

IMPROVING STUDENTS' VOCABULARY THROUGH FLIP-CHUTE

(Classroom Action Research at Fifth Grade of SDN in Cibabat)

A RESEARCH PAPER

**Submitted to the English Education Study Program
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STATEMENT

I hereby certify that this research paper entitled “IMPROVING STUDENTS” VOCABULARY THROUGH FLIP CHUTE” is completely my own work, except where due references are made in the text and that contain no material which has been submitted for the awards of any other degree or diploma in any University or Institution. I am fully aware that I have cited some statement and ideas from many sources, and all of the citations are properly acknowledge. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Cimahi, May 2017

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ABSTRACT

The objective of the research is to describe how the effect of flip chute in improving students' vocabulary at fifth grade of SDN Cibabat Mandiri 5. The method of the research is Classroom Action Research. It consists of two cycles. In each cycle consist of planning, action, observation and reflection. The data are gathered by qualitative. The qualitative data are gained by analyzing the result of observation and interview. The result of this research shows that there is an improvement in vocabulary mastery. It can be seen from the result of observation and interview. Besides that, it is supported by the score of the test of each cycle. Before implementing the CAR students' vocabulary is very low. It can be seen from the test which the mean of test is 56.16 only 4 students or 14.28% who pass the KKM. In cycle 1 the students felt so happy using flip chute but sometimes felt so bored. It reflect to the score of mean is 78.21, only 20 students or 71.42% who pass KKM. In cycle 2 the result of observation and interview is good. Almost all students like to use flip chute in learning vocabulary. The mean is 85.17, in this test 23 students or 82.14% pass the KKM. Therefore flip chute is effective to improve students' vocabulary but it should be collaborated by interesting method or technique, besides that there are some students who do not suit with this media because not all students are tactual and kinesthetic learner.

Keywords: *Vocabulary, Flip Chute*

PREFACE

Alhamdulillahirabbil'alamiin, in the Grace and Blessing of Allah SWT, the Most Merciful, finally the writer can complete this research paper entitled "Improving Students' Vocabulary through Flip Chute at Fifth Grade of SDN Cibabat Mandiri 5".

This research paper is written to fulfill of the requirements for the Sarjana Pendidikan Degree of English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung.

The writer realized that his paper is far beyond the expectation. So the writer would be grateful and welcome for those who need and want to share ideas to the betterment for this paper. Hopefully this research paper will be beneficial to whoever reads it.

Cimahi, May 2017

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Motto

“The differences between the impossible and the possible lies in a person’s determination.”

(Tommy Lasorda)

Dedicated to:

My beloved parents and big family

CHAPTER I

INTRODUCTION

In this chapter, the writer presents the introduction of paper. They consist of Background of Study, Research Question, Objective of the Research, Limitation of the Problem, Benefit of the Research, Definition of Key Terms, and Organization of the Research.

A. Background of Study

Vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas. As it is stated by Thornbury (2002:13) that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that vocabulary is important, even without grammar with some useful word and expression the students can often manage to communicate.

When we are talking about the reality, the problem that students face is understands the meaning of words when they are learning. So that, it is so hard for the students to understand the lesson well, it is also make the students have less motivation when learning English. Beside that the other problem that is faced by the students is the teacher mostly teaches vocabulary trough traditional method, it seems monotonous method, therefore learning process look so boring, then vocabulary is usually taught trough memorizing word and drilling pattern, it also

might make students bored, moreover they tend to be difficult in learning vocabulary.

Therefore the teacher has to choose appropriate ways, subject or material how to apply it in classroom when they teach vocabulary to students, in order to make the learning process interesting and enjoyable also the students get some word or information well.

Students, especially in elementary school are almost kinesthetic learner even tactual learner, so they enjoy learning by doing and touching something. It was stated by some expert in Robert & Dunn (2000:14) that young children are almost exclusively tactual/kinesthetic learners. It means that the way to teach them must be appropriate with their learning style.

For kinesthetic or tactual learner, just listening the material from the teacher or just reading a book is not help them to get the information well. Especially for tactual learners who need hands-on instructional resources and strategies to concentrate on, process, internalize and retain new and difficult knowledge, concepts, or skills. In this situation the teacher should provide some effective method to manipulate the tactual students to use their biological strengths to get the new word or information.

One of the tactile and kinesthetic resources that can be an option by the teacher is flip chute. Flip chute make a tactual students learns well. The strongly tactual learners whom use this material will have a great deal of fun playing and at the same time it can make the teacher more creative to create the interesting flip

chute. Also this is interesting material that fit to teach vocabulary in elementary school.

From the background described above, the writer is interested in investigating about **“Improving Students’ Vocabulary through Flip Chute” at fifth grade of SDN Cibabat mandiri 5.**

B. Research Question

Based on the background and research focus above, the research question can be formulated as “What is the effect of flip-chute in improving students’ vocabulary?”

C. Objective of the Research

Based on the problem statements above, the objective of this research that is going to be achieved is to describe how the effect of flip-chute in improving students’ vocabulary.”

D. Limitation of the Problem

To make this research clear, the writer limited the problem of the research on students’ vocabulary in the fifth grade of SDN Cibabat Mandiri 5. The material is brought from the syllabus of fifth grade on the second semester, those are:

1. Giving instruction such as giving an example to make or do something and giving direction or guidance.
2. Asking for help, giving for help, asking for things and giving for things.

E. Benefits of the Research

There are several benefits of the research which is acquired, those are:

1. Teachers

The teacher can solve the students' problem in learning vocabulary by using flip-chute in teaching English vocabulary. The teacher can use flip chute as become new method and to motivate the students in learning vocabulary interestingly.

2. The students

The result of this research for students can improve vocabulary mastery. Learning vocabulary through flip-chute can make the students enjoy in learning process.

3. The School

This research can support the school to develop the media of English teaching such as flip-chute, pictures or other mediums to increase students' skills in English. The school can give the recommendation to the teachers in using appropriate methods or media in learning vocabulary especially flip chute.

4. Other Researchers

This research can help the other researcher who will conduct the same research to find the resources in improving students' vocabulary through flip chute.

F. Definition of Key Terms

1. Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. (Hiebert & Kamil, 2005: 2-3)
2. Flip-Chute is a small question-and-answer card to insert into the upper face of the container. As each question card descends on an inner slide, it flips over and emerges from a lower opening, displaying the answer. (Dunn & Dunn in (Burke & Dunn, 2006:25).

G. Organization of the Paper

To help the readers understand the report, this paper is going to be organized as follows.

Chapter I: Introduction

This chapter introduces the background of the study, Research Question, Objective of the Research, Limitation of the Research, Benefits of the Research, Definition of Key Terms, Organization of the Paper.

Chapter II: Literature Review

This chapter contains some relevant previous studies and relevant theories. Literature review consists of some resource that related to the topic, the gaps that have been found, and how to fulfil the gaps. Theoretical framework describes all theories that support this research.

Chapter III: Research Methods

This chapter describes the procedure that is used in conducting the research which include object the research, data collection and data analysis.

Chapter IV: Result and Discussion

This chapter reports the findings and discusses the results based on the research questions.

Chapter V: Conclusions and Suggestions

This chapter presents the conclusion of the research and the suggestions for further research.

CHAPTER II

LITERATURE REVIEW

In this chapter the writer put some previous studies and relevant theories about the research. It is consist of Young Learner, Vocabulary, Learning Style, Tactile and Kinesthetic Resources and Flip Chute. Furthermore, this chapter is divided into some theories which include Vocabulary, Learning Style and Tactile & Kinesthetic Resources.

A. THEORETICAL FRAMEWORK

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. As Thornbury (2002:13) stated without vocabulary, no one can speak or understand the language. It means that people cannot write a word or make a sentence well, without master it.

Talking about vocabulary there are many definition of vocabulary according some experts. Hornby (1985:956) said that vocabulary is the total number of words that make up language. In the other hand according to Krisdalaksana (1993:27) vocabulary is a component of language maintains all information about meaning and using words in a language. Morris also said (1969:1434) vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary. Meanwhile Richards & Renandya

(2002:255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

According the explanation from some expert above, it can be concluded that vocabulary is a list of words that have been used to communicate, it is usually arranged alphabetically and in learning a new language, the first element that should be learnt is vocabulary, because it is important element besides other elements. Without vocabulary students cannot understand what the teacher said even they cannot learn about structure well later. In order to master English language, students must know or being introduced to vocabulary first.

b. The Kinds of Vocabulary

There are two categories of vocabulary that Aebersold & Field (1997:139) classify, those are:

1. Receptive vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write.
2. Productive vocabulary is the vocabulary that the people actually use to speak and write.

From the explanation above, it can be summarized that based on the phenomenon in Teaching English in Indonesia the students usually uses the productive vocabulary to speak and write. This kind of vocabulary will be remembered continuously by students, because they use that vocabulary when they speak and write.

In the other hand, the kinds of vocabulary that Gate (2003:1983) classifies are almost same with Aebersold Field (1997:139) classified. There are two categories namely, *active vocabulary* and *passive vocabulary*. *Active vocabulary* is the words someone can use and *passive vocabulary* is the words someone can understand, but does not use (Gate, 2003:1983). As the explanation by Gate above, it can be summarized that active vocabulary has same meaning with productive vocabulary which words that usually used in daily activity actually in speaking and writing. Also passive vocabulary has same meaning with receptive vocabulary that is rarely used in speaking or writing but people know it.

Beside that Gate (2003:1983) also said that vocabulary was divided into function word and content word. The function words are a closed class, we cannot add the prepositions or auxiliaries or modals or any other structure word of the language. The content words are on the other hand, can be added to at any time as new scientific advances make new word and communication about new inventions necessary. It means that to have good English, people not only have to master in grammar but also in vocabulary, so people have to recognize both of it.

c. Techniques in Teaching Vocabulary

There are many ways in teaching vocabulary that stated by some expert as follows:

According to Nation (1974:18-19) when the students want to teach vocabulary, the teacher must teach the students three things, those are:

1. Teaching the form of a word

Teacher can teach the shape, form, of a word in many different ways. Here are some ways in which the teacher can help the students to perceive the word by means of three separate senses.

- Visually; by showing the written form of the word, by showing the mouth movements involved in saying the word, showing hand movements that draw the letters of the word in the air and by showing wooden or plastic letters that spell the word
- Tactilely – the learners use their sense of touch; by using letters made of wood, cardboard, sand paper, and so on, so the learners can feel the shapes of the letters that make up the word, by using a system of writing like braille (the writing for the blind), by writing the word, letter by letter, on the learner's hand .
- Aurally; by saying the word, by producing the word in Morse code or some other aural code.

