

CHAPTER I

INTRODUCTION

A. Rationale

Education is an intentional effort to produce high competent people. It gives people who are educated an important basic competence that are needed in their lives. It also helps them to improve their humanistic potencies. Based on the competencies and potencies, it is intended to improve the student's high quality.

Indonesian government has already stated some criteria of educated people as follows:

*Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan yang maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga Negara yang demokratis serta bertanggung jawab.*¹

To reach the goal, it is listed some subjects to be taught at school. The subjects give students' sufficient abilities to be competent human resources as stated above. One aspect considered that important thing to be taught is language because the language is an instrument that is used to know the world.

It is undeniable that language is one of important aspects in communicating with others. Everybody encodes and decodes languages. Every race has its own language so does a country. Thus, it is usual if in a country has hundreds of

¹ Undang-Undang Republika Indonesia Nomor 2 Thn 2003. *Sistem Pendidikan Nasional*, (Bandung: Citra Umbara,2003), p.7

languages to be used and its varieties. The variety of language has been written in the holy Qur'an in Ar-Ruum verse 22 as Allah SWT said:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي

ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ.

And among His signs is the creation of the heavens and the earth, and the variations in your languages and your colors: verily in that are Signs for those who know.

The verse says that people have to know each other in culture, to show information and science, and etc. The variety of languages forced people to learn another language beside their language. Nowadays, to communicate with other countries is a must. Thus, learning foreign language is not only a kind of obedience to Allah, but also it is a necessity.

English is a language with rules and defined patterns. English is to be an instrument to express concepts, ideas, opinions and feelings similar to native speakers and also as an instrument in the absorption and development of science, technology and culture. So in Indonesia, English is studied and taught from elementary school through college. The purpose of English teaching in Indonesia is to produce mastery in English and students are expected to be able to read and write very well and understand English when they study science and technology.

English as a subject at school requires students to be able to communicate in oral and written using appropriate language form fluently and

accurately.² Therefore, students are taught English language and to master four language skills namely listening, speaking, reading, and writing. Students' competency on the four skills above can be gained and improved based on their ability in doing conversation each others; the matters of English lesson help students to learn English fluently and accurately in order to the goal of learning can be reached well.

Vocabulary is one of the elements of language besides the structure, pronunciation and spelling. The elements of language are important because they will support the four language skill. Vocabulary is important to enrich students' skill, because it will encourage reading and listening comprehension. Having a lot of vocabulary makes a student able to comprehend the reading and the listening. Otherwise, having limited vocabulary, students will be difficult to understand the language.

Besides that, vocabulary is to master and to practice. When someone cannot speak English, sometimes he says that he does not have enough vocabulary. However, vocabulary will always be a reason why someone cannot master the language skill in English.

Because vocabulary is difficult to improve by the students, teacher needs an alternative way to help the students learned vocabulary easily and can accept and memorize the vocabularies well. It needs the availability of media; since there are many kinds of media that can be used in teaching English. Variation of media in teaching is needed to avoid boredom and help the students when facing the

² Departemen Pendidikan Nasional, *Pengembangan Silabus dan Sistem Penilaian Mata Pelajaran Bahasa Inggris*, (Jakarta: 2004),p.5

difficulty in vocabulary. One of the variations that can be used is pocket chart. Pocket chart consists of essentially of a piece of supported material to which pocket charts have been placed for the purpose of holding word (and letter) card and picture.

So using pocket chart is expected to make the students feel enthusiastic in understanding the lesson with object that they see. It is stated before there is an assumption says that the use of pocket chart as media in teaching English vocabulary can give the significance effect of the students learning achievement.

SDIT Al-Khair is the only elementary school that has the Islamic principle in Barabai Central Hulu Sungai. As an integrated school, SDIT always increases the quality of education for competing in this modern era. One of quality improvement of the education that SDIT develops is learning English as distinctive feature of that school. One of the learning English improvements is using Pocket Chart that can add the students understanding of English.

There are two classes of fifth grade in SDIT Al-Khair which are divided into male and female classes. So the writer interest to observe in the fifth grade students for female.

Based on the rationale, the writer interested to observe and conduct a research under the title **“The Use of Pocket Chart for improving Vocabulary of The Fifth Grade Students at SDIT Al-Khair Barabai Central Hulu Sungai Academic Year 2010/2011”**

To avoid any misinterpretation toward the title, the writer needs to explain some terms in the title as follows:

1. The use means: the word from “use”, according to the Oxford learners dictionary. It means “do something with” or using, employment, application to a purpose” and also mean: cause to act or serve to a purpose.³ So meaning of the use in this research is “the use of pocket chart for students’ improving of vocabulary”.
2. Pocket chart as an Instructional media especially in teaching English it is very helpful for learner. To know about Pocket Chart should know means of Pocket Chart. Pocket chart consists of essentially of a piece of supported material to which pocket charts have been placed for the purpose of holding word (and letter) card and picture.⁴ It is for teaching English as a second or foreign language, not only at the primary level but also at the secondary.
3. Vocabulary means the total number of words in language or all words known to a person, the number of words the writer studies here are vocabulary of English language.

B. Formulation of the Problem

1. How does the teacher use pocket chart for improving vocabulary of the Fifth grade students at SDIT Al-Khair Barabai Central Hulu Sungai Academic Year 2010/2011?

³ J.B Sykes, *The Consise Oxford Dictionary of Current English* (Oxford University Press, 1976) Sixth Edition,p. 833

⁴ Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching*, (Kuala Lumpur: Oxford University Press),p.32

2. How is the fifth grade students' achievement in vocabulary by using pocket chart at SDIT Al-Khair Barabai Central Hulu Sungai Academic Year 2010/2011?

C. Reasons for Adopting the Title

The writer has certain reasons for choosing the title of this research, including:

1. English is one of the most popular languages in the world that has become the main communication device in the field of science and technology.
2. Media is used to make an effective and efficient communication in teaching learning process, because media is integral part in teaching learning process itself.
3. Pocket chart is one of teaching media which very good to improve the students in learning English.
4. As far as the writer knows this title has never been researched before especially.

D. Purposes of the Research

1. To describe about use of pocket chart by the teacher for improving vocabulary.
2. To know the students' achievement in vocabulary by using pocket chart in teaching English.

E. Significance of Research

The following should be the results of this research:

1. As an information, consideration and input for education executors on increasing and improving education quality.
2. It is expected that students like studying English as an enjoyable subject.
3. To add the writer's knowledge about using pocket chart in teaching.
4. As a contribution for the library of IAIN Antasari Banjarmasin.

F. Organization of Writing

The writer endeavors to organize the research contents as follow:

The first chapter contains the introduction, which consist of the rationale, formulation of the problem, reasons for adopting the title, purposes of the research, significant of research, and organization of writing.

The second chapter contains the theoretical review, which consists of the definition of media, the function of media in teaching English, definition of vocabulary, pocket chart, kinds of pocket chart, pocket charts as teaching media, the advantage and disadvantages of pocket charts, and teaching English vocabulary using pocket charts.

The third chapter contains the method of research, which consists of the subject and object of the research, data, sources of the data and techniques of data collecting, design of measurement, technique of the data and techniques of data analysis, and then the research procedure.

The fourth chapter contains the report of research, which consists of a general description of the research location, data presentation, and data analysis.

The fifth chapter contains closure, which consists of a conclusion and suggestions for teacher and students.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Media

The word media originally comes from Greek word 'medium' means middle, deliver mediator.⁵

A medium is defined as any form of device or equipment, which is normally used to transmit information between persons.⁶ Thus radio, television, newspaper, billboard, letters, handbills, and all such devices are media based on this definition above. An educational medium is such a device used for educational purpose (rather than for entertainment of other goals), it becomes an educational aids whether it is found at home or school.

