TEACHING ENGLISH VOCABULARY BY OPEN AREA CLASS
TO THE FIFTH GRADE STUDENTS OF SDN PAO – PAO
SUNGGUMINASA – GOWA

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The writer

AZIZA RAJAB

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ABSTRAK

AZIZA RAJAB, Fakultas Keguruan dan Ilmu Pendidikan. Teaching English Vocabulary by Open Area Class to the Fifth Grade Students of SDN Pao – Pao Sungguminasa – Gowa. Dibawah bimbingan Hj.St.Haliah Batau,S.S,M.Hum dan Thamrin Abduh, SE, M.Si.

Penelitian ini dilaksanakan di SDN Pao – Pao Sungguminasa – Gowa pada kelas v dengan jumlah sampel 35 orang. Metode yang digunakan adalah percobaan dengan cara memberikan test awal sebelum melakukan pengajaran dan memberikan test akhir setelah melakukan pengajaran, dalam penelitian ini penulis meneliti kemajuan siswa dalam penguasaan kosa kata dalam bahasa Inggris dengan melakukan tehnik pengajaran di luar kelas. Dalam pengajaran tersebut yang diajarkan adalah kata benda (nouns) dan kata sifat (adjective), benda meliputi tanaman, pakain, hewan, buah – buahan dan benda lainnya sedangkan kata sifat meliputi jenis - jenis warna.

Hasil penelitian ini menunjukkan bahwa setelah melakukan pengajaran di luar kelas ternyata efektif karena dapat meningkatkan kemampuan siswa dalam menguasai kosa kata bahasa Inggris. Hal ini dapat di tunjukkan pada uraian statistik. Ditemukan setelah diadakan perlakuan maka diperoleh hasil bahwa penguasaan kosa kata siswa pada kata benda 61 %, sedangkan pada kata sifat hanya 38 %.

CHAPTER I

INTRODUCTION

A. Background

It has been well understood that the brain growth will go as the growth of our body. The process of language acquisition for a child begins in the second year of his/her life when the brain reaches 60 maturity. At this time, a child can learn 2 or 3 different languages. Considering this situation, good parents will guide their children to take and filter languages that the children acquire, whether or the languages are useful for their language development (Ruth, 1969 : 15).

The writer believes that English taught enjoyably in elementary school level, the children are supposed to be interested and motivated to learn something that are basic in improving new words. Their speech organs are flexible and their minds as well.

On the other hand, a teacher should have creativities to make more methods to impulse the children's curiosity and desire to know and to understand and features of the environment. They have to make the language will be easy to respond by the children, who have various level of intelligence. Some of them are good and poor learners and the others may

be faster and slower learners. Considering this situation, the teachers should have good strategy to gain the learning goal in the form of better teaching and learning which involve one another. Gerlach and Elly in Sahabuddin (1999 : 60) reveal statement that in a systematic approach toward teaching and learning is related with the way of how the teachers transfer their knowledge to their students, which covers manners, environment and chronological events of learning experience. The strategy or technique used by the teachers should be on an account of many learning purposes and the manners of the students. It is needed a cooperation between teachers and students in teaching process. By the way, the teachers will have to challenge and to try looking for some methods and variations according to the children's world. It is referred to playing and freedom like games, showing funny pictures, short story, cards guessing and describing something, using records, etc.

All activities above can be carried out in a classroom but the situation is needed by students should be more real, large, life, and not monotonous. in this case, open area class may provide such as situation. It is kind of a good strategy for teaching students. This class offers students a quality of human living in the learning as they experience their surroundings, explore their world. For this doing, we can invite them to sit under a tree, a garden or playground, to visit the library, zoo or others interesting places.

Teaching vocabulary to the students is supposed to be a good technique that may be used by the teachers. The reason is that by taking the students outside of the class, they will feel free but the teacher in this situation should be not monotonous, because the students need something to attract their attention.

In the open area class, the situation is more frequently a place with "humming sound" or noise learning. There is no discipline and very much freedom, because they are engaged in conversation, expressing sound, because interacting ways as they ask to inquire. Besides, the children may want to run, jump, skip, sing, laugh and playing around with their friends.

Based on the issues discussed above, the writer conducted a research entitle *"Teaching English Vocabulary by Open Area Class to the fifth Grade Students of SDN PAO-PAO Sungguminasa-Gowa"*.

B. Problem Statement

Based on the background above, the writer establishes two research questions as follows :

1. How is the improvement of the students mastering towards English Nouns through the teaching of vocabulary by open area class ?

2. How is the improvement of the students mastering towards English Adjectives through the teaching of vocabulary by open area class ?

C. Objectives of the study

Based on the background and the problem statement of the study, the objective the research is established as follows :

1. To explain the improvement students' mastery of English Nouns through teaching by open area class.

2. To explain the improvement students' mastery of English Adjectives through teaching by open area class.

D. Significance of the Study

The result of the study is expected to be useful for the quality improvement of English teaching especially the teaching of vocabulary through open area class activities. The writer also believes that the study also will be beneficial for the teacher about various methods that they can use to teach vocabulary. For the students, it is hoped that through the study they will get much input in improving their vocabulary.