2. Teaching the meaning of word

Here are ways in which teacher can help the learner understand the meaning of a word by using different approaches:

- Demonstration; by showing an object or a cutout figure and by using gesture.
- Pictures; by using photographs, blackboard drawing, and illustrations cut from magazines of newspaper.
- Explanation; by description, giving synonyms or opposites, putting the word into a definition text and by using translating.

3. Helping the learner connect form and meaning

We can help the learner connect the form of word with its meaning by presenting the form and meaning together, so that the learner knows they are connected to each other – and this knowledge is firmly implanted in this automatic responses.

Beside that based on Suyanto (2010:48), there are four stages to learn and teach vocabulary, the stage will be shown below.

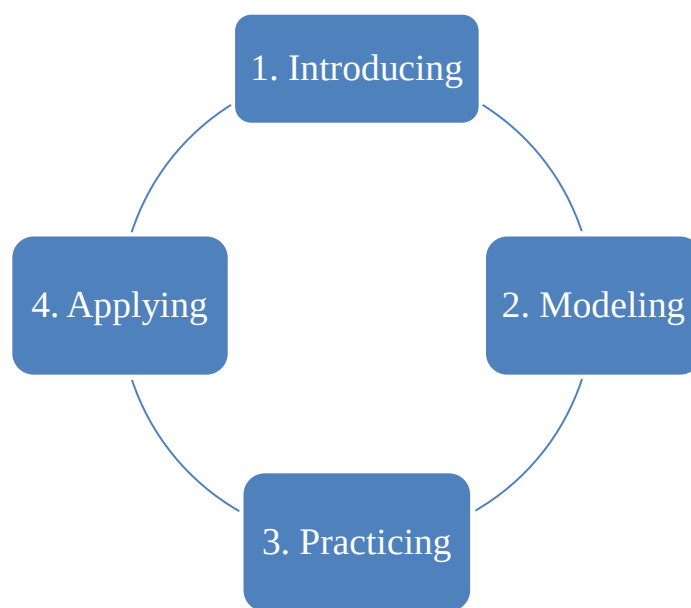


Figure 2.1 *Stages for Learning Vocabulary (Suyanto, 2010:48)*

Those stage of learning vocabulary namely:

1. Introducing, in this stage the teacher introduce the new word with clear and right pronunciation, use picture or real object.
2. Modeling, the teacher gives example with action as an object.
3. Practicing, the teacher teaches the students to imitate and practice.

4. Applying, this is the last stage when the students applied in correct situation which is helped by the teacher.

It can be concluded from the two experts above that teaching vocabulary especially to young learner, teacher must know about what level they are going to be taught, because the techniques must appropriate with them in order to make the students easy to get the new word and make the learning process interesting.

2. Learning Style

a. Definition of Learning Style

According to Dunn & Burke (2006:1) learning styles are combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit. The other expert namely MacKeracher (2004:71) defined that Learning style as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Meanwhile, Orlich et.al. (1998:163) defines learning style as cognitive and psychological traits that learners exhibit as they interact in the classroom. Learning style is more than merely whether a student remembers new and difficult information most easily by hearing, seeing, reading, writing, illustrating, verbalizing, or actively experiencing; perceptual strength is only one of part learning style. It is also more than whether a person processes information sequentially or analytically rather than a holistic, simultaneous, global fashion; information-processing style is just one component of style. It is important to

recognize not only individual behaviors, but to explore and examine the whole of each person's inclinations toward teach (Dunn, Thies & Honingsfiled, 2001:1)

It can be concluded that learning style is the way students or people receive and get the information in order to make learning process is easier. The ways they get and receive the new information depend on those individual itself.

b. Kinds of Learning Style

According to Gilakjani (2012:105-106) that there are three main learning style visual, auditory, and kinesthetic. The definitions of these learning styles are as follows:

a. Visual

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's nonverbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented.

b. Auditory

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

c. Kinesthetic

Individuals that are kinesthetic learn best with and active "hands-on" approach. Hands-on, it can be called as Tactile or tactual. These learners favour interaction

with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

It can be concluded that there are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which students take information. Some students are visual learners, while others are auditory or kinesthetic learners. While students use all of their senses to take in information, they seem to have preferences in how they learn best. In order to help students learn, teachers need to teach as many of these preferences as possible.

c. The Importance of Learning Style

Carthy (1982), Felder, Silverman, (1988), Coffield et al., (2004) in Gilakjani & Ahmadi (2011:471). Learning style is important for many reasons; however, there are three vital ones. *First* of all, people's learning styles will vary because everyone is different from one another naturally. Secondly, it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. In other words, learning and teaching will be just words and not rooted in reality. Thirdly, we can manage many things in education and communication if we really recognize the groups we are called to. Of course, we may not know every detail; however, being aware of our students' learning styles, psychological qualities and motivational differences will help us regulate our lessons appropriately and according to the conditions.

It can be concluded from the explanation about learning style that learning style is very important to be known by students in order the students to know what the learning style which suits for them. Learning style itself can help the students become problem solver, once they know about their learning style they will integrate it in the process of learning, she/he will learn more easily and fast, they will become successful learner. Biggs (2001) in Gilakjani & Ahmadi (2011:471) said that the more successful the individual is at solving the problems she/he faces, the more control she/he will take over his/her own life.

3. Tactile & Kinesthetic Resources

a. Definition of Tactile & Kinesthetic Resources

There are many kinds of learning style. One of those styles is Tactile and Kinesthetic. Students who enjoys with hands on activity they are called tactile or tactual learner, but when the students enjoys using their whole body rather than just hands on activity they are called as a kinesthetic learner. Robert, Dunn, et.al. (2000:16) said that tactual and kinesthetic resources, developed by the researcher, were used in the tactual and kinesthetic treatment condition. These included Task Cards, Learning Wheels, Fact Fans, Electroboards, and Flip Chutes, while the kinesthetic resources included Floor Games and role playing (Dunn & Dunn, 1992:24). Tactual and kinesthetic materials are naturally motivating, particularly for young children (Dunn & Dunn, 1992:24). These materials are self-corrective, so that, should children experience difficulty while using them, they can manipulate them to find the correct answers. Beside that According to Ria

Ekayanti (2009:38) Tactile and kinesthetic resource provides some materials conducted through students' physical movement. Tactile and kinesthetic resource should be developed and incorporated into regular instruction for those who are having difficulty learning to read.

Piaget in Kasihani (2007:7) stated that the way of children's thinking grows up and develops through their direct involvement with objects or environment surrounding them. The direct involvement here can be applied through tactile and kinesthetic resource. From that explanation above, it can be concluded that the tactile and kinesthetic learners cannot learn just by seeing or listening like they are in spoon feed the material by the teacher, to get the information well, they use their hand and their body. Tactile and kinesthetic resources provide some material or media that can make the students get the information or material easier.

b. The Kinds of Tactile & Kinesthetic Resources

As stated by Dunn & Burke (2006:25-26) there are many kinds of tactile and kinesthetic resources they are:

1. Task Card

Task Cards present information about a specific topic, concept, or skill that has been translated into questions and answers or sample answers (some true, some false). Multipart Task Cards are easy-to-make, self-corrective, tactual, and visual resources that help many students who do not remember easily by listening or by reading. Task Cards are effective in introducing new material and in reinforcing previously learned material.

Students who use Task Cards may work at their desk or anywhere in the classroom, school, or home. Task Cards may be used by individuals, by pairs, or by a small group — provided that everyone follows the rules.

2. Flip Chute

According to Dunn & Burke (2006:25) flip chute is a small question-and-answer card to insert into the upper face of the container. As each question card descends on an inner slide, it flips over and emerges from a lower opening, displaying the answer. Decorate the container with paint, contact paper, and lettering that relate to the topic.

Flip chute is a media that can be used by the teacher in every grade to make the students get the information well. This media provides hands on instruction for the students. It will be a method for teaching them, and have at least one strategy for becoming successful academically like Dunn & Dunn said.

3. Pic-A-Holes

Pic-A-Hole is a holder that includes a series of cards, each with one question and possible answers printed near the bottom. The student inserts a golf tee into the hole directly below the answer chosen. If the question card lifts from the holder with the tee in place, the answer is correct.

4. Electroboards

Electroboards consistently hold the attention of most students. Immediate visual feedback is provided by a continuity tester bulb that lights up when an answer is correct. Questions are on one side of the electroboard and the answers are out of sequence on the other. Students use a two-prong continuity tester to

choose a question on one side of the front and the answer on the other. The right answer illuminates the bulb. Electroboards and all other tactual resources are particularly inviting if the shapes reflect the subject. For example, make an electroboard in the shape of a whale.

5. Floor Games

It can be used by a large sheet of plastic or use old tablecloths, shower curtains, carpet remnants, or sails which may be glued, drawn, or decorated with a game designed to let students jump, or move around as they are exposed to the major or finer points of the topic through questions or tasks. A popular commercial floor game, Twister, although rudimentary in this context, causes players to stretch across a floor mat (and each other) to reach spots of colors as dictated by the spins of a color wheel.

In tactile and kinesthetic resources there are many media or method that can be used to teach the students, but in this study the writer just choose one resource in tactile and kinesthetic resources to improve the students' vocabulary namely Flip Chute.

4. Flip Chute

a. Definition of Flip Chute

Flip chute is one of the tactual and kinesthetic resources that can be used by young learner actually whose tactile or tactual learner. Many at-risk students are tactual learners who need hands-on instructional resources and strategies to concentrate on, process, internalize, and retain new and difficult knowledge,

concepts, or skills, (Bloom, 2009:37). According to Dunn & Burke (2006:25) flip chute is a small question-and-answer card to insert into the upper face of the container. As each question card descends on an inner slide, it flips over and emerges from a lower opening, displaying the answer. Decorate the container with paint, contact paper, and lettering that relate to the topic.

b. Direction for Creating Flip Chute

According to Dunn & Dunn (1993) in Roger (2009:40) direction for making a flip chute as follows:

1. Pull open the top of an empty half-gallon milk or juice container. Wash and dry it thoroughly.
2. Cut the side folds on the very top portion of the milk or juice container along each crease. Flap them open but do not cut them off.
3. On the front edge, measure down: a. 1 1/2 inches, and b. 2 1/2 inches. Draw lines across the container and remove the resulting space.
4. Mark up from the bottom: a. 1 1/2 inches, and b. 2 1/2 inches. Draw lines across the container and remove that slot as well.
5. Cut one 5 x 8 index card to measure 6 1/2 inches by 3 1/2 inches.
6. Cut a second 5 x 8 index card to measure 7 1/2 inches by 3 1/2 inches.
7. Fold down 1/2 inch at both ends of the smaller strip and fold down 1/2 inch at one end of the longer strip.