In Oxford Advanced Learner's Dictionary, it is said that media is the main ways that large numbers of people receive information and entertainment; there are television, radio, and the newspaper.⁷

Media as the means for transmitting or delivering messages.⁸ It means media is everything that can be used in delivering or transmitting message from

⁵ A.S.Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press, 2000), p.765

⁶ P.H. Rossi and B.J. Biddle, *the New Media and Education*. (Chicago : Aldine Publishing Company, 1996) p.3

⁷ A.S.Hornby, *Loc. Cit*

⁸ C.N Locatis and F.D Afkinson, *Media and Technology for Education and Training*. (Ohio: Charles E Mersil Publishing Company. 1984). p.3

sender to the receiver, in order to help teachers in giving stimulation for their students' attention and mind.

Media as any tools, methods, and techniques used to make the communication and interaction between the teachers and students more effective in the teaching –learning process.⁹

Sadirman in his book *Media Pendidikan* said that “*Media adalah segala sesuatu yang dapat digunakan untuk menyalurkan pesan dari pengirim ke penerima sehingga dapat merangsang pikiran, perasaan, perhatian dan minat siswa sedemikian rupa sehingga proses belajar terjadi.*”¹⁰

Soetomo also gives definition about media. He says”*Media adalah wahana penyalur pesan atau informasi belajar.*”¹¹

So, media is in a form of sense in which its function is to be a mediator, medium and means used in communicating process and teaching and learning process.

It can be drawn that the function of media is a mean and facility used by the teacher in conducting a classroom activity which can create students creativity, skills, observation, classification, conclusion and communication through sensory ability.

⁹ Oemar Hamalik. *Media pendidikan*, (Bandung: Alumni, 1985) p.23

¹⁰ Arief S Sadirman, *Media Pendidikan: Pengertian, Pengembangan dan pemanfaatannya. Cet. ke-3*, (Jakarta: P.T. Remaja Rosdakarya, 1993)p.7

¹¹ Soetomo, *Dasar-Dasar Interaksi Belajar Mengajar*, (Surabaya: Usaha nasional,1993), p.197

B. Function of Media in Teaching English

There are two essential elements needed in teaching and learning process, they are, teaching method and teaching media. Choosing one teaching method of course influence the choosing of kinds of teaching media. Although there are many things that have to take care in choosing media, but the principal function of teaching media is to build students willingness, interest, motivation and give stimulus in teaching process to reach the purpose of study, and to make teaching learning active, effective, and more attractive.

Kemp & Dayton (1985) as quoted by Azhar Arsyad in his book *Media Pengajaran* says that there are some positive impacts from using teaching media:

1. Teaching delivery will be full fledged
2. Teaching is more interesting
3. Teaching is more interactive
4. Does not spend long time
5. Improve teaching result
6. Teaching and learning can be given wherever and whenever.¹²

Nowadays the values or function of teaching media are:

1. To add students learning activity
2. To economize the teaching time
3. To make student result of study is more stubble.
4. To help the weaker students
5. To give the clear explanation.¹³

¹² Azhar Arsyad, *Media Pengajaran*, (Jakarta: Raja Grafindo Persada, 2003), p.21-23

¹³ S.Nasution, *Didaktik Asas-Asas Mengajar*, (Jakarta: Bumi Aksara, 1985), p.2

Moreover, teaching media can improve students' result of study. There are some reasons why teaching media can improve students' learning activity, they are:

1. The students' are more interested in teaching process so they improve students' learning motivation in learning.
2. The subject is clearer that students are easy to understand.
3. The learning activities will attract students' attention more so that they will arouse motivation to learn.
4. Students do more activity¹⁴

Another reason why teaching media can improve the result of study is related to students' standard of thinking. Human standard of thinking follows development steps, started from concrete thinking, to abstract thinking, from simple think to hard thinking. Using teaching media correlates to thinking phase, because through teaching media abstract things can be concreted and complex things can be simplified.

Generally teaching media also several functions, they are:

1. To make the explanation clear, the message or information is not explained verbally only
2. To exceed space, time and sensory limitation.
3. To build student motivation by using appropriate teaching media.
4. To give the same experience of teacher.¹⁵

¹⁴ Nana Sudjana and Ahmad Rivai, *Media Pengajaran*, (Bandung: CV Sinar Baru Bandung, 1989), Cet ke-1, p.2

¹⁵ Arief S.Sadiman, dkk, *Media Pendidikan*, (Jakarta: Raja Grafindo Persada, 2002), p. 16

C. Definition of Vocabulary

Learning vocabulary is a very important part of learning English. It is one of the main important parts in English which have to be mastered by students. Vocabulary consists of words which are used in communication written or orally. In vocabulary, some materials are presented such as word formations, words with multiple meanings, affixes, (word stems, prefixes, and suffixes), synonyms, antonyms, homonyms, and changing parts of speech etc.

There are some definitions of vocabulary. Vocabulary is a set of words known to a person or other entity or one part of a specific language. Vocabulary is the total number of words that make up a language¹⁶. In Oxford Learner's dictionary, it is stated that vocabulary is a book containing a list of words used in a book, etc., used with definitions or translations¹⁷. According to Hari Mukti Krisdalaksana, "*kosa kata adalah komponen bahasa yg memuat semua informasi tentang makna dan pemakaian kata dalam bahasa*"¹⁸.

Vocabulary is a list of words usually in alphabetical order and with explanation of their meaning, less complete than a dictionary¹⁹

¹⁶ A.S. Hornby and A.P. Cowre, *Oxford Advanced Learner's Dictionary*, (New York : Oxford University Press, 1963) p. 959

¹⁷ A.S. Hornby, et. al., *Oxford Learner's Dictionary of Current English*, New York; Oxford University press. 1962), p.2

¹⁸ Hari Mukti Krisdalaksana, *Kamus Linguistik*, (Jakarta; Gramedia, 1993), p.451

¹⁹ Victoria Neufeld Webster's, *New Word Dictionary of Current English*, (New York; Perentice Hall, 1988), p. 1594

W.J.S. Poerwandaminta said that “*kata adalah barang yang dilahirkan dengan ucapan, ujaran, bicara & cakap.*”²⁰

From definition above, it can be said that vocabulary is a total number of words with meaning and definitions used by someone or students to express the idea in language.

D. Definition of Pocket Chart

Pocket Chart as an Instructional media especially in teaching English. It is very helpful for learner to know about pocket chart.

Pocket Chart is a pocket which means bag²¹, and a chart which is a sheet of information presented in the form of table, diagram, a graph²² means map²³. Therefore pocket chart is a pocket which is used to map or show an instructional goal needed for further education.

To practice a sentence pattern through repetition of pattern. The sentences are constructed by the students from visual

A pocket chart consists essentially of a piece of supported material on which pockets have been placed for the purpose of holding word (and letter) cards of picture.²⁴

²⁰ W.J.S. Poerwardaminta, *Kamus Umum Bahasa Indonesia*, (Jakarta ; Balai Pustaka, 1984),p. 335

²¹ John M. Echols dan Hasan Shadily, *Kamus Inggris Indonesia*, (Jakarta PT Gramedia, 1996), p.436

²² Elaine Higgleton and Anne Seaton, *Chambers English Essential Dictionary*, (British National Corpos: 1995), p. 481

²³ John M Echols dan Hasan Shadily, *Log cit.*

²⁴Nor Azlina Yunus, *Op.Cit*,p.32

A chart containing a series of picture is used as the basis of practicing a particular sentence pattern or grammatical structure. Usually the pictures are set up in a series so that the students can processed from one picture to the next without cues from the teacher.

When a chart is use for the first time, it may be necessary to go through it once to introduce the new vocabulary.

So Pocket Chart is one of media which is used use in Teaching English which have pockets and consist of letter cards and pictures. This simple tool is an excellent device for dramatizing word order. It is easily made by taking a piece of hard paper and pinning to it.

