Data tersebut kemudian dianalisa dengan mendeskripsikan ceklis observasi dan catatan lapangan dan menggunakan rumus untuk mencari nilai rata-rata siswa. Hasil temuan pada penelitian ini menunjukkan peningkatan penguasaan kosakata terutama topik kata benda “Nama-nama Profesi” siswa dalam dua siklus yang telah meningkat. Nilai rata-rata pada siklus pertama adalah 97.65 dan 99.05 pada siklus kedua.

**Kata kunci : Penguasaan Kosakata dan Quartet Picture**

**Abstract:** This research “Improving Students’ Vocabulary Mastery through Quartet Picture (A Classroom Action Research to the Third Grade Students at SD Plus Bina Empat Lima Pontianak In Academic Year 2012/ 2013)” was intended to improve students’ vocabulary mastery especially in vocabulary of noun “Name of Profession”. It was a Classroom Action Research which was conducted in two cycles. The subject of this research was students of III A in SD Plus Bina Empat Lima Pontianak In Academic Year 2012/ 2013 which consisted of 24 students. The data was collected by using observation checklist, students’ measurement test and field note. It was analyzed by describing the observation checklist and fieldnote, and by using formula of mean score. The findings indicated the vocabulary mastery especially in vocabulary of noun “Name of Profession” improved through Quartet Picture. The students’ mean score in the first cycle was 97.65, and it was 99.05 in the second cycle.

**Key words: Vocabulary Mastery and Quartet Picture**

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words. They construct an understanding of the text by assembling and making sense of the words in context. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important for children who are developing oral proficiency. Brown (2001: 310) stated that one way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms what they know about it.

In relation to this research, the researcher found the problem faced by the third grade students of SD Plus Bina Empat Lima Pontianak. The researcher interviewed the teacher related to the teaching and learning process to know the students' vocabulary mastery. Based on interview, students have difficulty in mastering vocabulary. Students were difficult in mastering vocabulary of "Name of Professions". They should be able to master vocabulary "Name of Profession" in this grade. In short, the students still learnt simple language in this level and students had limited vocabulary related to "Name of Professions". Therefore, the researcher tried to improve third grade students' vocabulary mastery by using a media named Quartet Picture.

Third grade students as the main focus of this research can be categorized in the beginner level. It means that they still learn the basic knowledge of English. They still learn about certain words, simple sentence, and simple conversation. In their language work, the beginner level needs pleasure activities to keep them in the teaching and learning process. It is known that pleasure activities need media to do it.

In other hand, there was limited media in conducting the English teaching and learning process. So that, the researcher tried to use media named Quartet Picture to improve students' vocabulary mastery especially in vocabulary of "Name of Profession". In SD Plus Bina Empat Lima Pontianak, students had problem in mastering vocabulary of "Name of Profession" which they should know it well in third grade so that the researcher focused on third grade students as the main focus of this research.

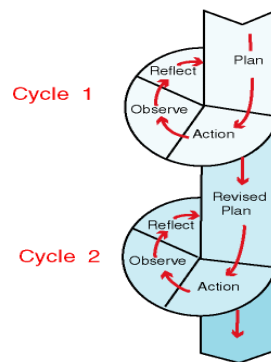
The researcher tried to use media named Quartet Picture to solve the problems. By using Quartet Picture, students were given something new and different from what they usually got in class daily. They were not only the objects of the teaching and learning process, but also the active ones. In short, the researcher tried to improve third grade students' vocabulary mastery of "Name of Profession" by using media named Quartet Picture. Therefore, it could solve the problems appeared in third grade of SD Plus Bina Empat Lima Pontianak.

## METHOD

The type of this research was a classroom action research. Ferrance (2000: 1) defines action research as a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Action research specifically refers to a disciplined inquiry done by the teacher with the intent that the research will inform and change his or her practices in the future. This research is used for the practice of teaching and learning process.

Ferrance (2000: 2) states that classroom action research is a research conducted by teacher in order to improve the process of learning. In the other hand, Kemmis and Mc Taggart (quoted by Cohen et al, 2007: 299) argued that action research is an approach to improving education by changing it and learning from the consequences of changes. It means that action research is not a library project but also it is more about a topic that interests in teaching learning process. It is not problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve. This research will give several effect and the students will practice immediately.

According to Hopkins (2008:51) there are several essential processes in doing action research is needed (cyclical) as follows plan, action, observation, reflection and revision. The procedure of this study uses that process of action research.



### Cyclical Action Research Model Based on Hopkins (2008)

In detail the cycle consists of:

1. Planning is in this phase the researcher identifies a problem or issue and develops a plan of actions in order to carry out the improvements in certain aspect. The planning is in the form of lesson plan, material, and certain action (technique) in order to improve students' achievement. Plan is used during the research in every cycle and revised based on the improvement of the students.