8. Insert the smaller strip into the bottom opening with the folded edge resting on the upper portion of the bottom opening. Attach the strip with masking tape.
9. Bring the upper part of the smaller strip out through the upper opening with the folded part going down over the center section of the carton and attach the strip with masking tape. A loop will appear inside the carton.
10. Working with the longer strip, fold down one end 1/2 inch. Insert the folded end of the longer strip onto the bottom opening of the container. Push the rest of the longer strip container until the folded part rests on the bottom part of the container and attach it with masking tape.
11. Attach the upper edge of the longer strip with a small strip of masking tape to the back of the container, 5/8 of an inch from the top, creating a slide.
12. Fold down the top flaps of the container and tape them in place, forming a rectangular box.
13. Use small 2 x 2 1/2 inch cards to write the question on one side and the answer on the flip side *upside down*. When you do that, the card will *flip out* right-side up. Nip the upper right-hand top side of each card to indicate to students which side of the card always gets inserted into the upper part of the chute. Laminate the cards for rapid delivery out the bottom after the question side has been inserted into the top slot.
14. Decorate the Flip Chute with paint, colors, left-over wall paper and try to develop some special effects related to the theme or lesson of a particular

unit of study. Creating the Flip Chute in the shape of a building, a doll, or anything related to the topic makes it very special to its users.

5. Young Learner

a. The Characteristics of Young Learners

The characteristics of young learner classes by age from five to fourteen years old as young learners (Pinter, 2006:1). Beside that Scott and Ytreberg (2000: 1-2) stated some special characteristics of children depend on their groups. There are eight characteristics of five to seven years old. They are as follows: At their own level, children can:

1. Talk about what they are doing
2. Tell what they have done/heard
3. Plan activities
4. Argue something and tell you why they think what they think
5. Use logical reasoning
6. Use their vivid imaginations
7. Use a wide range of intonation patterns in their mother tongue
8. Understand direct human interaction.

Children at the age of five to seven are little children, while children of eight to ten are relatively mature children with an adult side and a childish side. It is proved by their characteristics listed by Scott and Ytreberg (2000: 3-5):

1. Their basic concepts are formed. They have very decided views of the world.
2. They can tell the difference between fact and fiction.

3. They ask questions all the time.
4. They rely on the spoken word as well as the physical word to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and don't like doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher decision.
8. They are able to work with others and learn from others.

In general, children have a very short attention and concentration span (Scott and Ytreberg, 2000: 2). They could not concentrate well in a long time as they are easy to feel bored. Therefore, the language learning should involve their participation and the task given should be short, varied, motivating, interesting, and offering concrete perceptual support. To support the previous theories, there are some other characteristics of young learners, mentioned by Halliwell (1992: 3-8), namely:

- a. Children have ability to grasp meaning.

They are already very good at interpreting meaning without necessarily understand the individual words. It means they are able to understand what is being said to them even before they understand the individual words. Intonation, gesture, facial expressions, actions, and circumstances are all the things that help to tell them what the unknown words and phrases probably mean.

- b. Children are creative enough in using limited language sources.

This implies that they are creative with grammatical forms. They are also creative with the concepts. Children also create words by analogy, or they even invent completely new words which then come into the family vocabulary.

- c. Children have capacity for indirect learning.

Children sometimes seem to notice something out of the corner of their eyes and remember it better than what they were actually supposed to be learning when teacher controls an activity fairly closely. At this situation, teacher should take and create language activities involving children's participation, such as guessing. It is indirect since the mind is engaged with the task and is not focusing on the language.

- d. Children have instinct for play and fun.

They take great pleasure in finding and creating fun in what they do.

- e. Children delight in imagination and fantasy.

They test out their version of the world through fantasy and confirm how the world actually is by imagining how it might be different. The capacity for fantasy and imagination has a very constructive part to play in the language classroom.

From the theories of the characteristics of young learner it can be concluded that the characteristics of young learner classified from different age. Therefore teacher should know the appropriate material, method and media from different age of young learner, it aimed to make the learning process seems so interesting in

order to make the students easy to understand about the information or material that given by teacher.

B. PREVIOUS STUDY

This research has been conducted by several researchers. The first researcher Miftahul Jannah (2011) with her studies about Classroom Action Research entitled “Using Games in Improving Students’ Vocabulary” at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat. The result of her research showed that using games at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat can improve their vocabulary.

The second previous research was done by Ria Ekayanti (2009) entitled “Using Tactile and Kinesthetic Resources to Improve Students’ Spelling Ability And Pronunciation Awareness” at the Fifth Grade of SDN Pojok 02 Tawangsari. In her research, she used Learning Circle and Pic a Hole to improve students’ spelling ability and pronunciation awareness, it is two of tactile and kinesthetic resources. The research finding proves that tactile and kinesthetic resource is an effective and suitable technique to improve students’ spelling ability and pronunciation awareness, and also the class situation in the teaching and learning process.

On the previous studies above, two of the researcher actually took different studies. The first researcher focused on improving vocabulary and the second focused on improving students’ spelling and pronunciation through tactile and kinesthetic resources. The present research deal with improving students’

vocabulary through Flip Chute, which one of tactile and kinesthetic resources. So it can be said that this research is quite different from the previous studies above.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the writer presents Research Design, The Methodology of the Research, Population & Sample, Instrument and Data Collection and Analysis.

A. Research Design

Research design is the arrangement of condition for collecting and analysis of data in a manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such, the design includes an outline of what researcher will do from the formulation of the research questions and hypotheses to reporting the research finding, Tavakoli (2012: 246)

In this research the writer chosen the “Qualitative research design”, the descriptive qualitative research which is used is qualitative research and the result of analysis will be presented descriptively to answer the question in formulation of the problems.

B. Research Method

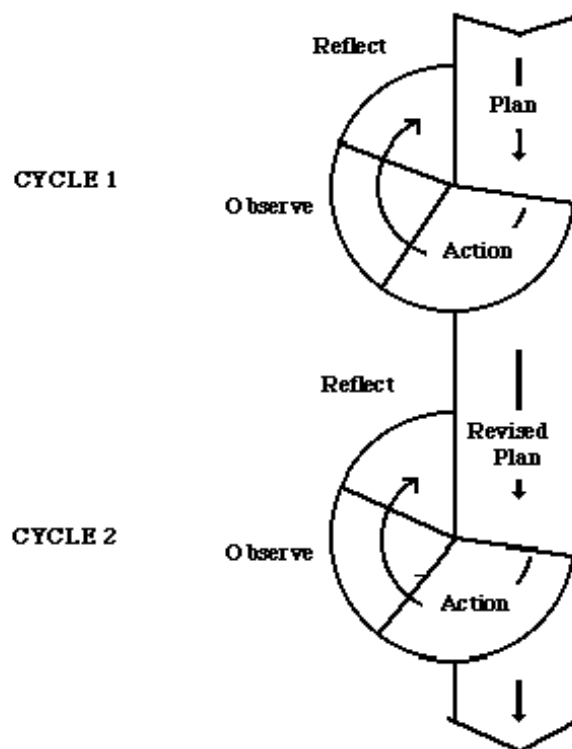
Singh (2007:99) said that method is a style of conducting a research work which is determined by the nature of the problem. The method used in this research is Classroom Action Research (CAR) method.

Wallace (2006:15) stated that CAR is type of classroom research that the teacher found the problem in order to solve problems or to find answer toward context-specific issues. In the other hand Burns (2010:2) said that the aims of classroom action is to identify a “problematic” situation or issues that the participants who may include teachers, students, managers, administrators, or event parents consider worth looking into more deeply and systematically. It means that, to begin the classroom action research, the researcher or the teacher needs to identify any real problems which are found in the classroom

The CAR procedure which was used in this research is Kemmis and Mc Taggart design. It consists of two cycles, in which cycle contains four phases those are planning, action, observation, reflection.

Figure 3.1

Cyclical AR model based on Kemmis and Mc Taggart



According to Kemmis and Mc Taggart in Burns (2010:7-8) Action Research typically involves four broad phases in a cycle of research. They are

1. Planning

In this phase the researcher identify a problem or issues and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where researcher considers: a) what kind of investigation is possible within the realities and constraints of your teaching situation; and b) what potential improvements you think are possible. Kemmis and Mc Taggart in Burns (2010:7-8)

2. Action

The plan is carefully considered one which involves some deliberate intervention into your teaching situation that the researcher put into action over an agreed period of time. The interventions are “critically informed” as the researcher question his assumption s about the current situation and plan new and alternative ways of doing things. Kemmis and Mc Taggart in Burns (2010:7-8)

3. Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher uses “open-eyed” and “open-minded” tools to collect information about what is happening. Kemmis and Mc Taggart in Burns (2010:7-8)

4. Reflection

At this point, the researcher reflect on, evaluate and describe the effects of the action in order to make sense of what happened and to understand the issue the researcher have explored more clearly. The researcher may decide to do further cycles of AR to improve the situation even more, or to share the “story” of the reseacher’s research with others as part of your ongoing professional development. Kemmis and Mc Taggart in Burns (2010:7-8)

C. Population and Sample

1. Population

According to Arikunto (2006:130) population is whole of research subject. It can be concluded that the population is number of people that become the subject of the research. The population of this research is students at fifth grade SDN Cibabat Mandiri consist of class A, B and C.

2. Sample

According to Tavakoli (2012: 471) sample is the smaller group which is portion of population. Sample of this research is taken from one class that is class 5C which is total 36 students. But in this case the writer takes 28 students who become a sample.

D. Instrument

Instrument is any device which is used to collect the data (Tavakoli, 2012:227). Research instrument is one of important thing to keep the quality of

the research result (Sugiyono, 2006:305). It means that if the research instrument is good, it will get a good result. So that, research instrument becomes an important tool for this research. This study used instruments as follows:

1. Observation

Observation is the main technique in collecting the data about the teacher's performance, condition of class, students' response concerning the use of flip chute. The observation conducted to observe teaching learning vocabulary in the real classroom activities at fifth grade students of SDN Cibabat Mandiri 5. In this research the writer choose direct observation. Direct observation is an observation that is conducted where the observer is together with the object which is investigated (Zuriah,N, 2003, p. 122).

2. Interview

One of the ways to get more information deeply about the study the writer used interview in collecting the data. The writer interviewed the students of fifth grade in SDN Cibabat Mandiri 5. The interview was conducted structurally by using interview guide and it was conducted after finishing teaching and learning process in cycle 2. Here, the researcher took 5 samples of 36 students. The interview was about problem in vocabulary lesson before and after using Flip chute in vocabulary lesson.