E. Kinds of Pocket Chart

1. A folder cardboard pocket chart

This is a smaller pocket chart the other two and is best used for small group (or class) teaching or in remedial situations. Where it can be placed on a table in front of the students. Two very stiff pieces of cardboard are required, each measuring 50 cm to 60 cm for the support material and a sheet of thinner cardboard measuring 4 cm wide. Can be gummed or stapled to the backing board at 8 cm (3") intervals. When making letter is near the top of placed in the pockets.

A variation on this design, and one that is suitable for use with young children, is a combination of flannel board and pocket chart.

2. An accordion type pocket chart

This pocket chart enjoys the advantage of being easy to carry around and to store as it can be folded like an accordion. It is made of 6-8 (located piece of

very stiff cardboard each 74 cm (30") long. On top of each length is actually a slit made with a sharp. Cutting knife, the top and side edges. The bottom of the pocket chart is soured with a compass to form a fold. Before attaching to the blackboard. Make sure that no gum goes on the pocket. Only the surrounding area.

3. A roll-up vinyl pocket chart

This pocket chart is the easiest to make and is probably the most durable. It also has the advantage of being light to carry around and easy to store, as it resembles a roll-up chalkboard. The pocket chart is made of a sheet of vinyl of PVC (plastic) to which is attached pockets made from strips of stiff transparent plastic. Two toads (broom sticks are ideal) are inserted in folds at the bottom and top to support and give weight to the pocket chart.

It is important to choose a very thick, stiff transparent plastic for the pockets so that they will not flop forward when the word cards are inserted. These pockets can be machine or hand stitched and the vinyl backing or if made by an up upholsterer, can be heat pressed into position. The extra large pocket at the top is designed to hold picture cards.²⁵

This sample tool is an excellent device for dramatizing word order. It is easily made by taking a piece of hard paper and pinning to it. A pocket chart consists essentially of a piece of supported material on which pocket have been placed for the purpose of holding word (and letter) card of picture.

²⁵*Ibid* p.34

4. Individual pocket chart

Pocket charts made on a smaller scale are very useful in mixed ability classes where it is necessary to set separate work for different groups and for individuals.

F. The Use Pocket Chart in Teaching English

The pocket chart can be used for developing reading skill through pre reading and phonetics. Through with letter cards and pictures. The students more easily to remember words. It is also be used for presentation and practice numerous grammatical items and it is particularly useful in guided competition work.

Figurines are desirable for a teacher to build up set of word and letter cards, they are:

1. Nouns

A word card to match every figurine that the teacher makes, name of types of people, occupation, clothes, accessories, food, household, tools, outdoor objects, vehicles, animals, place, (zoo, market, office, etc) and classroom items (duster, chalk, ruler, etc).

2. Other Nouns

The other nouns consist of the days of the week, the month of the year, seasons, colors, time, word such as now today, yesterday, tomorrow, tonight (in the) morning/evening, (at) night, Mr. Mrs. Miss etc.

3. Pronouns

More than one set will be necessary and some should have capital (initial) letters. Example: I, you, he, she, it, they, mine, yours, its, his, hers, theirs, ours, me, him, her, them, it, us, our, my, your.

4. Verbs

A selection of common verb take from the syllabus/word list in use should be written on cards. Only the base form of the verbs needs to be written together with regular ending cards, -s, -ed, -ing. Modal cards (may, can, must, ought to, etc) are useful as well as several sets of the different parts of the verbs be, have and do (is, am, are, was, were, does, had, have, has, etc).

5. Preposition (and prepositional phrases)

The words involve in prepositional phrases are across, above, near, on, of, in front of, between, next to, etc.

6. Other Structural Words

The words involve in this category are conjunction (and, but, so, etc) this, that, those, how many, how much, were, which, what, whose, who, why, etc. every one, everybody, someone/somebody, no-one/no-body, anyone/anybody, everything, something, nothing, everywhere, somewhere, nowhere, anywhere, some, any, many, none, both, each, much, a little, etc. And also there is, there are, there isn't, there aren't, etc.

7. Symbols

Symbols 2-3 sets of alphabet letters in lower case 1-2 sets of alphabets letters in upper case. The number 1-2 the number written in full.

Although it is possible to build storage pockets for different categories of words into the design of the Pocket Chart this tends to be messy and bulky. Besides, the teacher is not going to use all his cards at once: He will be selective and bring only those that he wants to use into the classroom. Thus, it is best to have a separate storage system.

After knowing all about Pocket Chart it is hoped that the teacher should be well prepared and properly use in this media.

G. The Advantages and Disadvantages of Using Pocket Chart

1. Advantages of Using Pocket Chart

After understanding and knowing the use of pocket chart as an instructional media, especially in English learning, teacher can use Pocket Chart to teaching.

The following are the reasons why the Pocket Chart is used in English learning, they are:

1. The Pocket Chart can be used in developing reading skill through pre-reading and phonetic activities with letter cards and pictures, as well as sight recognition activities involving word cards. Except at the earliest stages, student can deal entirely with whole words which, for many, help to overcome the difficulty they have with spelling.
2. Because the Pocket Chart allows for the physical handling of Word Cards, students more easily remember words, when students move the cards around using them in different context while they do so. The spelling of words as well as their minds. Students learn the importance

of the order in which word occur in written sentences and the way the grammatical infections such as –ing, -s and –ed are added to words.

3. They also learn the way in which sentences may be altered by moving some word into new positions and to correct mistakes and very sentences patterns.
4. The pocket chart can also be used for the presentation and practice of numerous grammatical items and it is particularly useful in guided composition word.
5. Many of the activities involving the use of the pocket chart can not easily be one using a chalkboard and here has another of it values. However, it can be used in conjunction with other teaching aids, especially the flannel board, magnet board and various types of pictures.²⁶

In this point Pocket Chart is one of the instructional media in language teaching with all its advantages. In learning, the students sometimes have problem with all linguistic skills in English. Learning such as reading, listening, writing and speaking that need to be developed.

In using Pocket Chart as a media, teacher can develop students' ability in reading skill and another linguistic skill. Through Pocket Chart, student can do reading ability while teacher help directly with the spelling problem that the student have. So that it will affect the students' ability in receiving and making

²⁶ *Ibid. p.32*

difference with the sound which is called auditory perception. That is why teachers are expected to develop the students in linguistic skill.

In language learning students sometimes have problem with the auditory memory so that the students needs help. This will come to another difficulty in producing language such as repeating the phonetic word in order, recalling the words and the symbol of word, and understanding a cause and an effect. That's through the Pocket Chart as an aid of instructional media in teaching English language by presenting the words or picture so that the student will come to think an abstract way and to make the words easier to memorize.

2. Disadvantages of Pocket Chart

Pocket Chart also has disadvantages. This is because the teachers make some pictures that are enough to fulfill but sometimes their size are not big enough or large enough. The pictures are not suitable to be used in teaching for group, except they are projected by projector.

Photography picture is so beautiful, but it is not moving as life picture but there are some parallel picture arranged can describe and it can develop effectiveness of teaching learning process. Because Pocket Chart is made of paper, so it is not a permanent material and they are easier to risk. The teacher must save it in a comfortable place for example a plastic.

So, every kind of media is always have advantages and disadvantages, and the teacher can choose a media to teach English which is just familiar with material of lesson to teach.

H. Techniques of Using Pocket Chart in Teaching English

In effective teaching English, to get maximal result, it is important to manage the class in teaching learning process, so that teaching is more directed for teacher and their students.