2. Acting is the implementation of the planning step. In this case the implementation is in the form of technique, which is given to the students in every cycle.
3. Observing is to know students' condition while research is conducted. In this phase the researcher do the observation in systematically about the effect of the action and documenting the context, and actions to get information what is happening in the classroom.
4. Reflecting is the researcher reflects on, evaluate, and describe the effects of the action in order to understand the issue more clearly and find out weaknesses.

In the planning stage for the first cycle, the researcher prepared and constructed anything to be done in the teaching and learning process. The researcher who acted as collaborator prepared the lesson plan as guideline and constructed such activities in order to make students involved in teaching and learning process, a text to be discussed, vocabulary test and answer sheets for the students, the observation checklist tables, and field note for the researcher in observing the teaching and learning process. In the acting stage, the teacher implemented the planning stage. All activities taught by teacher followed the rules as written in the lesson plan. Next, the time for both researcher and her collaborator discussed the meeting in the observing stage. The last stage, it was time to evaluate what had been done and decided to conduct next cycle as the result of the reflection was not satisfactory.

In the planning stage for the second cycle, the researcher revised some steps to overcome the weaknesses that happened in the previous cycle. The researcher who acted as collaborator prepared the new lesson plan as guideline and constructed such activities in order to make students involved in teaching and learning process, a text to be discussed, vocabulary test and answer sheets for the students, the observation checklist tables, and field note for the researcher in observing the teaching and learning process. In the acting stage, the teacher implemented the planning stage. All activities taught by teacher followed the rules as written in the lesson plan. Next, the time for both researcher and her collaborator discussed the meeting in the observing stage. In the observing stage, the teacher and researcher calculated the students' score and discussed the meeting. In the reflecting stage, the teacher and the researcher decided to stop the cycle because the students had improvement and achieved their passing score.

In collecting the data, the researcher used observation technique and measurement technique. In the observation technique, the researcher applied the observation checklist and field note as tools of data collecting. In the measurement technique, the researcher applied the vocabulary test as a tool of data collecting and mean score formula were to find out whether there was a significance improvement from cycle to cycle.

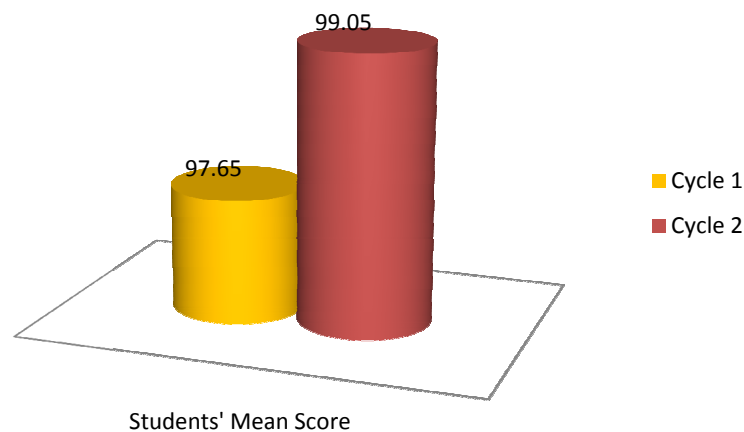
## FINDINGS AND DISCUSSION

### a. Findings

The result of data analysis showed that there was an improvement of student's vocabulary mastery through Quartet Picture. This research was conducted in two cycles. The figures to describe the improvement can be described as follows:

#### 1. Students' mean score

Students' mean score in the first cycle was 97.65, some of students could not fulfilled the passing grade (KKM) and categorized not satisfactory. Meanwhile, in the second cycle the students' mean score was 99.05, the score was passed the criteria of KKM and categorized satisfactory. The improvement of students' mean score from first cycle to second cycle could be seen on the chart below:



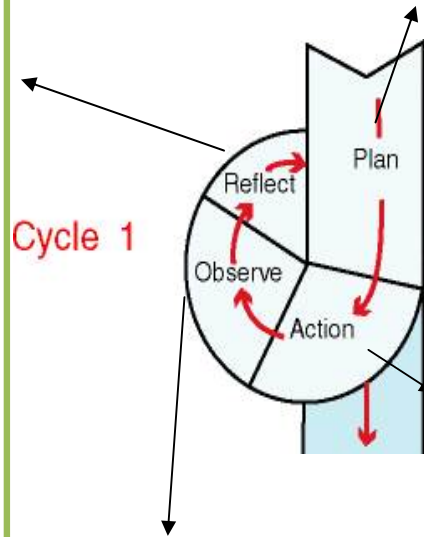
**Chart 1: The improvements of students' mean score**