3. Test

The test used in this research is test before implementing cycle and test after implementing cycle in cycle 1 and cycle 2. The test before cycle is done before using the flip-chute, it is to measure students' vocabulary firstly. Then the test

after cycle is implemented after using flip-chute in last of every cycle. In this research the test is done in multiple choices.

E. Technique of Data Collection and Analysis

There are three techniques of collecting the data that applied in this study; they are observation, test and interview. The completely explanation as follows:

1. Observation

According to Evertson and Green in Pinniger & Hamilto (2009:117), observation is defined as an approach to the study of educational process. Sugiyono (2006:306) mentions that there are two types of observation, they are:

a. Participant observation

In this observation, researcher participates directly in the research. A researcher follows all of teacher and students activities in the class.

b. Non participant observation

In this observation, researcher is only as observer who does not follow directly in research. Researcher just makes notes, analysis and make conclusion about the observation. On this research, researcher used non participant observation where a researcher is just as observer.

In this case the writer used participant observation in order to collect the data.

2. Interview

According to Burgess (1984:102) interview are a classic way in research to conduct a conversation that explores your focus area. Burn (2010:75) said that the types of interviews generally used for CAR are:

a. Structured interview

These are the most controlled kinds of conversations, where the researcher wants to get the same specific information from each person.

b. Guided or semi-structured interviews

These types of interviews are still structured and organized but also more open. Usually the researcher have a set of topics in mind that want to explore and may also have developed some specific questions, but the researcher will allow for some flexibility according to how the interviewee responds.

c. Open interviews

A third type of interview is an open one where there are no pre-planned questions.

In this research the writer used the open interview to collect the data.

3. Test

Test is a set of a stimulation or exercise which is used to measure skill, knowledge, intelligence attitude which is had by individual or group (Zuriah,N, 2003, p. 138). The test used in this research is pre-test and post-test.

The mean of test before cycle and after cycle can be calculated as follows;

Daniel R. Tomal (2010:109)

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$ = Mean or arithmetic average

$\sum X$ = Sum of scores

N = Total Number of Subjects or scores

CHAPTER IV

RESULT AND DISCUSSION

In this chapter the writer discussed the result and discussion of the research based on the data gained.

A. RESULT

1. Finding of the Preliminary Research

The preliminary study was conducted on Thursday 16th February 2017 in SDN Cibabat Mandiri 5 by giving the students of five grade test before cycle about the vocabulary which would be taught by the writer in implementing CAR next.

a. The Result of Test

The test was conducted before implementing the CAR on Thursday 16th February 2017. It started at 07.00 A.M. The test before cycle used to measure the students' ability in vocabulary. There are 15 questions in multiple choices for 30 minutes.

To get the result of test, the calculation mean score as follows

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ \bar{X} &= \frac{1572.7}{28} \\ \bar{X} &= 56.16\end{aligned}$$

Then, to the percentage of students who pass the KKM score, the researcher used the following formula based on theory:

$$P = \frac{F}{N} \times 100\%$$

N

$$P = \frac{4 \times 100\%}{28}$$

$$P = 14.28\%$$

Based on the result of the test, the data shows that the mean of the test's score is 56.16. There are only four students or 14.28% who achieved the Minimum Mastery Criterion or Kriteria Ketuntasan Minimal (KKM) meanwhile 24 students are below that criterion. From that analyzing of the test, it could be concluded that almost of the students' vocabulary is still very low. In order to improve the vocabulary skill for students in five grade of SDN Cibabat Mandiri 5 the writer used flip chute as a media in teaching the vocabulary. The classroom action research is conducted in two cycles, every cycles is conducted in three meetings and also followed the procedures of action research involving planning, acting, observing, and reflecting.

2. Finding of Cycle 1

a. Planning

In this stage the writer as a teacher made a planning for Action Research based on the problems faced by students in vocabulary, in this case the writer determine the selection of the material, technique, media and exercises into the lesson plan based on the education syllabus.

The writer chose two materials about the procedure text and asking, refuse & giving a thing. The writer also make an instructional media namely Flip-Chute

that is used by learning process especially in teaching vocabulary in classroom. The using of Flip-Chute in this Classroom Action Research is used to improve student's ability in mastering vocabulary. Beside of making the lesson plan the writer prepared the observation sheet to observe the students' activities in teaching learning process and made a posttest of cycle 1 to collect the data; to know there are some students' improvement scores from test before cycle to posttest.

b. Action

The action of first cycle was done on February and March 23rd, 2nd and 9th 2017. The writer implemented the teaching learning process based on the lesson plan had been made. Next the writer started to explain the material in every meeting would like to be learned by the students during the CAR. Beside of that the writer used flip chute as a media collaborated with the other methods and techniques of learning. Moreover, the teacher handled all of the activities in the classroom during this CAR. To make clear what happened in every meetings. Here are the explanations:

1) First Meeting

Day/Date: Thursday, February 23rd 2017

Topic : How to Make a Hot Choco

a. Pre - Activities

In this time the writer as a teacher tried to focus the students' attention on the goal of learning process. The writer came to class, greeted and asked the students about their condition and also checking the attendant list of

the students. Besides that the writer introduced the material that would be learned by the students and motivating them about the material. Usually the teacher took about 5-10 minutes for opening the class.

b. Main Activities

The writer started the lesson by giving explanation about the procedure text entitled how to make a hot choco and some additional material that related to the procedure text. The material itself was taken from the students' book. The writer introduce about the procedure text; definition, function and sequential order first in 10 minutes. After that the writer asked them to work in group consists of 6 students. The entire group read the procedure text about how to make a hot choco that is said firstly by the teacher. For the exercise every group were given a Flip-Chute, question card and answer card, the students should answer the questions and choose the right answer card then the students put the right answer card into the flip chute. By answering the question, the students would know about the meaning of the word that was in the material about how to make a hot choco. In the first meeting the writer used collaborative method and discussion of the learning process.

c. Post Activities

In this time the writer checked the students' work and gave a correction about the exercise which has been finished by the students.

2) Second Meeting

Day/Date: Thursday, March 2nd 2017

Topic : How to Make a Hot Choco

a. Pre - Activities

The writer came to class, greeted and asked the students about their condition and also checking the attendant list of the students. Before began the material the writer asked the students about the vocabularies on How to Make a Hot Choco, the students answer the question by raising their hand. It used for reinforcing their memory about those vocabularies. It took 10 – 15 minutes for doing those activities.

b. Main Activities

In this meeting the writer still taught about the procedure text of how to make a hot choco. The writer started the lesson by giving the exercise with the same group and also used flip chute as a media of instruction. In this activity the students was reinforced by using some exercise related to the vocabularies which was taught in order to remember about those vocabularies.

c. Post Activities

In this time the writer checked the students' work and gave a correction of the exercise which has been finished by the students. The writer also asked students what they felt by using flip chute in the process of learning. The response was positive but they said they still confused about the flip chute itself. The writer also asked students to learn about the new material about asking, giving and refuse a thing that would be learn next meeting.

3) Third Meeting

Day/Date : Thursday, March 9th 2017

Topic : Asking, giving and refuse a thing

a. Pre - Activities

As usual the writer as a teacher enter the class, the leader of the class led the students to pray first. The teacher checked the attendance list before beginning the material. Then the writer introduced the material that would be learned by the students and motivating them about the material. Usually the teacher took about 5-10 minutes for opening the class.

b. Main Activities

In the third meeting the material which was taught is asking, giving & refuse a thing. The writer explained to the students what is asking, giving & refuse a thing by giving them some example in a book, they asked to see the table of asking, giving & refuse a thing in order to understand more about it. For exercise the teacher prepared the sentences card that contain asking, giving & refuse a thing. Still in the same group they should classify a card of asking, giving & refuse a thing and they should put into the right Flip-Chute.

c. Post Activities

In this phase the writer check about their work. The writer also checked their pronunciation and correct their mispronounce. The writer also motivated them to learn continuously in order to remember all the vocabularies which were learned.

c. Observation

In this stage the writer observe the students' participation in the process of learning vocabulary through observational notes. In cycle 1 students worked in group for three meetings. In fact it is very difficult to control students in group because the writer sometimes cannot identify who is active or not. There are six groups that consist of six students. Based on the observation about the group, in first meeting there are 2 groups which were not active or it can be called group distraction, those are five and six group. They cannot focus when the writer conveyed the material, they try to distract their classmate's concentration, and it is very hard to ask them to do the exercise and they seem to neglect the writer in the classroom too. But in the second and third meeting the both of groups are not be a distraction. The writer also try to be close with five and six group and pay attention to each of the students in those group, because they need more attention to be motivated and reinforced in order they feel confidence to learn English. It proved, they start to pay attention to teacher's instruction.

Even though in the first meeting students still not familiar with Flip Chute, but in the next meeting they get familiar with that media, so it is not a difficult thing but the writer see that several students seem have no curiosity on flip-chute that is why they do not pay attention to the teacher's instruction due to boring media but the rest of them seem happy and have a curiosity to play it. Flip Chute is good for elementary school because almost students in elementary school are Tactual and kinesthetic but this is not guarantee them to memorize the vocabulary well.

Then the next is collecting data for the test of cycle 1. The result of test of cycle 1 showed the mean score of the class improve to 78.2. In which are 20 students who pass the minimum mastery criterion or KKM. The detail result of students' posttest in the first cycle can be seen below.

1) The Result of Students' Vocabulary Achievement (Cycle 1)

To know the result of students' vocabulary achievement, first the writer calculated the mean score. The mean score derived from the following formula.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2190}{28}$$

$$\bar{X} = 78.21$$

Then, to the percentage of students who passed the KKM score, the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{20 \times 100\%}{28}$$

$$P = 71.42\%$$

The data shows that the mean score of test in cycle 1 is 78.21. There are twenty students or 71.42% who get the score above the Minimum Mastery Criterion or KKM, meanwhile eight students are below that criterion. The

writer see on the achievement score of the cycle 1, it can be said that there is an improvement from test before cycle's score to test of cycle 1 is 57.14%.

d. Reflection

In this phase is discussing the result of action. Based on the analysis about the response of the students to flip chute they feel so happy because they can learn something new. Flip chute never be taught by the writer before in that class, so it is interesting for the students.

The writer seen in 10 minutes before they started to learn vocabulary using a flip chute; teacher explained the material first and they just listen to the teacher's explanation, the result was they seemed so bored and sleepy to pay attention to the teacher. So in the cycle1 the teacher used collaborative learning and asked them to work in group, in order not to become a boring learning. The students were given some exercise and they should answer it and put the right answer to the flip chute.