Before using the Pocket Chart in the classroom, the teacher should take note. In this case Noor Azlina Yunus in her book entitle *Preparing and Using Aids for English Language Teaching* proposes some tips that teacher should know before using a pocket chart. The tips are as follows:

- a. Know exactly when and how you are going to use the Pocket chart in a lesson.
- b. Make sure that you have all the cards you need at your disposal: nothing for elusive word cards. It provides students, too with an opportunity to become unruly.
- c. It is wise to have a black felt – tip pen and black cards with you so that you can instantly produce new words if they are required.
- d. All words that are to be used on the Pocket Chart should be familiar to students and should have been introduced in the class beforehand. The Pocket Chart should be primarily use for practicing rather than presenting language and vocabulary items and as such is most likely to be used midway in a lesson or at the end.
- e. Students should always be given an opportunity to handle the cards themselves. This way slow down a lesson a little but the end results justify this activity.

- f. Have students pronounce all words or sentences placed in the Pocket Chart at appropriate times in the lesson.
- g. Always check students' answer after they have inserted cards in the chart and have them modify the arrangement to letters or words if necessary²⁷.

English teachers should prepare the lesson before starting the teaching-learning process. Method and media are used to teach, so the teacher must plan and prepare what media to use, time allocation and familiarity of media with lesson. In mode cards and pictures have some techniques certainly so there are techniques to make students more interested to study. Students are easier to understand and remember their lesson. The cards and pictures are using lot of bright colors to please the students. Much better to choose colors for other purpose:

1. To make object more recognize if the shape and colors are rather than ordinary, for example an orange.
2. To direct attention to something particularly if the word cards is small within a picture, for example one person give another a present, so the pictures should be given in different colors to person and another.

In drawing a picture, a teacher can give their ideas in a picture, where the picture should be familiar with facts. For example amazing fact about human body. The hand and body are equal in length to the length of the legs. And the arms are as long as the body. And more amazing facts are elbows are halfway

²⁷ *Ibid.p.56*

down the arms and point backwards, knee is halfway down the legs and point forwards.

Teaching English by using media pocket chart which teacher can develop teaching English with giving variation of teaching for example discussion, game, song, quiz etc.

Developing Skill by using Pocket Chart

a. PRE READING ACTIVITIES

- Matching beginning sound

Preparation: Prepare/Locate the letter of the alphabet and a number of small pictures illustrating each of the initial sounds (with the appropriate letter of the alphabet written on the back)

Procedure:

1. Arrange each letter of the alphabet in the pocket chart on alternate rows.
2. Jumble up the alphabet pictures. Get children in turn to come and choose a picture, says its name and place it under the alphabet letter that is the beginning of the word. Pupils can check their answer by turning over the pictures.

- Finding the missing letter

Preparation: Prepare/Locate the letter of the alphabet (to suit the words to be used).

Procedure:

1. Do this activity only with words previously taught in class so that it becomes a consolidation and revision activity.

2. Arrange the letters of single words in the pocket chart omitting one (or more) letter (s) from each word. The omitted letters are jumbled up and left on the teacher's desk.

3. Individual pupils come up, find the appropriate missing letter and insert it in the pocket.

b. SIGHT RECOGNITION ACTIVITIES

The 'look-say' or 'whole-word' method used in most primary schools today recognizes the fact that many words in English are non phonetics. These words have, therefore, to be memorized through repetition. In particular the teacher should concentrate on such functional words as of, one, here, there, who, what, and where which, because of their indefinite meaning, are more difficult for the pupils to memorize than nouns such as headmaster, fisherman or elephant.

- Finding similar words

Preparation: Print/Select half a dozen (nouns, function words, etc.) that are to be learned by sight. Prepare 3-4 cards of each word.

Procedure:

1. Place one of each of the words in the pocket chart. Jumble the remainder of the cards.

2. Individual pupils match and insert the remaining cards.

- Picture-word recognition

Preparation: select about twenty words that have been recently introduced. Find a matching picture for each word.

Procedure:

1. Place the words on alternate rows in the pocket chart.
2. Have individual students select a picture, say its name, and insert on the pocket chart under the appropriate word.

Alternatively, the pictures can be put up first, followed by the pupils selecting appropriate word cards.

- Grouping words

Preparation: Prepare/Select 3-4 group-name cards (e.g. food, clothes, vehicles, animals) and, if possible, appropriate group pictures to illustrate each card.

Select several words for each category or group that the pupils have been introducing to.

Procedure:

1. Place the group-name cards at the top of the pocket chart together with the pictures.
2. Jumble the remaining cards.
3. Have individual pupils select cards and place them under the appropriate group-name cards.

An additional activity for more advanced pupils would be to re-order the cards in each group in alphabetical order.

- Grouping feeling words

Preparation: Find/Prepare 3-4 'feeling' picture and 10-15 appropriate 'feeling' adjective cards, e.g. happy, sad, angry.

Procedure:

1. Insert the 'feeling' pictures at the top of the pocket chart.
2. Have individual pupils select and insert appropriate word cards under each picture.

c. ACTIVITIES WITH PHONICS

Although the previous section dealt with activities based on sight recognition in the belief that this is the most practical way of starting reading, the English language is still sufficiently phonetic to allow pupils to associate some of the symbols (or letters) of English with their sound. The following activities, employing the pocket chart are designed to consolidate the teaching of phonics in lower primary classes. They can be used with vocabulary normally listed under potential pronunciation problem.e.g

1. Initial consonant phonemes: /b/, /d/
 2. Voiced final consonant: /b/, /d/, /g/
 3. Consonant clusters: scr-/spl-/gr-/
 4. Irregular consonant: c as/s/, /k/, g as /g/, /j/
 5. Minimal pairs (vowel): /i/, /i:/
 6. Diphthongs: /ei/, /ou/, /ai/
 7. Silent letter: *knob*, *comb*, *light*.
- Matching sounds with words/pictures

Preparation: prepare 8-10 letter cards, e.g. initial consonants and consonant clusters, and a larger number of word cards beginning with the selected letter cards.

Procedure:

1. Insert the letter cards on the left-hand side of the pocket chart. Jumble the corresponding word cards.
2. Have pupils match the appropriate pictures with each letter card.

A variation of the above activity is to have pupils match appropriate pictures (instead of word) with beginning sounds.

Instead of using letter cards with beginning sounds, use mid sounds e.g. vowels, vowel diagraphs (ai, ay, ae, ea) or vowel diphthongs (oi, oy, ow, ou).

- Making pairs of 'sound-alike' words

Preparation: Prepare/Locate a selection of words in which words sound alike, though they are not necessarily formed in the same way, e.g. hall, fall, stall; bite, fight, height, sight, flour, flower; chalk, talk.

Procedure:

1. Jumble up the word cards and leave at the front of the class.
2. Have a pupil come up and insert one card. The next pupil must match it with a 'sound-alike' card. Continue until all cards have been put in pairs.

d. VOCABULARY BUILDING AND ANALYSIS ACTIVITIES

- Adding plurals

Preparation: Select a number of noun word cards which take a variety of endings. Print an appropriate number of plural endings-*s*, *es*, *ies*-on small cards.

Procedure:

1. Insert the noun word cards in a row on the left-hand side of pocket chart.

2. Have individual pupils add suitable plural endings (suffixes) to each of the nouns.

If there is a change of spelling, get pupils to overlap the suffix on the noun card.

- Building compound words.

Preparation: select a large number of words that pupils are familiar with, that will form compounds, e.g. arm, chair, door, bell; bus, stop; car, park; class, room; clock, face; foot, ball, etc.

Procedure:

1. Insert the first half of each compound word in the pocket chart (in columns).

2. Have individual pupils add the appropriate second half.

3. Check answer with the class. See how many other variations of compound words they can build.

- Match the contractions

Preparation:

1. Print a selection of contractions on cards, e.g. I'm, I'll, they're, they've, you're, isn't, what's, hasn't, you'll, doesn't, won't, etc.

2. Print also the corresponding two words (or full forms) of each contraction on strips of card.

Procedure:

1. Put either the contractions or the full forms on the left side of the pocket chart.

2. Have pupils match the cards. Check their work. Make them say the word pairs aloud.

e) READING COMPREHENSION ACTIVITIES

- Sequencing pictures

Preparation:

1. Select a series of pictures that tell a story for consolidating items already taught.
2. The picture (a) is to be hung in front of the class. Alternatively (b), a series of 3-5 individual pictures can be inserted at the top of the pocket chart (provided they are large enough for pupils to see).

