
THE USE DEMONSTRATIVE METHOD TO INCREASE THE STUDENTS'S VOCABULARY GRADE SIX IN SD YPPGI HITIGIMA

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ABSTRACT

This study aims to improve the vocabulary mastery of the sixth grade students of SD YPPGI HITIGIMA by using the demonstrative method. This type of research is Classroom Action Research (PTK) which is carried out in two cycles. Each cycle consists of four stages, namely planning, action, observation, and reflection. The strategy in this research is determined collaboratively between researchers and research partners, namely teachers and students. The results shows that the demonstration method can improve student learning outcomes in English class VI at SD YPPGI Hitigima. The implementation of the demonstration model in vocabulary learning in English in grade VI Hitigima can improve students' vocabulary in learning. This can be seen from increasing the percentage of completeness of the pre-Test, cycle I and cycle II, which is 56.66 in the second cycle. The application of the demonstration model to learning in English in grade VI can improve students' learning outcomes. Students' learning outcomes are evidenced by the increase in the average score in each cycle, namely the pre-Test average score of 20.33, the average score of the first cycle 31.16, while the average score of the second cycle is 69.16.

Keywords : Demonstative Method, Vocabulary

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kosa kata siswa kelas 6 SD YPPGI Hitigima dengan menggunakan metode demonstrasi. Penelitian ini adalah penelitian tindakan kelas dengan menggunakan 2 siklus pembelajaran. hasil penelitian menunjukkan bahwa penggunaan metode demonstrasi dapat meningkatkan kota kata bahasa inggris siswa. Data hasil peningkatan tersebut dapat dilihat pada hasil peningkatan nilai pra tes siklus I, dan II yaitu 56,66. Setelah diberikan tindakan terjadi peningkatan rata-rata hasil pos tes siklus I dan II yaitu 31,16 dan 69,16.

Kata Kunci: Metode Demonstrasi, Kosa Kata

INTRODUCTION

English is one of the languages in the world which is used by many people in a lot of countries. The English is international language which people use to communicate with other people from different countries, and every country is learning English subject to increase communication ability. If we use English, it is all too easy to make your way in the world linguistically with English as your mother tongue.

English in Indonesia, especially Papua Island is becoming third to four language not as second language. Therefore, the students feel difficult and very confused with the language, different speaking and also different

written form in this case. It is true what Hoeda wrote "the main difficult in learning English is that the learners do not love it, on the contrary it would be easy learning when they love it. Because so many children who have background of parents are not educated, so the students' do not have motivation to study harder, because the parents do not give the motivation to students for studying instead. But they are talking about history not about education so impact to students. The children in Jayawijaya have less knowledge they are speaking mother tongue every day, so they seldom use Indonesian language.

The parents of the students do not control their children, the parents are focus on

their jobs or work in the garden. In the morning they leave to garden to work and after working back to home in the afternoon so they do not really control their children go to school, students seldom go to school, students attend morning class and absent in the afternoon class because they have not eaten breakfast, students feel hungry, they look for the food in their house and did not go back to school. Students promise to their parents to go to school but sometimes they are lie to their parent. The teachers are trying to build good relationship with parents to control their children but parents do not understand how to control the children.

Teachers never do lesson plan to teach in the class room just enter and give what they want to teach .The other side, teacher does not use escort book. English teacher should be knowing and understanding each of students' weakness but also strength. In order to help them in learning in Papua particularly. The students must experience English. If not then the impact is make them to be absent for every classes of English subject. At the end of it, multitudes of students are not attracted to revise English. In other word, it is better to say that English teacher is good to select suitable method of teaching.

Vocabulary is the root of language. When we consistent memorizing vocabulary, we will be rich with word. Simply to understand and communication. Therefore,

vocabulary is very important aspect in learning a foreign language. With a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastery vocabulary. Having more vocabulary also keep communication effective with the people around. Based on the explanation above, the writer would like to do research about the use of demonstrative method to increase English vocabulary.

METHOD

There are some research method sometimes used. The most research method that are used such as correlation research, experimental research, and action research and description research.in this research the researcher used action research design. Effort to increase the students' vocabulary According to Arikunto (2006:3) the action research (PTK) is a supervisor teaching activity in same way this action is given by teachers or direction form teacher to students for doing. Therefore, the researcher used action method to see influence.

This research focus on the application of demonstrative to increase students' English vocabulary. The action method can be appropriate method to see the students' vocabulary, and what the demonstrative can effectively increase students' mastery vocabulary.