It is good to ask the students worked in group, at first they feel so happy to learn, but because the same method and technique in the first and third meeting they start to feel bored even though the question was different. It proved when several students being interviewed by the writer.

In order not the students feel bored the writer decide to use other technique or method in learning vocabulary collaborated with flip chute. Because without an interesting method or technique just rely on Flip Chute the learning process would be boring for the students.

3. Finding of Cycle 2

a. Planning

The planning stage in the second cycle is implemented into the lesson plan. In this case the writer plan the other strategies to improve their vocabulary and the writer modifies the lesson plan based on the phase in the first cycle. The lesson plan used still related to use flip chute in improving students' vocabulary. The writer modifies the method or techniques of learning, which the method in cycle 1 was collaborative method. Besides that the writer still also prepares observation sheet to note the classroom activities and test in second cycle to collect the data.

b. Action

The action of second cycle was done on March 16th, 23rd and 30th 2017. The writer implemented the teaching learning process based on the lesson plan that had been made. The material that was taught by the teacher is same as the first cycle. The students work in group as well. In this cycle every groups played whisper sentence. They made a line then the last line was whispered a sentences by the teacher so the last line should whisper to the others member, next the student in first line should write down in a piece of paper the sentence and the translate in Indonesia, then that students should put that paper into the flip chute. After that the teacher corrected all the result of every group. To make clear in every meeting, here are the explanations:

1) First Meeting

Day/Date : Thursday, March 16th 2017

Topic : How to Make a Hot Choco

a. Pre – Activities

The writer came to class, greeted and asked the students about their condition and also checking the attendant list of the students. Besides that the writer introduced the material that would be learned by the students and motivating them about the material. Usually the writer took about 5-10 minutes for opening the class.

b. Main Activities

The writer started the material by giving them an exercise. They still work in group. The writer asked them to make a line each group, there was a flip chute in front of each group. The rules of the game were:

1. The teacher would whisper a sentence to student in last line from every group.
2. The student should whisper that sentence to member of their group.
3. The student in first line or in front of the flip chute should write down that sentence and translate into Indonesia in a piece of paper, their member can help to answer the right answer but the student in last line cannot help them.

There are five different question related to material about how to make a hot choco. The writer corrected that question one by one.

c. Post Activities

In this stage the writer reinforce the students about all vocabularies on the material how to make a hot choco. Before closing the meeting writer reminded them how to pronounce those vocabularies about how to make a hot choco well.

2) Second Meeting

Day/Date : Thursday, March 23rd 2017

Topic : How to Make a Hot Choco

a. Pre - Activities

The writer came to class, greeted and asked the students about their condition and also checking the attendant list of the students. The writer tried to recall the students' memory about the last material by giving a question and answer for ice breaking. Usually the writer took about 5-10 minutes for opening the class.

b. Main Activities

The writer started the material by giving them an exercise. They worked in group. Still used a flip chute as a media, students was given a question card then they should look for the answer in every corner of the class. The members in the group should determine the right answer together. While one member of the group should find out the right answer card in every corner of the class then put it into the flip chute.

c. Post Activities

After finishing the main activity, as usual the writer corrected the group's work, helped them to memorize all the vocabularies and informed them about the material which would be taught next meeting about asking, giving & refuse a thing. The teacher reminded them to learn in their home continuously.

3) Third meeting

Day/Date : Thursday, March 30th 2017

Topic : Asking, giving and refuse a thing

a. Pre - Activities

The writer came to class, greeted and asked the students about their condition and also checking the attendant list of the students. The writer tried to recall the students' memory about the last material by giving a question and answer for ice breaking. Usually the writer took about 5-10 minutes for opening the class.

b. Main Activities

The writer as a teacher started the material by giving them an exercise. They still work in group. The teacher asked them to make a line each group, there was a flip chute in front of each group. The questions were about asking, giving & refuse a thing. This activity was same as the first meeting in cycle 2. The rules of the game were:

1. The teacher would whisper a sentence to student in last line from every group.
2. The student should whisper that sentence to member of their group.

3. The student in first line or in front of the flip chute should write down that sentence and translate into Indonesia in a piece of paper, their member can help to answer the right answer but the student in last line cannot help them.

c. Post Activities

After finishing the main activity, as usual the writer corrected the group's work, helped them to memorize all the vocabularies which have been taught. The teacher reminded them to learn in their home continuously.

c. Observation

In the second cycle, generally the condition of the class in teaching learning process is better than previous cycle. It can be seen from the students who pay attention to all activity. Almost all students focus to answer the question correctly, their cooperation is better than first cycle. All members of the group are active to answer, if it be seen in the first meeting in first cycle there were students who be a distraction, but in second cycle they try to be active and behave when they did that work.

So they try to be better group, therefore the students listen to teacher's instruction. Because every groups would become a winner. When all groups write the answer there are groups who misspelled the word, those group confuse to write the word well but actually they know how to pronounce it. In this case the teacher help them to correct the answer by writing those words in whiteboard, in order they can remember. In the third meeting of the cycle two, the teacher held

the test of cycle two. Based on the result of test after cycle two the mean score of the class in vocabulary test is gained 84.82 in which there are 22 students who pass KKM. The detail result of students' posttest in the second cycle can be seen below.

1) The Result of Students' Vocabulary Achievement (Cycle 2)

To know the result of students' vocabulary achievement, first the writer calculated the mean score. The mean score derived from the following formula.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2385}{28}$$

$$\bar{X} = 85.17$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{23 \times 100\%}{28}$$

$$P = 82.14\%$$

The data shows that the mean score of test cycle two is 85.17 there are twenty three students or 82.14% of the students who get the score above the Minimum Mastery Criterion or KKM. The Minimum Mastery Criterion or KKM is 75 as the criterion of success determined, meanwhile five students are

below that criterion. So it can be conclude from achievement score of test cycle 1 and test cycle 2 that the improvement just 10.72%. It can be said that the improvement in this cycle is low than improvement in test before cycle to test of cycle 1.

d. Reflection

After knowing the result of vocabulary test, the writer felt satisfied with the result of vocabulary in cycle 2, even though there are five students who still do not pass the KKM. But in this Classroom Action Research there is an improvement in every cycle, could be seen from the test before the cycle to test of cycle 2. It can be seen from the table of improvement bellow.

Table 4.1

The Comparison Score of Test, Test of Cycle 1, Test of Cycle 2

No	Name	Test Before cycle	Test of Cycle 1	Test of Cycle 2
1	Student 1	40	70	70
2	Student 2	40	80*	60
3	Student 3	60	60	90*
4	Student 4	73.3	80*	85*
5	Student 5	60	70	100*
6	Student 6	73.3	85*	95*
7	Student 7	40	65	90*
8	Student 8	46,6	80*	60
9	Student 9	60	90*	100*
10	Student 10	33.3	90*	75*

11	Student 11	53.3	80*	90*
12	Student 12	93.3*	100*	100*
13	Student 13	60	80*	90*
14	Student 14	66.6	85*	95*
15	Student 15	93.3*	90*	95*
16	Student 16	100*	100*	100*
17	Student 17	53.3	85*	90*
18	Student 18	26.6	65	75*
19	Student 19	60	55	65
20	Student 20	60	85*	90*
21	Student 21	86.6*	80*	95*
22	Student 22	53.3	90*	95*
23	Student 23	60	75*	100*
24	Student 24	73.3	80*	85*
25	Student 25	26.6	65	85*
26	Student 26	40	75*	75*
27	Student 27	26.6	45	45
28	Student 28	60	85*	90*
MEAN		56.16	78.21	85.17

*students who passed the KKM

4. Finding of Interview

a. The Result of Post Interview of Cycle 1

The open interview was conducted on Thursday, March 9th 2017. The writer divided three criterions in conducting the interview to get the result about improving students' vocabulary through Flip Chute. First criterion talks about the general condition of the class during implementing the CAR. The writer can see

from the answer which given by five students. From fifth students who are being interviewed there are differences between each other. Those fifth students stated that they feel happy to join the learning process, but one of them said that he used to love English lesson so that whoever taught that lesson, it did not give an influence to him. In the other hand they felt happy because there is a flip chute which has not been known yet by them before; they mentioned a Flip chute as a game. This condition gave the writer's advantage to create the enjoyable condition

The second criterion is about the problem and its solution in implementing vocabulary trough Flip Chute in implementing the action. The problems that are faced by the students in leaning vocabulary is easy to forget especially English lesson in elementary school was taught just once in a week, so they have a difficulties in memorize vocabularies. From fifth students who being interviewed, three of them stated that they forget about the vocabulary that they have learnt when the teacher asked them because three of them never learn after finishing the school, but different with two students, even though they are never learn after back to home, one of that student said that he usually plays English games after finishing the school, so they always get new vocabulary from it, and the last students said she rarely to learn after finishing the school, but as far she always remember about the vocabulary which given by the teacher and during the class she paid more attention to the lesson.

The solution for this problem is in a teacher's way to teach them well in order them to remember about the vocabularies. It can be seen from the writer's way taught them always give them an exercise. It is a good input for them in order they

remembered about the lesson. But in this case, all students who being interviewed stated that they feel so bored about the method or techniques which the teacher gave, even in the first and second meeting they felt so happy. They just answer the questions and put into the flip chute, it is like the other teacher who gave them an exam but in this case they worked in group. So it can be concluded that they need an interesting method to learn about vocabulary collaborated with Flip Chute.

The last criterion is about the idea and suggestion of flip chute in learning vocabulary. From the fifth idea who is interviewed by the writer about flip chute in the first cycle, they gave positive answer that flip chute itself is quite interesting in learning vocabulary because it have not learned yet by the other teachers before. By using this media four of them said that their vocabularies improve even just a little, and the last student said that this media do not give him an influence to get vocabulary because generally he like to learn English by using games after going home because he improve vocabulary by himself. Generally flip chute is good on them but actually flip chute without an interesting method or technique in learning process would make the students felt so bored. It proved five of them who is being interviewed stated that they feel bored when they played flip chute because the students is given some questions and answer card then the students should put the right answer into flip chute. They stated that it was like an exam but there's no a winner for this games. It must be underlined by the writer to create the good method or technique that will be collaborated with flip chute in order to make the students not to feel so bored in learning vocabulary. Also the students in

elementary school liked to feel a competitive condition by each group that is not appeared in every exercise.