Procedure:

1. Discuss (or revise) the content of the picture (series) with the pupils.
2. Lay out the sentence strips in jumbled order on a desk at the front of the class.
3. Have individual pupils select and insert into the pocket chart, sentence strips in the correct order. Check the pupils work. Get them to read the sentences aloud.

This activity can be adapted to suit the level of any class by choosing more (or less) complex pictures and structures. It also lends itself well to written (copying) exercise.

- Matching halves of sentences

Preparation:

1. Print sentences on strips of card to suit the language item you are teaching.
2. Cut each sentences card in half at a logical point.

Procedure:

1. Insert the first half of each sentence in a column on the left hand side of the chart. Have individual pupils come up and insert appropriate endings to each beginning. Discuss and correct sentences.

This activity can be made more (or less) difficult by choosing more (or less) complex sentences.

In this matter, the teacher should be creative in making the condition of the teaching learning process, besides preparing the interesting pocket chart. The teacher should make the students to remember and bring the new vocabularies to the home, by becoming situation of the class be fun and attractive.

CHAPTER III

METHOD OF RESEARCH

A. Method of the Research

1. Subject and Object of Research

a. Subject of Research

The subject of this research is an English teacher and the Fifth grade students at SDIT Al-Khair Barabai Central Hulu Sungai Academic Year 2010/2011. There are 21 students for female.

b. Object of the Research

The object of this research is the use of pocket chart by teacher in teaching English by the Fifth grade students at SDIT Al-Khair Barabai and the fifth grade students' achievement of vocabulary by using pocket chart.

2. Data, Sources of the Data and Techniques of Data Collecting

1. Data

There are two of data that are investigated in this research; primary data and secondary data

a. Primary Data

- 1) The data of the use of pocket chart by the teacher for improving the vocabulary.
- 2) The data about is the fifth grade students' achievement in vocabulary by using pocket chart at SDIT Al-Khair Barabai Central Hulu Sungai Academic Year 2010/2011

b. Secondary Data

To complete the primary data, the writer also collects secondary data, which relates to the research location as mentioned below:

The secondary data as a supplement for primary data in this research as follows:

- 1) Brief history of SDIT Al-Khair Barabai Central Hulu Sungai Academic Year 2010/2011
- 2) Description about head master, teachers, and administrative staff
- 3) School facilities are office, classes, mosque, etc.

2. Sources of Data

- a. Respondents: English teacher and the students of class
- b. Informant: Headmaster, teachers, and administrative staff.
- c. Document : All written sources needed in this research

3. Techniques of Data Collecting

a. Observation

This technique is used to observe detail about the condition of teaching and learning process of English subject of the Fifth grade students at SDIT Al-Khair by using pocket chart, the condition of the school in general and the condition of environment around the students.

b. Written Test

This technique is used to get data of the students' achievement to improve their vocabulary by using pocket chart.

c. Documentary

This technique is aimed at looking for all written reports or document, which perhaps keep detailed records of primary data and secondary data.

For further information about data, source, of data and techniques of data collecting can be observed in this matrix.

No.	Data	Sources	TDC
1.	Primary data a. The data about the use of pocket chart by English teacher in teaching English vocabulary b. The data about how is the fifth grade students' achievement in vocabulary by using pocket chart in teaching English vocabulary.	Teacher Students	Observation Test
2.	Secondary data a. Description about SDIT Al-Khair Barabai Central Hulu Sungai b. Description about head master, teacher administration staffs, students, and the school facilities. c. School facilities	Head master, Documents, and Administration staffs.	Documentary and Observation. Documentary and Observation. Documentary

3. Design of Measurement

This research is written test, it was designed to measure the students' improvement in vocabulary by using pocket chart especially in nouns. In this research, the test will hold three times to know the use of pocket chart in teaching English vocabulary good or not and how is the students' achievement in

vocabulary by using pocket chart between the first, the second and the third increase or not. Students will answer 10 items of multiple choices.

The highest score is 100 and the lowest is 0. Then students' scores are interpreted as their mastery of vocabulary.

The following are the categories used:

80-100 = Excellent

70-<80 = Good

60-<70 = Sufficient

50-<60 = Poor

0-<50 = Very Poor

Mean of the score is obtained by the formula below:

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

M : Mean scores

$\sum X$: Accumulative scores

N : Number of respondents

4. Technique of the Data Processing and Techniques of Data Analysis

1. Data Processing

Data processing is divided into 5 phrases:

a. Editing

This technique is used for the purpose of re-examining all the collected data to make sure they have been adequately completed.

b. Coding

The writer makes certain codes on all collected data and classifies them into each category.

c. Scoring

The writer scores the students' answers.

d. Tabulating

The writer tabulates all the collected data based on the frequency computation. To calculate the percentage score, the writer uses the following formula:

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

P = Percentage

F = Frequency of respondents who answered

N = Number of cases

e. Data interpretation

The data are described by writer's interpretation without changing the meaning of the data. To interpret the data, the writer uses the following categories:

0% - < 20% (Very low category)

20% - < 40% (Low category)

40% - < 60% (Average category)

60% - < 80% (High category)

80% - < 100% (Very high category)

2. Data Analysis

Before all of collected data are reported, the writer analyzes them descriptively qualitatively. The analysis helps the writer to highlight important conclusions from this research. The conclusion is met by inductive way.

4. Research Procedure

1. Preliminary steps

- a. To hold a prior observation at the research site.
- b. To discuss the result of the previous observation with the writer's advisor.
- c. To create a research design proposal to be approved by the Bureau of Thesis Writing of Islamic Education Faculty

2. Preparatory steps

- a. To hold a seminar on the research design proposal
- b. To ask the Dean of Islamic Education Faculty for a written mandate to conduct the research
- c. To create the data instruments

3. Research steps

- a. To contact all respondents and informants who are needed to obtain data
- b. To collect the needed data from several sources
- c. To process the data in a procedural way and then analyze it properly

4. Organization step

Having all the obtained data completed, the writer will organize it in the form of a research thesis based on the continual guidance and consultation from the writer's advisor. Finally, this research is approved and ready to be examined in an open forum.

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of SDIT AL-Khair Barabai

1. Brief History

In this research, the writer has taken the location at SDIT AL-Khair Jl. Hasan Basri Manjang, Bukat Barabai H.S.T. School statistic number is 101150601045 that was built in 2004 by H. Faqih Jarjani.

The location of SDIT AL-Khair is in the city of Barabai. It is quite far from the noise of highway.

The position of building of this school is:

- a. To the east borders on inhabitants' house
- b. To the west borders on inhabitants' house
- c. To the south borders on field
- d. To the north borders on field

2. The Headmaster Condition of SDIT Al-Khair Barabai

SDIT Al-Khair has managed by some headmasters since it was established until now. Since the school runs the headmaster has changed for twice. To know more closely about the headmaster period condition, see in appendix 2.

3. Description about Teachers, Students, Administration Staff, and Facilities of SDIT Al-Khair barabai.

a. Teachers

There are thirty seventh teachers at this school in academic year 2010/2011. They were teaching different subjects and have different educational background, and furthermore to know closely about the teacher's condition, it can be seen in appendix 2.

b. Students

In Academic Year 2010/2011, the total numbers of students who are administratively registered at SDIT Al-Khair are 260. Detail information can be seen in appendix 3.

c. Administration Staff

The administration staff SDIT Al-Khair are 3 persons. Clearly, the data can be seen in appendix 4.

d. Facilities

Based on the school data, the facilities in SDIT Al_khair in 2010/2011 can be seen in appendix 5.