#### 2. The Process of Classroom Action Research

The figure process of the classroom action research in four stages that was conducted in the first cycle and second cycle in improving students' vocabulary mastery through Quartet Picture to the third grade students of SD Plus Bina Empat Lima Pontianak could be seen in the following figures:

## CYCLE 1

- The teacher and researcher made discussion about the meeting.
- The researcher checked the students' answer and give score.
- The teacher and researcher found out the weaknesses during teaching and learning process in the first cycle, such as:
  - ✓ The teacher should give the instruction clearly, so the students will use the media more effective way.
  - ✓ The teacher should be paid attention to the students, so they can involve in discussion process.
  - ✓ The teacher approached them to be more actively involved in discussion process.
  - ✓ The teacher needed to pay attention allocated time. So the time would be use in as effective as possible during the learning process.
- The teacher and researcher designed the new plan to overcome the weaknesses in the first cycle.



- The researcher prepared the lesson plan, media for teaching that is Quartet Picture for the students such as the story and the vocabulary test, students' answer sheet, field note, and observation checklist table.
- The teacher and researcher discussed everything that was done in the classroom.

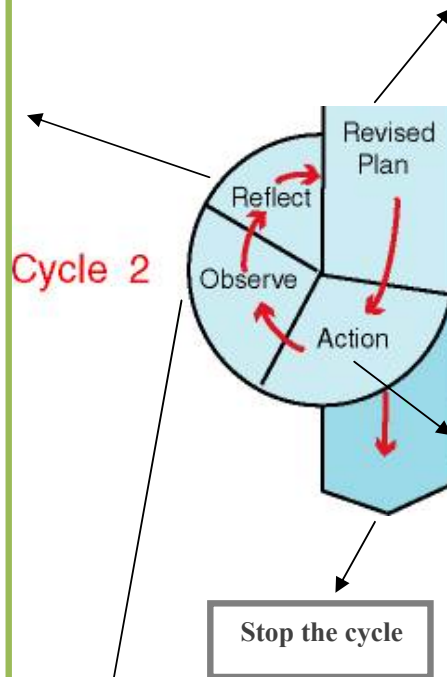
- The researcher observed the students' condition during the learning process.
- The resercher checked the observatiob checklist and the result can be seen on the appendix III.
- The researcher took a fieldnote, the note can be seen on the appendix IV.
- The researcher took photos as data documentation.

- The teacher gave the brainstorming.
- Teacher showed texts about name of profession.
- Teacher explored students' knowledge by showing pictures with text.
- The teacher read aloud the sentence and the students repeat it.
- The teacher asked about the name of professions in the text and the students answer it.
- The teacher divides students into six groups (one group consists four students).
- The teacher gave explanation about how to play Quartet Picture through power point.
- The teacher went around and asks some students to mention the vocabulary in Quartet Picture.
- Students are asked to memorize vocabulary and picture in quartet picture.
- The teacher asked students to do the worksheet about material "Name of Profession" individually.
- Teacher gave the motivation to students who still not participate actively during the learning process.
- The teacher guided the students in making conclusion of learning material that have learned.

## CYCLE 2

- The teacher and researcher made discussion about the meeting.
- The researcher checked the students' answer and gave score.
- The teacher and researcher found out that all the students begin to work cooperatively, discuss actively, and helped each other during the discussion process. The teacher was also supported the students by give more the motivation, attention, and guidance during the discussion.
- The teacher and researcher found out that all of the students passed the KKM score.
- The teacher and researcher decide to stop the cycle.

- The researcher observed the students' condition during the learning process.
- The researcher checked the observation checklist, the result could be seen on the appendix III.
- The researcher took a field note, the note could be seen on the appendix IV.
- The researcher took photos as data documentation.



- The researcher prepared the new lesson plan, media for teaching that is Quartet Picture, and the vocabulary test, students' answer sheet, field note, and observation checklist table.
- The teacher and researcher discussed everything that was done in the classroom.

- Teacher asked the students to sing the song of profession as a brainstorming.
- The teacher asked one of students to read it aloud in front of class.
- The teacher divides students into six groups (one group consists four students), the students who do not understand well the rule of playing Quartet Picture were grouped with students who had well understanding.
- The teacher gave explanation about how to play Quartet Picture through power point.
- Teacher explained the rule of playing the Quartet Picture clearly by using the Quartet Picture directly.
- Students discussed the vocabulary of "Name of Profession" in Quartet Picture.
- The teacher went around and asks some students to mention the vocabulary in Quartet Picture.
- Students are asked to memorize vocabulary and picture in quartet picture.
- Teacher asked students to do the worksheet about material "Name of Profession" individually.
- Teacher asked the students to report the result of playing Quartet Picture by speaking.
- Teacher gave the motivation to students who still not participate actively during the learning process.
- Teacher guided the students in making conclusion of learning material that had been learned.