E. Scope of the Study

The research is restricted on the effectiveness of the use of open area class activities in improving the students vocabulary that will cover nouns, which is limited on animals, plants, clothes, fruits and adjectives, they are : colors, such as red, yellow, white, black, blue, purple, and green.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Vocabulary

To increase one's quality on language that the learners learns, he learners should have an extensive work of learning it especially vocabulary as one of important term in mastering a language. Many linguists have defined the defined the concepts of vocabulary; some of them are defined by Salmawati (1995 : 7-9), such as :

1. Vocabulary is the total number of words, which make up a language. It is a body of words with their meanings especially one which accompanying a text book foreign language. One who has more vocabulary has more mastery in learning a foreign language.

2. Webster state that vocabulary is a list of words and sometimes phrases. It is usually arranged in alphabetical order and defined. It may be in dictionary, glossary, or lexicon , all the words used by a particular person in their communication that needs someone to understand the words.

3. Nuran concluded that for a number of years, the teaching vocabulary was neglected in a language classroom, despite of importance that learners attach to the task of building and maintaining and adequate vocabulary.

It is apparent that vocabulary is very important and very necessary fundamental to be qualified in English obviously, the interesting and variation methods have to be implemented in pressing vocabulary of the students.

B. Types of Vocabulary

There are types of vocabulary are revealed by linguist. Syamsuddin (1996 : 16), mention the types of vocabulary have been classified in some ways by some writers, as follows :

1. Hammer (1991 : 157) divides vocabulary in two types, they are :

   a. Active vocabulary refers to vocabulary that students have learned and which they are expected to be able to use while producing them in spoken or written literary.

   b. Passive vocabulary refers to vocabulary, which student will recognize when they meet them, but they will probably not be able to produce because the sometimes not found and not necessary for them to use.

2. Legget, et. Al. (1982 : 148) points out that everyone has two types of vocabulary.

a. A passive vocabulary is a vocabulary that is recognized in the context or reading material but not really used by anyone.

b. Active vocabulary that consists of working words that are used in daily writing and speaking.

3. Good (1959 : 644) defines for types of vocabulary, they are :

a. Oral vocabulary consists of words actively used in speech that comes readily to the tongue of the one's conversation.

b. Writing vocabulary is a stock that same readily to finger vocabulary. It commonly used in writing.

c. Listening vocabulary is stock of words, which a persons can understand when hear it.

d. Reading vocabulary is the words that can be recognized when the reader find it in written material.

All types of vocabulary above are needed to increase the students in the fundamental skill in any language.

The types of vocabulary has been also divided by Strickland (1969 : 231). He classifies the vocabulary into four types based on the use of the words :

1. **Understanding vocabulary**

    Listening : The words recognized and comprehended through listening.

    Reading : The words recognized and comprehended through reading.

2. **Speaking Vocabulary**

    Informal : The words use in the process of everyday living and family situation.

    Formal : Reserved for use with strangers or audience situations.

3. **Writing vocabulary**

    Informal : The words used in personal correspondence, notes and memoranda diaries.

    Formal : The words used in business correspondence, or more scholarly writing.

4. **Potential or marginal vocabulary**

    Context : Word that could be interpreted from context.

    Analysis : Word that could be interpreted because of knowledge of word form (prefixes, suffixes) and other languages.

C. **Motivating Students to Learn English**

Unlike adults, children do not have the self motivation and do not have an immediate need to learn English. They have not a goal to maintain yet. They are not concerned with jobs or university degrees that require knowledge of English. Their word is their daily games, even of interest to them and knowledge that they may come across. The children community all their needs and experiences and receive new knowledge in their mother tongue. Therefore, the teacher has the challenging task of finding ways to motivate them (donoque, 1971 : 117).

An updated article (available on http://bscw.csd.univie.acat/pub/bscw.cgi/0/10203950) redefines some ways for motivating the learners to learn English by many people, as follows :

1. According to Galina, one of the tasks of the teacher is to get the students interested in knowing more about the language and to inspire them to learn the language.

2. Larissa Drechs state that a one way to motivate the students is by showing that the teacher is interested in their opinions. She or he does not jump at every mistake but cares about what the learners mean to say.

3. Lahmermichi says that in teaching vocabulary to students, the teacher should introduce a word through hearing habits first before they can write the word, because most students have listening ability is relatively large and surpasses their other vocabularies. Besides, the selection of vocabulary is very important for students. The teacher should choose which words are suitable for their age/level, interested, and invironment.

As rivers (1974 : 67) observes, the technique of motivating students succeed better if at most of the English class is relaxed fun for the students and if the teacher provides continuous support and encouragement. He also said that the teacher should make every effort to create an atmosphere of cooperation among the students which aspire to create is one where the better students do not feel superior not do the students feel inferior.