B. Data Presentation

On this data presentation the writer describes about result of research on the field that collected by technique of data collection, they are test, observation, and documentary. They were conducted from 15 October to 15 December 2010.

By observation, and written test techniques it's known more about how pocket chart are used, the way of the teacher in using pocket chart at the

classroom and then the use of pocket chart towards the students English vocabulary improvement. By using observation, it is known about the way of the teacher in using pocket chart at the classroom. And then by using written test, it is known more about the use of pocket chart for improving the vocabulary. By using documentary technique it is known about data like the amount of the teachers, the students and the facilities of school.

Presenting this data is classified in turn that is suitable with the problem formulation that the writer has made before in order to be easier in presenting and analyzing.

1. The use of pocket chart by the teacher in teaching vocabulary

Passing through observation to the English teacher at the fifth grade of SDIT Al-Khair Barabai in using pocket chart at the classroom, the kinds of pocket chart that she use is a roll-up vinyl pocket chart. The observation was conducted seventh times, then from these seventh times teaching-learning process observed by researcher, there are three process of using pocket chart that is on October 20th 2010, November 4th 2010, and December 3th 2010.

In observing the class, the writer here not only observed the use of pocket chart by the teacher. But also the technique or strategies used by the teacher in her teaching vocabulary using pocket chart and the steps that she use in teaching vocabulary using pocket chart, so that the data here can be complete one, in other words the writer want to know about how is the use of pocket chart by the teacher

in teaching vocabulary and how is the students' achievement of vocabulary by using pocket chart from the process of teaching learning done by her.

Based on observation on October 20th 2010, November 4th 2010, and December 3th 2010 can be seen from the teaching and learning process doing by English teacher (Mrs. Norliani S.Pd.) at the fifth grade of SDIT Al-Khair can be seen from the following descriptions.

a. English Teacher Skill and Knowledge in Using Pocket Chart.

Based on the observation to English teacher at SDIT Al-Khair in get data result, got data about the use of pocket chart in teaching the vocabulary. During the writer observes the teacher use pocket chart three times.

The topic of the lesson that used by teacher in the first observation was "jumbled words", the second observation was "command sentence" and the third observation was "grouping of noun".

Based on observation, the English teacher used various techniques in teaching vocabulary using pocket chart. From the observation directly when the teaching and learning process. The teacher used various techniques namely finding similar words, picture-word recognition, and grouping words. The teacher says the use of various techniques of course accustomed with the learning goal that want achieved in teaching and learning process.

b. The Teacher's Activities in Using Pocket Chart.

There are several steps in using pocket chart namely: Pre activity, while activity and the last post activity.

1) Pre Activity.

Pre activity covers motivation and apperception that is asks about lesson material before. Based on observation October 20th 2010, in warming up activity teacher begins with greeting, ask the students about last lesson, Introduction new material by inviting students to pay attention to the teacher's explanation, ask the students to sing a song or give a game and move their hand and foot, the teacher always asked the student to sing a song or give a game in every meeting to make students enthusiast in studying.

2) While Activity.

Delivering information or content of lesson materials that is concept development and improving (practice and exercises) form of the activity. Based on observation on October 20th 2010, the main activities those done by teacher are varieties.

First of all, the teacher opened the class by greeting to the students and checking their attendance by calling their names one by one. The teacher prepares 4-5 cards of each word. She then notified the instructional objectives to the students. After that, the teacher displays the card of each word one by one, and then asked to the students to spell it, "Ok, students spell this word and read loudly! The students answered the questions orally. It can make the students enthusiast in answering the teacher question by looking to the word. Then, the teacher asked the students to choose the word and place one of each of the words in the pocket chart. Jumble the remainder of the cards. Every student matches and inserts the remaining cards. Then the students read aloud the card of the word in

the pocket chart and write it in their notebook. During these activities, the students were more active and the class looked more alive since the topic of “jumbled word” was very interesting to them.

In these meeting students were expected to be able to (1) memorize the vocabularies (2) write the vocabularies, (3) read the vocabularies with good pronunciation.

Following this activity, the teacher used finding similar words technique. In this technique the teacher select half a dozen word, prepare the cards of each word so ask the students to place one of the each in the pocket chart.

Before the class ended, the teacher asked the students to remember the words that they learnt before, the teacher asked them to close their books, and asked the students about the word of card.

3) Post Activity.

Based on observation writer saw the activities that done by teacher those are conclusion of the lesson, and then the teacher gave assignment or emphasizing or matter reinforcement likes to give test based on the lesson materials. At the end of teaching and learning process, the teacher reviewed the lesson in brief. And gave the students opportunity to ask some questions. And then the teacher closes the lesson.

For second observation on November 4th 2010, the topic was “command sentences”. And the third observation on December 3th 2010 the topic was “grouping noun”, The main activities that was done by the teacher is the same with the first observation from warming up, delivering information or content of lesson materials related to the topic in second and third observation.

In second observation, before delivering new material, the teacher did pre test, by asking students about last material which given by her in last meeting. In this meeting the teacher used picture-word recognition. The teacher put all the reach of word in the pocket chart. So she chose some of students one by one to read the word in the pocket chart loudly, and the other follow. After that, the teacher asked to the student to open dictionary and look for what the meaning of the word in the pocket chart. Then the teacher showed some picture to the student and asked to individual student to select a picture, say its name, and insert or put on the pocket chart under the appropriate word, so in this learning process the teacher combine it with command sentence too, for example: the picture is ‘someone clean teeth by toothbrush’ so the teacher asked to the students what someone do in the picture and tell the noun and place it under the picture.

For the third observation, the teacher used grouping word technique. The teacher placed and prepares 3-4 picture of grouping word and group-name cards, so she put them in the pocket chart. The teacher divided the students into three groups. When she taught by this technique she combined like a game, she put all of the cards on the floor, then she asked the students to find or select and place the cards that appropriate under the picture and group-name card in the pocket chart

and read it loudly. After that, the teacher told to students who were first placing the cards in the pocket chart will be give the appreciation like the mark of star, they had to run when placing the cards in the pocket chart. It makes the class very interesting and student will be active in learning.

Students' participation about all meeting (the first, the second and the third) was good; they really felt interesting in learning vocabulary using pocket chart. Include listen to the teacher explanation, answer to the teacher' question, respond to the teacher instruction, respond to other students result, students' likeness in learning is good in every meeting.

2. The fifth grade students' achievement in vocabulary by using pocket chart.

To know the students' achievement in vocabulary before using pocket chart of the fifth grade students at SDIT Al-Khair, the writer gets the data from English teacher about students' score.

The students' score of vocabulary test before using pocket chart can be seen in the following table:

Table 4.1. The Result of the Students' Test in Vocabulary before Using Pocket Chart

<i>No</i>	<i>Name</i>	<i>Score</i>
1	Adelia Azka sofian	70
2	Afifah Auliarahmah	80
3	Aisya Rimadina	70
4	Amirah	60
5	Athifah Azmi	70
6	Dhea Amalia Rahmah	70
7	Farah Noor Ain	60
8	Ghina hasanah	50
9	Luthfi Hasanah	80
10	Magfirah Annisa Rifqo	60
11	Nanda Amalia Mustapa	60
12	Norwafa Ahyana	40
13	Nur Afifah Hifzha N	70
14	Nurmila Sari	60
15	Renita Sari Harni P	50
16	Rina Yanti	60
17	Rini Mutia Rahmah	70
18	Riska Amelia	60
19	Wijayanti Purnamasari	60
20	Zulfathiyah V.H	60
21	Farah Putri M	50
	Total	1320

The mean of the score before using pocket chart:

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

$$= 1320 / 21$$

$$= 62,86$$

As shown in table above, it is found out that the highest score of the data is 80 and the lowest score is 40. The whole gotten scores are 1320 from 21 respondents.