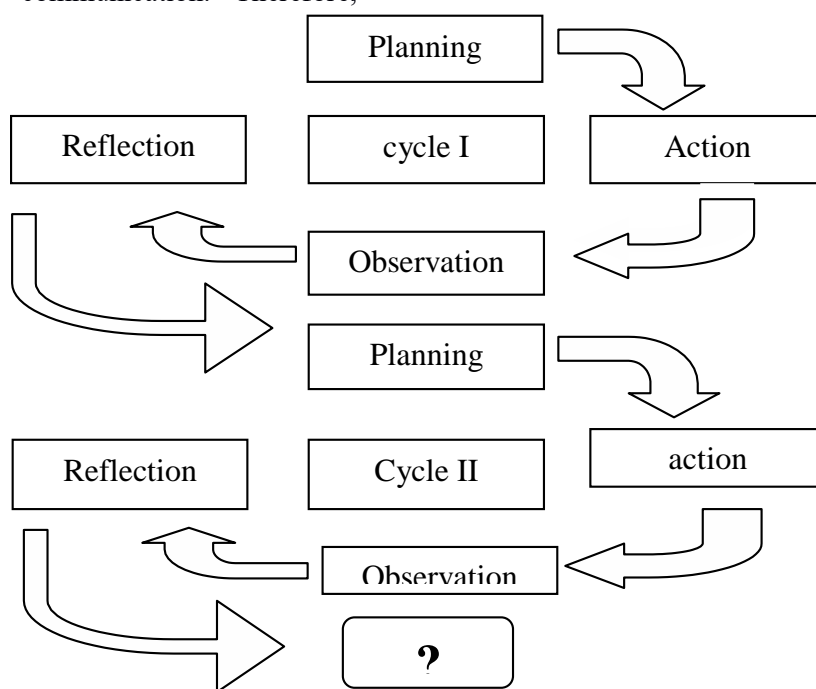


Figure 1. The Stage of Cycle

In the action research class has some models one of them is models cycle is a research model with one activity cycle there are planning, action, abservaion, and reflection. Classroom action planning will be implemented using demonstration methods in improving student vocabulary in learning English. The implementation procedure in the learning process is the first step in classroom learning activities that involve student and teacher participation. In the implementation, observations will be made that will benchmark the initial data on student outcomes in learning. The results of the observations will be used as evaluation material and analyzed for reflection. The stages of classroom action research activities for each action are as follows:

1. Planning (Planning)

This stage will plan everything that will be done in accordance with the results of the observations and evaluations carried out earlier. Researchers will observe student activities in class and then draw conclusions based on observations during the learning process that lasts from until the end of learning.

2. Action

This stage is the implementation stage of the classroom action research that has been compiled. The teacher will apply what has been planned, namely learning with the demonstration method.

3. Observation

Observations will be carried out simultaneously with the actions to be applied starting from the initial activities of the core activities to the closing activities. At this stage, you will observe and document what happens in the classroom during the learning process.

4. Reflection

This reflection stage is part of a combination of teachers and students regarding successes, weaknesses, and how to overcome them.

The location for this research is in the SD YPPGI Hitigima School of Wamena. The reason is SD YPPGI Hitigima School applying the curriculum K13, near with family, Therefore, the researcher wanted to see or to give examination to students of SD YPPGI Hitigima of wamena.

In this research subject are students in SD YPPGI HITIGIMA 6 grade, the total number of students in grade six is thirty female

are 16 and the boys are 14 of students. The object in this research is demonstrative to increase the student's English vocabulary.

The population is all the things which become the object. According to Sugiyono (2009: 80) the population is not only people, but also objects and other natural objects. The population is also not the number that exists in the object or subject being studied, but includes all the characteristics or traits possessed by that subject. In this research which become a population is in class 6 SD YPPGI Hitigima, the total number of students is thirty. The percentage of Papuan students are 100%, and non-Papuan is 0%.

This research is not use the technique to take the data because the subject determine the base on problem who find the problem in the classroom. The sample is taken from population to determine the samples as the researcher talk before, the population in this researcher is grade 6 SD YPPGI Hitigima School in Jayawijaya regency of Papua and there are about two hundred students who are studying in the school. In this research to be sample is including all the students in Grade 6, the total number of the students are thirty. Sample collection technique in this research use one class the is 6. The researcher only focusses on grade 6.