From the description above, it can be conclude that generally this learning process was a little bit interesting, the students feel happy in using flip chute but the obstacle is from the method or technique itself. It reflects to the score of test in this cycle with the mean is 78.21 only 20 students or 71.42 % who pass the KKM. So the writer should make the next cycle more interesting in order to make students who pass the KKM improve.

b. The Result of Post Interview of Cycle 2

The open interview was conducted on Thursday, March 30th 2017. This data of the interview is still gained from five same students in previous interview. The writer divides three criterions in conducting the interview to get the result about improving students' vocabulary through Flip Chute.

First criterion talks about the general condition of the class during implementing the CAR. From the fifth students who being interviewed about the pleasure when they learn English produced one same result that they feel happy when they are learning English and now they do not consider that English is terrifying anymore. The use of appropriate media and method would grow their love in English lesson especially for learning vocabulary. In this case the use of flip chute can be considered to create an interesting class atmosphere also collaborated with an interesting method or technique. But it should be known by the teacher. Even they stated that English is please, it does not rule out the

possibility that they have a difficulty in learning English especially in learning vocabulary. The problem itself would discuss in second criterion.

The second criterion is about the problem and its solutions in implementing Flip Chute in teaching vocabulary. The problem which is faced by students in teaching vocabulary is still same from cycle one to cycle two. Two of them said that sometimes they are easy to forget about the vocabulary, but three of them start to remember those vocabularies which have being learnt by using a flip chute continuously. So they always remember those vocabularies. If it is seen for the two students, it can be denied that many possibilities happened to their.

The last criterion is about the idea of flip chute in learning vocabulary. From the fifth students who are being interviewed about flip chute in learning vocabulary, three students give a positive response. They really assist while using flip chute. By using flip chute they can memorize some vocabulary which is taught, due to do some exercise collaborated with interesting method or technique. One student stated that using a flip chute is pleasant but sometimes when he answers the test after cycle, he forgets about the answer. That student also stated, it would be easier if there is an object in answering the questions and sometimes he felt not focus when doing an exercise in group. Different with the four students, the last students said that flip chute is ordinary for him. Without flip chute he can memorize vocabularies and finished the test well.

If it is related to the score of the test in cycle 2 only 5 students who do not pass the KKM so the percentage became 82.14% with the score of mean is 85.16.

From that score it is clear that students in fifth grade happy to learn vocabulary through flip chute.

B. DISCUSSION

This part talks about the discussion of teaching vocabulary through flip chute. The discussion is based on how flip chute can retain students' vocabulary. If it can be seen from the finding of the test proved that flip chute can retain students' vocabulary. It can be seen from the improvement of the achievement score from test before cycle to test of cycle 2. In test before cycle the achievement score is 56.16, with percentage just 14.28% only 4 students who pass the KKM. The achievement score in posttest of cycle 1 increase as many 57.14% meanwhile the mean is 78.21 with the percentage is 71.42% in this cycle 20 students pass the KKM. In the last cycle, students' achievement score in test of cycle 2 also increased but as not much as the test in previous cycle. Only 23 students who pass the KKM. The improvement is 10.72% with mean score is 85.17% and the percentage is 82.14%. If it seen from the result of test the writer can say that there are improvements in teaching vocabulary through flip chute.

Also the result of the interview after implementing the action give the positive response, it can be seen from the achievement score in every test after cycle. There are some students who improve the score but there are also some students who cannot pass the KKM. There is many possibility why some those students cannot pass the KKM. The writer get the data from the students, who never pass the KKM in every posttest, that student said that he learns more visually. So

without picture he have a difficulty to remember. In the other hand that flip chute is for tactual and kinesthetic learner. Therefore students who are tactual or kinesthetic can implement this media.

From the description above we cannot rely on a single data to know the improvement of students, we also should know from the students' side. It can be concluded that flip chute is not always appropriate for all kind of learning style.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer presented the conclusion and suggestion based on the previous chapter.

A. CONCLUSION

Based on the result of the research that conducted in fifth grade of SDN Cibabat Mandiri 5. It can be concluded that using Flip chute can improve students' vocabulary. It can be proved by following facts.

Related to the result of the test, there is 14.28% only 4 students who pass the KKM in test before cycle, with the mean score is 56.16. It can be concluded that the students' vocabulary in fifth grade is very low.

The result of test of cycle 1 shows that is 20 students or 71.42 % who pass the KKM. In which the mean score is 78.21. It also proves by the observation and the interview. The result of the interview and observation is very positive, the students feel so happy in learning vocabulary through flip chute. Even though there are 20 students who pass the KKM and they feel very happy but there are some students who feel bored by using flip chute. The improvement from the test before cycle to test of cycle 1 is 57.14%, it means that students who pass the KKM in cycle 1 is decreased by students who pass the KKM in test before cycle.

Next in result of observation and interview the response of the students is very good. In cycle 2 almost all students feel so happy in using flip chute, every groups are so active to answer the question. Because it is collaborated with an interesting

method or technique and the method is involved the students to be active in group. In this cycle not all the students pass the KKM in test, because not all students are tactual and kinesthetic. It is supported by the score of test of cycle 2 which shows that 82.14% or 23 students who pass the KKM. Meanwhile the mean score in cycle 2 is 85.17. In which the improvement from test of cycle 1 to test of cycle 2 is 10.72%.

B. SUGGESTION

After concluding the result of this research, it can be taken some suggestion for English teacher and the other researcher based on the research finding.

1. Flip chute is effective to improve students' vocabulary. But in order to avoid the students' boredom the teacher should use an interesting method which is collaborated with flip chute. Without an interesting method or technique flip chute will make the students feel so bored and not interested in learning vocabulary.
2. Even though flip chute is effective to improve students' vocabulary. There are some students who do not suit with this media, because not all the students are tactual and kinesthetic, probably some students are visual, audio or audio visual. So the teacher should choose instruction media wisely.

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APPENDICES

DOCUMENTATION



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SDN Cibabat Mandiri 5
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2 (Dua)
Alokasi Waktu	: 4 x 35 menit (2 kali pertemuan)

A. Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

B. Kompetensi Dasar

- 6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk

C. Indikator Pencapaian

Siswa mampu mengungkapkan berbagai tindak tutur:

1. Memberi contoh melakukan sesuatu
2. Memberi aba-aba
3. Memberi petunjuk

D. Tujuan Pembelajaran

Setelah proses pembelajaran siswa mampu :

1. Siswa dapat mengetahui dan bercakap-cakap untuk memberi contoh melakukan sesuatu
2. Siswa dapat mengetahui dan bercakap-cakap untuk memberi aba-aba
3. Siswa dapat mengetahui dan bercakap-cakap untuk memberi petunjuk

4. Siswa mengetahui kosa kata yang berkaitan dengan memberi contoh melakukan sesuatu, memberi aba-aba dan memberi petunjuk

E. Karakter siswa yang diharapkan

Rasa ingin tahu, Mandiri, Kreatif, Kerja keras, Disiplin, Demokratis, Tanggung-jawab, Menghargai Prestasi dan **Gemar membaca.**

F. Metode Pembelajaran

1. Cooperative learning

G. Langkah-langkah Kegiatan Pembelajaran

PETEMUAN KE 1

a. Kegiatan Pendahuluan (10 Menit)

Apersepsi dan Motivasi :

- ✓ Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- ✓ Berdoa
- ✓ Mengecek kehadiran siswa
- ✓ Guru memperkenalkan materi yang akan dibahas serta tujuan dari pembelajaran hari ini.
- ✓ Guru bertanya pada siswa tentang how to make something dan apa yang pernah siswa buat diluar atau didalam kelas.

b. Kegiatan Inti (60 Menit)

Eksplorasi

- ✓ Guru memberikan instruksi untuk duduk berkelompok
- ✓ Siswa diminta untuk membaca text mengenai procedure text yang ada di buku

Elaborasi

- ✓ Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.
- ✓ Dengan menggunakan flip chute siswa diminta untuk menyusun procedure text dan memasukkannya kedalam box.
- ✓ Siswa berlatih dialog-dialog tersebut dengan teman-temannya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
- ✓ Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

Konfirmasi

- ✓ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ✓ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

c. Kegiatan Penutup (10 Menit)

- ✓ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- ✓ Guru menilai hasil kerja siswa dalam melengkapi dialog.
- ✓ Guru menutup pelajaran dan memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

PETEMUAN KE 2

a. Kegiatan Pendahuluan (10 Menit)

Apersepsi dan Motivasi :

- ✓ Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- ✓ Berdoa
- ✓ Mengecek kehadiran siswa

- ✓ Guru membahas materi yang akan dibahas serta tujuan dari pembelajaran hari ini.
- ✓ Guru bertanya pada siswa tentang how to make a choco serta menyebutkan kembali vocabulary apa saja yang ada dalam materi how to make a hot choco.

b. Kegiatan Inti (60 Menit)

Eksplorasi

- ✓ Guru memberikan instruksi untuk duduk berkelompok
- ✓ Siswa diminta untuk membaca text mengenai procedure text yang ada di buku

Elaborasi

- ✓ Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.
- ✓ Dengan menggunakan flip chute siswa diminta untuk menyusun procedure text dan memasukkannya kedalam box.
- ✓ Siswa berlatih dialog-dialog tersebut dengan teman-temannya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
- ✓ Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

Konfirmasi

- ✓ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ✓ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

c. Kegiatan Penutup (10 Menit)

- ✓ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- ✓ Guru menilai hasil kerja siswa dalam melengkapi dialog.

- ✓ Guru menutup pelajaran dan memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

H. Alat/Sumber Belajar

1. Buku teks Speed Up English 5, Rita Kurniawan & Cecille Anca, Primary 5, Yudhistira.
2. Flip-Chute
3. Procedure text sheet
4. Buku-buku lain yang relevan

I. Penilaian

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Cimahi, Februari 2017

Mengetahui

Kepala Sekolah

Guru Mapel Bahasa Inggris

Ika Heni Mulyani,S.Pd.

NIP.19630319 198305 2 008

Lilik Agustiningsing, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SDN Cibabat Mandiri 5
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2 (Dua)
Alokasi Waktu	: 4 x 35 menit (2 kali pertemuan)

A. Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

B. Kompetensi Dasar

- 6.2 Bercakap-cakap untuk meminta/memberi jasa barang/barang secara berterima yang melibatkan tindak tutur: meminta bantuan: meminta bantuan, memberi bantuan, meminta barang da memberi barang.