To get information about the scores of the students' achievement in vocabulary before using pocket chart, can be seen in the table below:

Table 4.2. the Result of the Students' Achievement before Using Pocket Chart

No	Interval	Frequency	Percentage
1.	80 – 100 (Excellent)	2	9, 53
2.	70 - < 80 (Good)	6	28, 57
3.	60 - < 70 (Sufficient)	9	42, 86
4.	50 - < 60 (Poor)	3	14, 85
5.	0 - < 50 (Very Poor)	1	4, 76
Total		21	100,00

Based on the table above, that got score 80-100 (excellent) are 2 students (9, 53%) they include to the very low category, got score 70-80 (good) are 6 students (28, 57%) they include to the low category, got score 60-<70 (sufficient) are 9 students (42, 86%) they include to the average category, got score 50-<60

(Poor) are 3 students (14, 85%) they include to the very low category, got score 0- <50 (very poor) is 1 student (4, 76) they include to the very low category.

After knowing their achievement in vocabulary, the teacher got initiative to teach the students using pocket chart, in order to make their achievement in vocabulary would better.

To know the students' achievement in vocabulary after using pocket chart of the fifth grade students at SDIT Al-Khair, the writer observes three meetings of class (V).

The students' score of vocabulary test using pocket chart can be seen in the following table:

Table 4.3. The Result of the Students' Test in Vocabulary Using Pocket Chart

<i>No</i>	<i>Name</i>	<i>A</i>	<i>B</i>	<i>C</i>
1	Adelia Azka sofian	70	80	90
2	Afifah Auliarahmah	80	90	100
3	Aisyah Rimadina	70	90	100
4	Amirah	70	90	100
5	Athifah Azmi	60	80	100
6	Dhea Amalia Rahmah	80	90	100
7	Farah Noor Ain	80	90	100
8	Ghina hasanah	60	60	80
9	Luthfi Hasanah	70	90	100
10	Magfirah Annisa Rifqo	80	90	100
11	Nanda Amalia Mustapa	70	90	100
12	Norwafa Ahyana	60	70	80

13	Nur Afifah Hifzha N	70	80	100
14	Nurmila Sari	60	90	100
15	Renita Sari Harni P	50	60	100
16	Rina Yanti	60	70	80
17	Rini Mutia Rahmah	60	90	100
18	Riska Amelia	70	80	90
19	Wijayanti Purnamasari	70	90	100
20	Zulfathiyah V.H	70	80	90
21	Farah Putri M	40	50	80
	Total	1400	1700	1970

Notes: A = *The First Test*

B = *The Second Test*

C = *The Third Test*

The Mean of the score of *the first test* is:

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

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

$$= \frac{1400}{21} = 66,67$$

The Mean of the score of *the second test* is:

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

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

$$= \frac{1700}{21} = 80,96$$

The Mean of the score of *the third test* is:

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

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

$$= \frac{1970}{21} = 93,80$$

To clarify the test result and to find the students improving of vocabulary, the writer presents the students score of each test below:

a. The students' achievement of vocabulary at the first test

As shown in table 4.3 (in column A) above, it is found out that the highest score of the data is 80 and the lowest score is 40. The whole gotten scores are 1400 from 21 respondents.

To get information about the scores of the students' achievement of vocabulary at the first test, can be seen in the table below:

Table 4.4. The Students' Achievement of Vocabulary in the First Test

No	Interval	Frequency	Percentage
1.	80 – 100 (Excellent)	4	19,05
2.	70 - < 80 (Good)	9	42,86
3.	60 - < 70 (Sufficient)	6	28,57
4.	50 - < 60 (Poor)	1	4,76
5.	0 - < 50 (Very Poor)	1	4,76
Total		21	100,00

The table shows that got score 80-100 (excellent) are 4 students (19,05%) they include very low category, got score 70-<80 (Good) are 9 students (42,86%)

they include very low category, got score 60-<70 (Sufficient) are 6 students (28, 57%) they include low category, got score 50-<60 (Poor) is 1 students (4, 76%) they include very low category, got score 0-<50 (Very poor) is 1 students (4, 76%) they include very low category.

b. The students' achievement of vocabulary in the second test.

As shown in table 4.3 (in column B) above, it is found out that the highest score of the data is 90 and the lowest score is 60. The whole gotten scores are 1700 from 21 respondents.

To get information about the scores of the achievement of vocabulary at the second test, it can be seen in the result of their test based on the following categories in the table:

Table 4.5. The Students' Achievement of Vocabulary in the Second Test

No	Interval	Frequency	Percentage
1.	80 – 100 (Excellent)	16	76, 19
2.	70 - < 80 (Good)	2	9, 53
3.	60 - < 70 (Sufficient)	2	9, 53
4.	50 - < 60 (Poor)	1	4, 76
5.	0 - < 50 (Very Poor)	0	0
Total		21	100,00

In the table above, there are 21 students participated in the second, that got score 80-100 (excellent) are 16 students (76, 19%) they included to high category, got score 70-<80 (Good) are 2 students (9, 53%) that included in very low category, got score 60-<70 (Sufficient) are 2 students (9, 53%) in they include in

very low category, got score 50-<60 (Poor) is 1 student (4,76) it included in very low category, and no one who got score 0-<50

c. The students' achievement of vocabulary in the third test

As shown in table 4.3 (in column C) above, it is found out that the highest score of the data is 100 and the lowest score is 80. The whole gotten scores are 1970 from 21 respondents.

To get information about the scores of the achievement of vocabulary at the third test, it can be seen in the result of their test based on the following categories in the table.

Table 4.6. The Students' Achievement of Vocabulary in the Third Test

No	Interval	Frequency	Percentage
1.	80 – 100 (Excellent)	21	100,00
2.	70 - < 80(Good)	0	0
3.	60 - < 70 (Sufficient)	0	0
4.	50 - < 6(Poor)	0	0
5.	0 - < 50 (Very Poor)	0	0
Total		21	100,00

Based on the table above, there are 21 students participated in the third test, that got score 80-100 (excellent) are 21 students (100%) they included to they very high category, and no one who got score 70-<80, 60-<70, 50-<60 and 0-<50.

C. Data Analysis

After the data is processed in form of description, the writer analyzed the data and described it based on the turn of the last data presentation. It is done to

know the use of pocket chart by the teacher in teaching vocabulary and the students' achievement in vocabulary of the fifth grade at SDIT Al-Khair Barabai Academic Year 2010/2011. For further description, it is known from analysis below

1. The Use of Pocket chart in teaching English Vocabulary.

In the teaching and learning process, previously teacher prepares the lesson plan which states the learning objective. And the kinds of pocket chart that she use is a roll-up vinyl pocket chart.

a. The English Teacher Skill and Knowledge in Using Pocket chart

Based on data presentation, it can be known that English teacher skill and knowledge to use pocket chart in her teaching vocabulary is good. Basically, English teacher in the fifth grade of SDIT Al-Khair has known and understood enough about the importance of teaching technique and media, especially pocket chart in teaching vocabulary.

Before starting the class, the teacher prepares learning material, time allocation, learning goal, and students' condition. It is known before teaching and learning vocabulary using pocket chart, the teacher prepares several ingredients those are pocket chart with various pictures on it that related to the topic.

From description above, it can be conclude that English teacher's skill and knowledge in teaching vocabulary using pocket chart as media in teaching vocabulary is good and run well. Generally, the use of pocket chart is suitable to teach vocabulary, and it very useful for students' achievement in vocabulary.

b. The Teacher's Activities in using of Pocket chart.

The various techniques are very needed to improve and actualize teaching and learning process, especially in teaching vocabulary, to reach certain goal in order to create an interesting learning process. So the students' interest and motivation to learn will increase too.

Based on data presentation above, showed that English teacher activities in using pocket chart in teaching vocabulary is good, and it is accordance with time allocation and learning material.