RESULT AND DISCUSSION

The initial situation that occurred in the field was that the sixth grade students of SD YPPGI Hitigima's understanding of English vocabulary was not satisfactory because of the actions they took. The initial data obtained is used as a basis for conducting classroom research, namely pre-test data. Based on the results of the pre-test that has been carried out with a processing time of 70 minutes, it is known that students' understanding of vocabulary in English lessons.

Completeness in improving the English vocabulary of grade VI SD YPPGI Hitigima is presented in the following graph:

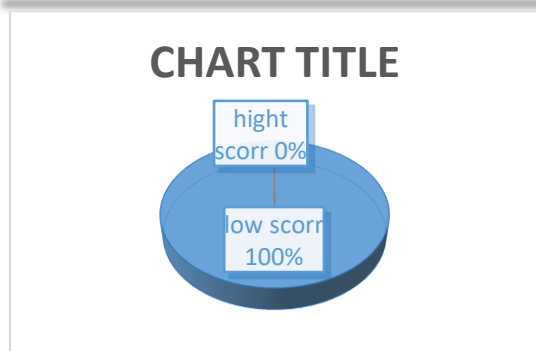


Figure 2. Completeness (Initial Condition) Sixth Grade Students of YPPGI Hitigima Elementary School

Based on the table above, there are 37 students who attended the teaching and learning process. Learning outcomes can be seen that the lowest value of the pretest results is 0, the highest score is 50, and the pre-cycle average score is 20.33 which means that it has not reached the average of teaching and learning activities (minimal learning completeness).

The demonstration method is a method created and compiled by the teacher in such a way as to integrate with the lesson plans that have been made. With this method can help students to store information in the form of subject matter that has been received by students. Besides that, it also helps students in answering practice questions and in pronouncing some vocabulary related to their daily activities. Classroom action research is carried out in accordance with the schedule that has been made with the implementation technique of cycles two. The research of result investigate in every cycle that execute learning process in the classroom.

The first time when the researcher entered the class the researcher was feeling confused because before researcher entered the classroom have asked about T. Book lesson but English teacher did not make the lesson and also she used some books . They don't have rules and consistency, the researcher already did the expectancy before going to teach so doing as well as in the planning , the researcher begin to make the target of lesson plan how log will teach in there. Prepare the materials for teaching. Researcher invited the students to make the rules together. Kinds of rules are respect to each other, love each other,

and so on. Give vocabulary in every meeting. Had fun games, and had new song.

1. Cycle I

In cycle I, the researcher begins by preparing everything related to the learning that will be carried out in this cycle, especially the tools needed in the learning process using the demonstration method. Furthermore, the researcher opened the class with opening greetings and prayers and gave apperception related to the material. The delivery of the material provided also provides several examples to students regarding students' daily activities. Then students will be given questions that trigger students to compete to answer the questions given. Students are also given the opportunity to ask what is not understood in the explanation given.

Based on the table above, there are 30 students who attended the teaching and learning process. The learning outcomes can be seen that the lowest value of the results of the first cycle is 25, the highest score is 40, and the average value of the first cycle is 31.16 which means that it has not reached the average of teaching and learning activities (minimal learning completeness). It can be seen in the following diagram that in cycle I there has been no improvement.

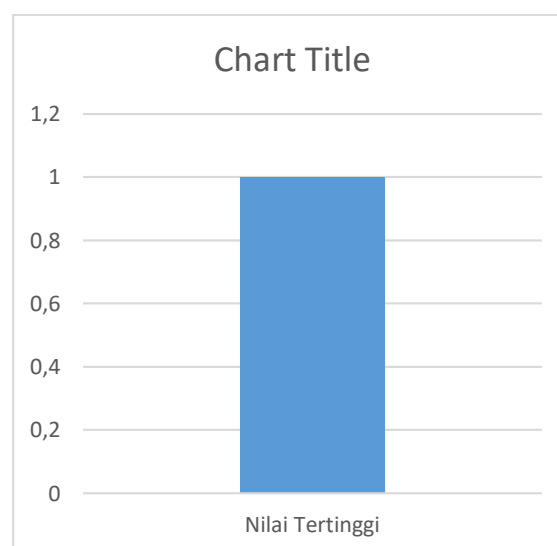


Figure 3. Completeness (after cycle I)

The use of demonstrative method to increase the student's English vocabulary grade 6 in SD YPPGI Hitigima in cycle I class action

Based on the table above, class action will be carried out using the demonstration method in cycle I and it is known that as many as 30 grade VI students of SD YPGI Hitigima

as many as 31% did not complete and did not meet the KKM standard in English subjects. Referring to the results obtained in cycle I using the demonstration method showed very insignificant results. This result really did not reach the expected target because all students did not complete the KKM or the minimum completeness score was 65. Therefore, it is necessary to better prepare for the second cycle of action.