## **b. Discussion**

The process of the Classroom Action Research was conducted in two cycles. There was four stages in each cycle, they were planning stage, acting stage, observing stage, and reflecting stage. In planning stage the researcher prepared everything that used in teaching and learning process. In acting stage, the researcher acted as collaborator and the English teacher taught his students through quartet picture. In observing stage, the researcher discussed and computed the result of the meeting. The last was reflecting stage, the researcher and the teacher discussed about what the activities should be done to overcome the weaknesses of the meeting. After all, from the observation result of each cycles, the researcher concluded that the students had improvement and progress positively.

The students could learn vocabulary and improve their vocabulary mastery while they were playing the Quartet Picture. They might take it to home, play it at home with their friends, brothers, sisters or parents. They could play it in everywhere and every time. They also not only learnt about the words but also improve their pronunciation and the implementation in a sentence. It was a good way to enrich vocabularies in order to improve their vocabulary mastery while playing it anywhere and anytime.

English network (2006) stated that quartet is a card game for vocabulary revision and the phonetic alphabet. In addition, Bayu (2012: 26) stated that the Quartet Picture could also be used to teach a new vocabulary in certain topic or as a review in conducting teaching and learning process in school. It also could be useful as learning media to learn English in fun way when the students are at home. The students could enrich their vocabulary in order to improve their vocabulary mastery when they often play it.

While the students were playing the game using Quartet Picture, they were asked to read it the name of Profession they had collected and the sentences written in the Quartet Picture. In short, they could identify and know the meaning of the words name of Profession and the sentences written on it during playing it. Harmer (2004:99) who stated that being provided that students more or less understand what they read, the more they read, the better they get at it. If the teachers succeed applying the proper and variety media in conducting teaching and learning process, then the students could enjoy the learning process to enrich students' vocabularies.

The laziness and the boredom in the classroom influenced the result of the test. Before using the Quartet Picture, the result of study was not satisfying. They did not have motivation to read and several students did not give attention to study. They talked too much with their friends in the teaching and learning process and what they discussed was not about the materials taught by teacher. Furthermore, the students could not get much knowledge in English and they had

less vocabulary mastery. They did not master the vocabulary that the vocabulary should be mastered by them in that grade.

In the other hand, almost students were not active in the English teaching and learning process. They seemed not interested and less of enthusiasm with English because they felt English was difficult at the beginning of the class. They felt that learning English was a very boring activity because they needed to memorize many new words and there was less thing that could make them enjoy the teaching and learning process. When using the Quartet Picture, they began to motivate themselves to learning English and they started to ask how to play Quartet Picture. Actually, they were asked to learn new vocabulary by doing repeated activities in playing the Quartet Picture but they did not feel bored because they could play the media Quartet Picture in learning vocabulary.

In the first cycle, the result was not satisfying. Although the mean score was 97.65, not all of the students passed the passing grade. The students still did not follow the instruction of the teacher and the rule of playing Quartet Picture. In the process of playing Quartet Picture, the students needed to read the name of professions aloud. They needed to discuss the materials in the media Quartet Picture. In other hand, they still confused in the playing process and discuss it. The just played the media by the rule and sometimes did not read it aloud. They did not discuss the materials in the media well.

In the second cycle, the result was more satisfying. The mean score was 99.05 had passed the passing grade or KKM well. They had passed the KKM which was 70. The students started to follow the rule of playing and discuss it well. In this cycle, the teacher paid more attention to the class management. The students read the name of profession in the media aloud and discussed well.

The students' improvement in the classroom was also supported by the teacher's role. The role of the teacher in teaching and learning process is also important. The teacher had motivated, paid attention, and guided the students in teaching learning process especially during the discussion process. It was shown by the students' improvement in the second cycle.

## **CONCLUSION**

The effort of using class Quartet Picture had been improved students' vocabulary mastery, especially vocabulary of "Name of Profession". It was supported by improvement of the score gained by the students in every cycle. By implementing Quartet Picture in teaching learning process of vocabulary mastery, the student had chance to be active and cooperative in teaching and learning process. Quartet Picture was the media that is effective to improve students' vocabulary mastery of third graders of SD Plus Bina Empat Lima Pontianak.

By teaching vocabulary by using Quartet Picture, the score gained by the students improved. By using media Quartet Picture in the cycles, there is improvement. In cycle 1, the mean score of students was 97.65 and there were 4 students did not pass the passing grade 70. It improved in cycle 2 where students got mean score 99.05 and all students passed the passing grade 70.

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