C. Indikator Pencapaian

Siswa mampu mengungkapkan berbagai tindak tutur:

1. Meminta suatu barang
2. Memberi suatu barang
3. Menolak suatu barang

D. Tujuan Pembelajaran

Setelah proses pembelajaran siswa mampu :

1. Siswa dapat mengetahui dan bercakap-cakap untuk memberi contoh meminta suatu barang/hal
2. Siswa dapat mengetahui dan bercakap-cakap untuk memberi contoh memberi barang/hal

3. Siswa dapat mengetahui dan bercakap-cakap untuk memberi contoh menolak suatu barang/hal
4. Siswa mengetahui kosa kata yang berkaitan dengan memberi contoh meminta, memberi dan menolak barang/hal

E. Karakter siswa yang diharapkan

Rasa ingin tahu, Mandiri, Kreatif, Kerja keras, Disiplin, Demokratis, Tanggung-jawab, Menghargai Prestasi dan **Gemar membaca.**

F. Metode Pembelajaran

2. Cooperative learning

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)

Apersepsi dan Motivasi :

- ✓ Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- ✓ Berdoa
- ✓ Mengecek kehadiran siswa
- ✓ Guru memperkenalkan materi yang akan dibahas serta tujuan dari pembelajaran hari ini.
- ✓ Guru bertanya pada siswa tentang asking, giving and refuse a thing.

d. Kegiatan Inti (60 Menit)

Eksplorasi

- ✓ Guru memberikan instruksi untuk duduk berkelompok
- ✓ Siswa diminta untuk membaca table yang ada di buku mengenai asking, giving and refuse a thing.

Elaborasi

- ✓ Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.
- ✓ Dengan menggunakan flip chute siswa diminta untuk menjawab pertanyaan mengenai asking, giving and refuse a thing dan memasukkannya kedalam box flip chute.

- ✓ Siswa berlatih dialog-dialog tersebut dengan teman-temannya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
- ✓ Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

Konfirmasi

- ✓ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ✓ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

e. Kegiatan Penutup (10 Menit)

- ✓ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- ✓ Guru menilai hasil kerja siswa dalam melengkapi dialog.
- ✓ Guru menutup pelajaran dan memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

H. Alat/Sumber Belajar

1. Buku teks Speed Up English 5, Rita Kurniawan & Cecille Anca, Primary 5, Yudhistira.
2. Flip-Chute
3. Vocabulary Card about asking, giving and refuse a thing
4. Buku-buku lain yang relevan

I. Penilaian

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

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(RPP)

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Kelas/Semester	: V/2 (Dua)
Alokasi Waktu	: 4 x 35 menit (2 kali pertemuan)

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6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

B. Kompetensi Dasar

- 6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk

C. Indikator Pencapaian

Siswa mampu mengungkapkan berbagai tindak tutur:

1. Memberi contoh melakukan sesuatu
2. Memberi aba-aba
3. Memberi petunjuk

D. Tujuan Pembelajaran

Setelah proses pembelajaran siswa mampu :

1. Siswa dapat mengetahui dan bercakap-cakap untuk memberi contoh melakukan sesuatu
2. Siswa dapat mengetahui dan bercakap-cakap untuk memberi aba-aba
3. Siswa dapat mengetahui dan bercakap-cakap untuk memberi petunjuk

4. Siswa mengetahui kosa kata yang berkaitan dengan memberi contoh melakukan sesuatu, memberi aba-aba dan memberi petunjuk

E. Karakter siswa yang diharapkan

Rasa ingin tahu, Mandiri, Kreatif, Kerja keras, Disiplin, Demokratis, Tanggung-jawab, Menghargai Prestasi dan **Gemar membaca.**

F. Metode Pembelajaran

1. Whisper Sentence/ Telephone Game Sentences

G. Langkah-langkah Kegiatan Pembelajaran

PETEMUAN KE 1

a. Kegiatan Pendahuluan (10 Menit)

Apersepsi dan Motivasi :

- ✓ Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- ✓ Berdoa
- ✓ Mengecek kehadiran siswa
- ✓ Guru memperkenalkan materi yang akan dibahas serta tujuan dari pembelajaran hari ini.
- ✓ Guru menanyakan vocabulary yang sudah mereka ingat selama pembelajaran di cycle 1

b. Kegiatan Inti (60 Menit)

Eksplorasi

- ✓ Guru memberikan instruksi untuk berdiri secara berkelompok dengan rapi
- ✓ Siswa diminta untuk menentukan siapa yang akan menjadi pembisik dan yang mencatat hasilnya

Elaborasi

- ✓ Guru memberikan contoh dari wishper sentence terlebih dahulu
- ✓ Dengan menggunakan metode whisper sentence atau telephone game sentence siswa diminta untuk menyusun kalimat yang terdengar dari temannya tentang procedure text dan menuliskannya ke kertas setelah itu mereka memasukkannya kedalam flip chute.
- ✓ Siswa diberi kesempatan untuk mendiskusikan jawaban yang tepat dengan teman sekelompoknya.

Konfirmasi

- ✓ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ✓ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

c. Kegiatan Penutup (10 Menit)

- ✓ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- ✓ Guru menilai keaktifan perkelompoknya
- ✓ Guru menutup pelajaran dan memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

PETEMUAN KE 2

a. Kegiatan Pendahuluan (10 Menit)

Apersepsi dan Motivasi :

- ✓ Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- ✓ Berdoa
- ✓ Mengecek kehadiran siswa
- ✓ Guru bertanya pada siswa tentang how to make a choco serta menyebutkan kembali vocabulary apa saja yang ada dalam materi how to make a hot choco.

b. Kegiatan Inti (60 Menit)

Eksplorasi

- ✓ Guru memberikan instruksi untuk berdiri berkelompok dengan rapi
- ✓ Siswa diminta untuk menentukan siapa yang akan menjadi pembisik dan yang mencatat hasilnya. Seperti minggu kemarin

Elaborasi

- ✓ Guru memberikan peraturan dari wishper sentence terlebih dahulu
- ✓ Dengan menggunakan metode whisper sentence atau telephone game sentence siswa diminta untuk menyusun kalimat yang terdengar dari temannya tentang procedure text dan menuliskannya ke kertas setelah itu mereka memasukannya kedalam flip chute.
- ✓ Setiap anggota harus merasakan menjadi pembisik dan penulis hasil. Soal berbeda dengan minggu lalu
- ✓ Selain wishper sentence. Siswa menjawab soal yang guru sebutkan. Dan tiap kelompok harus memasukannya kedalam flip chute secara cepat.

Konfirmasi

- ✓ Guru bertanya jawab tentang materi yang masih dirasa siswa kurang tentang procedure text
- ✓ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

c. Kegiatan Penutup (10 Menit)

- ✓ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- ✓ Guru menilai hasil kerja siswa dalam melengkapi dialog.
- ✓ Guru menutup pelajaran dan memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

H. Alat/Sumber Belajar

5. Buku teks Speed Up English 5, Rita Kurniawan & Cecille Anca, Primary 5, Yudhistira.
6. Flip-Chute
7. Procedure text sheet
8. Buku-buku lain yang relevan

I. Penilaian

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Cimahi, Maret 2017

Mengetahui
Kepala Sekolah

Guru Mapel Bahasa Inggris

Ika Heni Mulyani,S.Pd.
NIP.19630319 198305 2 008

Lilik Agustiningsing, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SDN Cibabat Mandiri 5
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2 (Dua)
Alokasi Waktu	: 4 x 35 menit (2 kali pertemuan)

A. Standar Kompetensi

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

B. Kompetensi Dasar

- 6.2 Bercakap-cakap untuk meminta/memberi jasa barang/barang secara berterima yang melibatkan tindak tutur: meminta bantuan: meminta bantuan, memberi bantuan, meminta barang da memberi barang.

C. Indikator Pencapaian

Siswa mampu mengungkapkan berbagai tindak tutur:

1. Meminta suatu barang
2. Memberi suatu barang
3. Menolak suatu barang

D. Tujuan Pembelajaran

Setelah proses pembelajaran siswa mampu :

1. Siswa dapat mengetahui dan bercakap-cakap untuk memberi contoh meminta suatu barang/hal
2. Siswa dapat mengetahui dan bercakap-cakap untuk memberi contoh memberi barang/hal

3. Siswa dapat mengetahui dan bercakap-cakap untuk memberi contoh menolak suatu barang/hal
4. Siswa mengetahui kosa kata yang berkaitan dengan memberi contoh meminta, memberi dan menolak barang/hal

E. Karakter siswa yang diharapkan

Rasa ingin tahu, Mandiri, Kreatif, Kerja keras, Disiplin, Demokratis, Tanggung-jawab, Menghargai Prestasi dan **Gemar membaca.**

F. Metode Pembelajaran

1. Whisper Sentence/ Telephone Game Sentences

G. Langkah-langkah Kegiatan Pembelajaran

- a. Kegiatan Pendahuluan (10 Menit)

Apersepsi dan Motivasi :

- ✓ Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- ✓ Berdoa
- ✓ Mengecek kehadiran siswa
- ✓ Guru memperkenalkan materi yang akan dibahas serta tujuan dari pembelajaran hari ini.
- ✓ Guru bertanya pada siswa tentang asking, giving and refuse a thing.

- b. Kegiatan Inti (60 Menit)

Eksplorasi

- ✓ Guru memberikan instruksi untuk berdiri berkelompok dengan rapi
- ✓ Siswa diminta untuk menentukan siapa yang akan menjadi pembisik dan yang mencatat hasilnya. Seperti minggu kemarin

Elaborasi

- ✓ Guru memberikan peraturan dari wishper sentence terlebih dahulu
- ✓ Dengan menggunakan metode whisper sentence atau telephone game sentence siswa diminta untuk menyusun kalimat yang

terdengar dari temannya tentang procedure text dan menuliskannya ke kertas setelah itu mereka memasukkannya kedalam flip chute.

- ✓ Setiap anggota harus merasakan menjadi pembisik dan penulis hasil. Soal mengenai asking, giving and refuse a thing.
- ✓ Selain wishper sentence. Siswa menjawab soal yang guru sebutkan. Dan tiap kelompok harus memasukkannya kedalam flip chute secara cepat.

Konfirmasi

- ✓ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
 - ✓ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan
- c. Kegiatan Penutup (10 Menit)
- ✓ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
 - ✓ Guru menilai hasil kerja siswa dalam melengkapi dialog.
 - ✓ Guru menutup pelajaran dan memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

H. Alat/Sumber Belajar

1. Buku teks Speed Up English 5, Rita Kurniawan & Cecille Anca, Primary 5, Yudhistira.
2. Flip-Chute
3. Vocabulary Card about asking, giving and refuse a thing
4. Buku-buku lain yang relevan

I. Penilaian

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4

		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Cimahi, Maret 2017

**Mengetahui
Kepala Sekolah**

Guru Mapel Bahasa Inggris

Ika Heni Mulyani,S.Pd.

NIP.19630319 198305 2 008

Lilik Agustiningasing, S.Pd.