2. Cycle II

In Cycle II, the researcher started by preparing everything related to the learning to be carried out in this cycle, especially the tools needed in the learning process using the demonstration method. Furthermore, the researcher opened the class with opening greetings and prayers and gave apperception related to the material. The material has been continued with English vocabulary in daily activities using the demonstration method. Delivering material as well as providing examples to students to work on the questions to be given.

In cycle II, the researcher gave light difference from the first cycle, the researcher gives a little variation to the examples in the form of pictures about daily activities by demonstrating some movements. Furthermore, teacher will ask students what has not been understood. Teacher will be given student work sheets to do the assignments given related to activities with the demonstration method. From the results of student worksheets, it is known that students have increased from before.

Based on the table above, there are 30 students who attended the teaching and learning process in cycle II. Learning outcomes can be seen that the lowest value of the results of cycle II is 25, the highest score is 95, and the average value of cycle II is 69.16 which means that the second cycle has reached the average of teaching and learning activities (minimal learning completeness). Referring to the results obtained in cycle II with the use of the demonstration method shows very significant results. These results reach the expected target because all students complete the KKM or the minimum completeness score is 65. Therefore, there is no need to do class action again.

From the data analysis table, the cycle starting from the pre cycle I and II shows an increase. Pre-cycle the highest value was 50,

cycle I increased to 40 and cycle II increase to 95. We can also see the lowest value starting from the pre-cycle, the lowest value was 0, cycle I become 25 and cycle II was 25. On the average class we can see Find and increase starting from the pre-cycle class average of 20.33 the first cycle increased to 31.16 and the second cycle increased to 69.16. The number of the students completed starting from pre-cycle and cycle I 0 but increased in cycle II 17 students. The increase in the present age of completeness at the end of cycle II was 56.66%. below is a table impairments for each cycle.

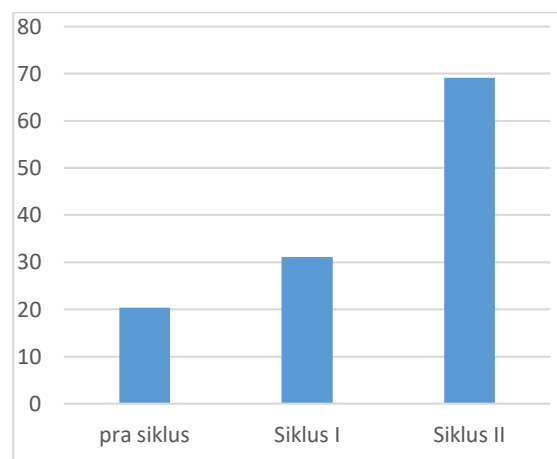


Figure 4. Completeness Pre Cycle, Cycle I, Cycle II

The increase in each cycle can be seen in the diagram listed above. In the pre-cycle stage students obtained an average value of 20.33, in the first cycle students received a slight increase in the average score of 31.16, while the second cycle stage students obtained an average of 69.19. From the three stages of the cycle, we can also get the level of completeness of students in each cycle, namely for the pre-Test stage and cycle I, there is no noticeable completeness in the results, while in the second cycle stage we get 56.66% completeness.

So it can be said that seen from the percentage of completeness, there was no increase in completeness from pre-Test to cycle I and an increase in the percentage of completeness occurred in cycle II, which was 56.66%. The following is a graph of the improvement for each cycle.



Figure 5. Completeness Cycle II

CONCLUSION

Based on the results of research and discussion, it can be concluded that:

1. The implementation of the demonstration model in vocabulary learning in English in grade VI Hitigima can improve students' vocabulary in learning. This can be seen from increasing the percentage of completeness of the pre cycle, cycle I and cycle II, which is 56.66 in the second cycle.
2. The application of the demonstration model to learning in English in grade VI can improve student learning outcomes. Student learning outcomes are evidenced by the increase in the average score in each cycle, namely the pre-cycle average value of 20.33, the average value of the first cycle 31.16, while the average value of the second cycle is 56.66.

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