The technique that the teacher used in the first, second, and third meeting are finding similar words, picture words recognition, and grouping words. These techniques are quite easy to be used by teacher. The techniques can help teacher to explain the material easily and can be understood more easily by the students the material. The teacher can give some interesting activity to make students active in teaching and learning process.

Based on the data presentation above it can be analyzed that the teacher uses some steps in using pocket chart, such as pre activity, while activity, and post activity.

1) Pre Activity

In every meeting, the teacher must begin the lesson with warming up activity, it signs that the teaching learning process will be began then it will be followed by some next activities. At the pre activity stage, the teacher begin with greeting, ask the students about the lesson, introduction new material by inviting

students to pay attention to the teacher teacher's explanation, ask the students to sing a song or give a game and move their hand and foot.

Based on the teacher warming up in the pre activity, the writer analyze that the students enthusiasm in this activity; the students enthusiast in learning, refresh the students' mind and activate their prior knowledge

2. While Activity.

Following this activity, the teacher prepares 4-5 cards of each word. So that the teacher displays the card one by one and asked them to spell it, "Ok. Students spell this word and read loudly! The students answered the question orally. The teacher asked the students to choose the word and place one of the each word in the pocket chart. Jumble the reminder of the cards. Then every student matches and inserts the remaining cards. Next, the teacher places the words on alternative rows in the pocket chart. So she chose some of students to read the word loudly, and the other follows her. After that, the teacher showed some picture to the student and asked to every student to select the picture, say its name, and insert in the pocket chart under the appropriate word. Next, the teacher place and prepare 3-4 picture of grouping word and group name-word and place it in the pocket chart. She divided the students into three groups. She combined this teaching like a game. She put all of the cards on the floor, then she asked the students to find and place the cards that appropriate under the group name-card, and they have to run when placing the cards to pocket chart. It makes the class very interesting and student will be active in learning.

3. Post Activity

The activities that done by teacher those are conclusion of the lesson, and then the teacher gave assignment or emphasizing or matter reinforcement likes to give test based on the lesson materials, the teacher reviewing the lesson in brief and gave the students opportunity to ask some questions. And then the teacher closes the lesson.

Based on observation, the writer has analyzed the pocket chart which was used by the teacher in teaching vocabulary, make the students were very enthusiasm and useful in helping them memorize, write in right writing and read with good pronunciation. It has known too that pocket chart is useful media in teaching vocabulary.

From description above, it can be concluded that English teacher activities and knowledge in using of pocket chart with various technique and several steps are good. Basically the English teacher activities in using of pocket chart are good because accordance to the lesson material and teaching and learning vocabulary purposes. And using pocket chart in vocabulary is very useful and good media in encourage students'.

2. The fifth grade students' achievement in vocabulary by using pocket chart.

Based on documentary about the students' achievement in vocabulary before using pocket chart by the teacher in teaching vocabulary, it is known there are that got score 2 students (9, 53%) got score 80-<100 they included to very low

category, 6 students (28, 57%) got score 70-<80 they included to the low category, 9 students (42, 86%) got score 60-<70 they included to the average category, 3 students (14, 85%) got score 50-<60 they included to the very low category, 1 student (4, 76%) got score 0-<50 they included to the very low category. The mean of the score of this test is 62, 83. It means that the students' achievement in vocabulary before pocket chart are used by the teacher at fifth grade of SDIT Al-Khair belongs to sufficient category.

a. The students' achievement of vocabulary at the first test

Based on the documentary result of the students' achievement in the first test, it is known they are 4 students (19, 05%) got score 80-100 they included very low category, 9 students (42, 86%) got score 70-<80 they included very low category, 6 students (28, 57%) got score 60-<70 they include low category, 1 students (4, 76%) got score 50-<60 they included very low category, 1 students (4, 76%) got score 0-<50 they included very low category. The mean of the score of this test is 66, 67. It means that the achievement in vocabulary of the first test at fifth grade of SDIT Al-Khair in Academic Year 2010/2011 belongs to sufficient category.

b. The students' achievement of vocabulary at the second test

Based on the result of the students' achievement in the second test, it is known there are 16 students (76, 19%) got score 80-100 they included to high category, 2 students (9, 53%) got score 70-<80 that included in very low category, 2 students (9, 53%) got score 60-<70 they include in very low category, 1 student (4,76%) got score 50-<60 it included in very low category, and no one who got score 0-<50. The mean of the score of this test is 80, 96. It means that the

improving of vocabulary of the first test at fifth grade of SDIT Al-Khair in Academic Year 2010/2011 belongs to excellent category.

c. The students' achievement of vocabulary at the third test

Based on the documentary result of the achievement of students in the first test, it is known that there are 100% (21 students) got score 80-<100 they are included to very high category, and got score 70-<80, 60-<70, 50-<60 and 0-<50 score are nothing. The mean of the score of this test is 93, 80. It means that the achievement of vocabulary of the first test at fifth grade of Improving in Academic Year 2010/2011 belongs to excellent category.

d. The students' achievement of vocabulary

Based on the documentary result of the students' achievement of vocabulary from the first, the second and the third improve by using pocket chart. One kind of pocket chart that she used is a roll-up vinly pocket chart. By using this kind of pocket chart the teacher can combine the teaching learning process with other skill, such as reading and speaking and sometimes she combine with game, too.

So that, it can be concluded that the teacher's creativity in using pocket chart in teaching learning process can improve the students' achievement of vocabulary and the students activeness n their interest in learning process. Then, pocket chart is also interesting and useful media particularly in SDIT Al-Khair Barabai that I have observed.

From the statement above, the writer concluded that the students' achievement in vocabulary by using pocket chart increased after learning by using pocket chart. It can be said that using pocket chart is good for improving students' vocabulary.

CHAPTER V

CLOSURE

A. Conclusion

Based on the research and data analysis about the use of pocket chart for improving students' vocabulary achievement at SDIT Al-Khair Barabai, the writer would like to withdraw the conclusion as follows:

1. The use of pocket chart by the teacher in teaching vocabulary

Based on the result of research, some conclusions can be taken as following below:

After doing the research and analyzing all the data, then the writer would conclude the result of the study about the ways of the teacher in using pocket chart, it can be categorized good, based on her planning and preparing materials, time allocation, learning goal, and students' condition. It is known before teaching and learning vocabulary, the teacher prepares several ingredients those are pocket chart with cards of noun, pictures, command sentence, group of noun. And the kinds of pocket chart that she use is a roll-up vinyl pocket chart.

The teacher activities in using pocket chart with various techniques run well. The use pocket chart in teaching and learning was entirely effective and good; it can be seen from students' response who were very interested and enthusiast in

teaching and learning process appropriate with teaching material and purpose of teaching and learning.

2. The fifth grade students' achievement in vocabulary by using pocket chart

To know the fifth grade students' achievement in vocabulary by using pocket chart it is known from the mean of students' written test result which is consisting three times of test as follows:

- a. In the first test, the mean score is 66, 67 including in sufficient category.
- b. In the second test, get increasing in their achievement of vocabulary, with the mean score is 80, 96 including in excellent category.
- c. In the third test get more increasing from mean score 80, 96 to mean score 93, 80 including in excellent category.

So, it can be concluded that the students' achievement of vocabulary increase with the use of pocket chart by the teacher in teaching vocabulary, it can be said that in using pocket chart is good for improving students' vocabulary achievement.

B. Suggestions

1. For the teacher in teaching English vocabulary, it is essential to make students feel enjoyed studying English, enjoyed the class and to make the students attend the English class enthusiastically. Make English teaching and learning process more attractive by using pocket chart.

2. The students should spend their time to study hard, practicing their English vocabulary for comprehension. So that they are able to become a better learner and are able to understand and to use English in everyday life.
3. The teaching and learning by using pocket chart have to continue because the students' achievement of vocabulary was increasing after learning by using pocket chart. And for the teacher has to improve their ability in teaching media with other various games that can make students interest and enthusiastic and learning English.