HASIL WAWANCARA CYCLE 1

1.	Apakah kamu merasa senang dalam mengikuti proses pembelajaran ini?	
Students 1	Senang Bu.	
Students 2	Senang Bu.	
Students 3	Senang Bu.	
Students 4	Senang Bu.	
Students 5	Senang Bu.	
2.	Senangnya Kenapa?	
Students 1	Karena ada permainnanya bu atau Flip chute. Tapi kadang bosan.	
Students 2	Karena ada permainnannya, terus pembelajarannya menyenangkan.	
Students 3	Karena kita bermain flip chute bu. Guru sebelumnya ga pernah pake media lain.	
Students 4	Karena ada Games (Flip Chute) cara menyampaikan materi bisa dimengerti, tapi bosan.	
Students 5	Karena saya sudah suka bahasa inggris. Jadi ibu atau bukan yang mengajarnya saya tetap suka bahasa inggris.	
3.	Bagaimana menurut kalian Flip Chute dalam pembelajaran Bahasa Inggris?	
Student 1	Bagus bu, tapi bosan cara memainkannya.	
Student 2	Bagus bu, kreatif. Tapi sama dengan teman saya bosan bu.	
Student 3	Menyenangkan bu, tapi terkadang bosan.	
Student 4	Diawal bagus bu, menyenangkan, tapi dipertemuan kedua dan	
Student 5	Ketiga bosan bu dengan cara memainkannya. Biasa saja bu, kadang bosan kadang senang.	
4	Bosannya kenapa?	
Student 1	Karena hanya berkelompok dan menjawab pertanyaan saja bu.	

	Jadi terkadang suka malas dan tidak tertarik untuk menjawabnya. Terlebih saya serahkan saja pada teman saya yang jawab.
Student 2	Sama bu, bosannya malas untuk menjawab.
Student 3	karena saya terkadang yang diandalkan dalam menjawab. teman-teman se grup terkadang diam saja bu.
Student 4	Karena saya yang menjawab bu, yang lain malah diam saja.
Student 5	Bosen aja bu. Karena saya sudah tau artinya jadi kadang bosen bu. Soalnya tanpa flip chute juga saya tau artinya.
5.	Apa kesulitan kamu dalam menggunakan Flip Chute?
Student 1	Tidak ada bu.
Student 2	Tidak ada bu.
Student 3	Tidak ada bu.
Student 4	Tidak ada bu.
Student 5	Tidak ada bu.
6	Apa kelebihan dari Flip Chute ini?
Student 1	Diawal menyenangkan bu. Tapi pas kesini jadi membosankan.
Student 2	Menyenangkan bu.
Student 3	Menyenangkan bu. Bisa latihan terus menurun dengan mengisi soal sampai kita mengetahui arti vocab tersebut.
Student 4	Lumayan bu kelebihannya bisa juga mengukur kekompakan.
Student 5	kelompok dan juga mengingat vocabulary. Tidak ada kelebihan bu. Biasa saja.
7.	Apakah ada masalah yang dihadapi dalam mempelajari Vocabulary?

Student 1	Ada bu, suka lupa lagi dengan vocabulary yang diajarkan. selain itu susah mengingat tulisan dan pengucapannya.
Student 2	Ada bu, sama saya juga suka lupa lagi dengan vocabulary yang diajarkan. Selain itu bahasa inggris itu susah bu dalam pengucapannya, jadi suka lupa lagi.
Student 3	Ada bu, terkadang lupa dengan vocabulary yang diajakarkan tapi saat lihat materi lagi jadi ingat kembali.
Student 4	Ada bu, sama saya juga susah dalam pengucapannya dan penulisan jadi suka lupa artinya.
Student 5	Tidak ada kesulitan bu, karena saya memang suka bahasa inggris.
8.	Apakah kamu suka belajar Bahasa Inggris dirumah?
Student 1	Tidak pernah bu.
Student 2	Tidak pernah bu, setelah pulang saya biasanya main.
Student 3	Terkadang suka belajar, apalagi jika ada ulangan.
Student 4	Tidak pernah bu.
Student 5	Paling belajar bahasa inggrisnya lewat games berbahasa inggris bu. Jadi saya tahu banyak vocabulary pada saat bermain games berbahasa inggris di handphone ataupun computer.
9.	Apakah dengan Flip Chute vocabulary kamu meningkat?
Student 1	Sedikit bu, hanya 4 kata yang hafal.
Student 2	Sedikit bu, soalnya suka lupa lagi jadi paling 5 kata yang hafal.
Student 3	Sedikit bu yang hafal diluar kepala paling 10 kata bu.
Student 4	Sedikit bu yang hafal paling 5 kata.
Student 5	Meningkat bu. Karena tanpa flip chute juga vocab saya selalu meningkat.
10.	Bagaimana tanggapan dan saran kamu setelah mengikuti proses pembelajaran menggunakan media flip chute ini?
Student 1	Flip chute menyenangkan diawal tapi kesannya membosankan. Sarannya ditambah lagi games yang lainnya. Jangan itu itu

	terus.
Student 2	Flip chute sama aja kaya guru yang lagi nyuruh mengerjakan tugas bu. Media nya diganti atau ditambah.
Student 3	Flip chute sebenarnya bagus, tapi terkadang membosankan. Medianya ditambah lagi, sehingga tidak bosan.
Student 4	Kadang rame kadang bosan. Caranya bu bedain, jangan ngisi jawaban terus perkelompok.
Student 5	Ada senang ada bosan menggunakan flip chute. ditambah lagi permainannya. Dan juga tiap kelompok di tandingkan bu, biar ada yang kalah dan yang menang. bagi yang menang kasih hadiah bu.

HASIL WAWANCARA CYCLE 2

1.	Apakah kamu merasa senang dalam mengikuti proses pembelajaran ini?	
Students 1	Senang Bu.	
Students 2	Senang Bu.	
Students 3	Senang Bu.	
Students 4	Senang Bu.	
Students 5	Senang Bu.	
2.	Senangnya Kenapa?	
Students 1	Karena ada permainnanya bu atau Flip chute. Sekarang pembelajarannya seru, bisa main bisik-bisikan.	
Students 2	Karena ada permainnannya, terus pembelajarannya menyenangkan, tidak seperti minggu kemarin.	
Students 3	Karena sekarang permainannya menyenangkan jadi lebih aktif semua anggota kelompok.	
Students 4	Karena ada game lain bu main bisik-bisikkan, jadi semua anggota kelompok gaada yang saling mengandalkan.	
Students 5	Karena saya sudah suka bahasa inggris. Jadi ibu atau bukan yang mengajarnya saya tetap suka bahasa inggris.	
3.	Bagaimana menurut kalian Flip Chute dalam pembelajaran Bahasa Inggris?	
Student 1	Bagus bu, sekarang jadi lebih seru, tidak diam saja di bangku.	
Student 2	Bagus bu sekarang lebih kreatif.	
Student 3	Menyenangkan bu karena ada permainan yang baru namun masih menggunakan flip chute.	
Student 4	Senang bu sekarang jadi lebih aktif.	
Student 5	Ada bosannya juga bu dengan cara memainkannya. Tapi lebih baik dari minggu-minggu kemarin.	

4.	Apa kesulitan kamu dalam menggunakan Flip Chute?	
Student 1	Tidak ada bu.	
Student 2	Tidak ada bu.	
Student 3	Tidak ada bu.	
Student 4	Tidak ada bu.	
Student 5	Tidak ada bu.	
5.	Apa kelebihan dari Flip Chute ini?	
Student 1	Sekarang lebih menyenangkan saja bu.	
Student 2	Menyenangkan bu.	
Student 3	Menyenangkan bu. Selain itu bisa hafal vocabulary lumayan banyak.	
Student 4	Bagus bu kelebihannya bisa juga mengukur kekompakan dan lebih aktif lagi dan juga bisa mengingat vocabulary.	
Student 5	Tidak ada kelebihan bu. Biasa saja	
6.	Apakah ada masalah yang dihadapi dalam mempelajari Vocabulary?	
Student 1	Ada bu, masih suka lupa lagi dengan vocabulary yang diajarkan. Tapi ibu suka ngulang-ngulang terus jadi lumayan ada yang ingat juga. Dan juga bu saat menjawab soal suka lupa, padahal bu ada gambarnya, misalnya sendok ada gambarnya di pertanyaannya jadi lebih mudah menjawabnya	
Student 2	Ada bu, sama saya juga suka lupa lagi dengan vocabulary yang diajarkan. Selain itu bahasa inggris itu susah bu dalam pengucapannya, jadi suka lupa lagi.	
Student 3	Ada bu, terkadang lupa dengan vocabulary yang diajarkan tapi ibu selalu mengulang-ngulang menyebutkan vocab jadi sudah lumayan tidak terlalu sulit mengingat.	
Student 4	Sedikit bu, paling masih lupa dalam pengucapan dan tulisan.	
Student 5	Tidak ada kesulitan bu, karena saya memang suka bahasa inggris	
7.	Apakah dengan Flip Chute vocabulary kamu meningkat?	

Student 1	Sedikit bu, soalnya suka lupa lagi kalo pake gambar bahasa inggris dulu trus ada gambarnya itu mudah menjawabnya juga bu.
Student 2	Sudah lumayan banyak yang inget bu kosakatanya.
Student 3	Meningkat bu, sekarang hampir semua ingat vocab yang diajarkan oleh ibu.
Student 4	Sudah lumayan banyak yang hafal bu
Student 5	Meningkat tapi sebelum ada flip chute juga meningkat bu
8.	Bagaimana tanggapan kamu setelah mengikuti proses pembelajaran menggunakan media flip chute ini?
Student 1	Flip chute menyenangkan .
Student 2	Flip chute bagus dan menyenangkan. Rame bu.
Student 3	Flip chute bagus dan menyenangkan.
Student 4	Sekarang main flip chute, tambah menyenangkan bu.
Student 5	Ada senang ada bosan menggunakan flip chute bu.

AUTOBIOGRAPHY



The writer was born in Bandung on August 23rd 1995. Her name is Reni Hermawati. She is the second child of three siblings from Mr. Herman and Mrs. Juju. She has one old brother is Hendi Herdiana and one younger brother is Tri Hardiansyah.

Her educational backgrounds are in 2007 graduated from SDN Tresnabudhi 4. Then her finished study in SMPN 10 Cimahi 2010, and continued to SMK Sangkuriang 1 Cimahi in 2013. In 2013 she continued her higher educational to STKIP Siliwangi Bandung in English major of Art and language Education until now.

She was active in OSIS when she was in Vocational High School as a secretary. She was a secretary in English Students Association in her college as well.