Considering the theories above, it means that if we want to increase the number of nouns with a child can use the surest way to do it is through an enrichment of his material environment, while the surest way of enlarging his stock of verbs is by extending his practical interests and it also can be done by performing games to the students that will need a creative sense of a teacher.

Another ways to motivate the students to learn English are briefly considered as follows :

1. Topics, situation and language function

a. Topic

The material used for teaching students should be drawn from their World (their home and school, includes the time spent in playing with other children or watching TV programs) and is compatible with their maturational level. In teaching vocabulary, the teacher should introduce a word through hearing habits first before they can write the word, because most students have listening ability is relatively large and surpasses their other vocabularies. Beside that, the selection of vocabulary is very important for students. The teacher should choose which words are suitable for their age, level, interest and environment.

Hilda taba in sahabuddin (1999 : 133) stated that learning by discovery need some strategy to make the condition as a discovery area for the students. This learning strategy put the students in confusion and effectively make those students to think and to observe. This technique also make the students be responsible to accept the information and to regenerate it to be new definition for them.

b. Situation / environment

The language rich environment is correctly important. The teacher should take an example from around of their words that give direct result for them.

c. Language functions

Language function that appeal to students and encourage them to talk about what concern them will facilitate the learning process and the teacher my select from the function experience by the students while learning their mother tongue.

Considering the three ways above, it means that if we want increase the number of nouns with a child can use the surest way to do it is through an enrichment of his material environment, while the surest way of enlarging his stock of verbs is by extending his practical interests.

2. Learning through activities and games

According to wilkins, teaching must be planned in such away that learning become an interesting even at times entertaining, process, song, telling story, the drawing of maps and pictures, cooking, show and tell. "Simon says", puzzles, etc. may use to make the lesson more interesting. (Musdalifah, 2000 : 10).

Participation by the teacher in games and activities helps the students overcome any inhibition they may have. They should nevertheless, that every precaution not to activities in order to give the students the opportunity for expression. They should also be carefully looking for sign of bored on with anyone activities and be willing to go to another activity when such signs appear.

3. Tension-Free learning

As river observed, motivation technique succeed better if at most of the English is relaxed and if the teacher provides continuous support and encouragement.

The teacher should make every effort to create an atmosphere of cooperation among the students which aspire to create is one where the better students do not feel superior not do the students feel inferior.

The students will make mistakes in learning English. Interrupting the students abruptly to correct them inhibits and slows down their learning. Gentle correction of mistakes is recommended. While mistakes should not be having special attention, while correct utterances should get immediate praise by saying, "okay, very good, that's right, excellent, you're clever, etc".

D. Open Area Class

1. Teaching by open area class

Learning by open area class as a variation method is a new way which can be introduced to students to reach the maximum target. Sometimes , the materials of classroom activities need a large area, new situation /environment , and real things that will be impossible to be taken and done in the class.

According to Howes (1979 : 85) in musdalifah (2000 : 9), open area class is a kind of a good education where the students study outside of the classroom. They need a good mental condition, a condition without having stress. We can image this condition, most of the sentences given to child were imperative sentences. Those sentences should be heard and understood firstly by a child would express by regenerating the information and using his action. A child should not be concentration in the abstract from of a language, which would make them not free and fell stress. Such condition would enable students to give all his energy in learning activities.

As welton says, the concentration span of the children and anyone activity is generally short. They soon lose interest in what they are doing and unless a different activity is introduced, the children will

get bored and behavioral problem may arise. In other words, the students need to play outdoors. They need to feel the wind on their faces and hair, to see blossom flaming by to watch things grow, to feel the grass under their feet. The outdoors environment offers many opportunities for physical activity, exploring, discovering and imaging. recreating and enjoying to make believe (1981 : 79).

The statement above shows that learning by open area class, as a variation method is a new way, which can be introduced to the students to reach the maximum target. The outside class is very useful to the students, because in the area we can let the students to get relax, which is important in learning. The reason is that the students motivation in learning generally low.

2. Open Area Class Activities

A. Teaching with real things

B. Gerlach state that the real things as those stimuli presented to the students by means of field trips or by bringing people or things into the outside of the school for direct observation (musdalifah, 2000 : 11)

Real things include people, actual objects or events, models, mockups, cut a way and specimens many of the things which

teacher and his/her students want to study are found in your own community, including materials, agencies, activities, or individuals which we can use to help the students attain specified objectives.

Dramatic play, role-playing and simulation games as special category of real things. The methods are an operation method of real-life situation that provides with vicarious participation in variety of roles and events for the teachers and for the students.

Some advantages and disadvantages of using real things that can be considered as follows :

1. Advantages

    a. Real things are preferred when authenticity is desired.

    b. Real things have the potential or increasing realism.

    c. Space can be compressed, for example : a science class studying rock might spend a considerable amount of time on a field trip collecting samples of several types.

    d. The students are placed in a more realistic environment than in may other from learning.

    e. Simulation activities are fun ; the students are naturally motivated to participate.

f. The strategy often decides a positive response from students who are slow, disadvantaged, or unmotivated.

2. Disadvantages

a. Real things are not always ready available

b. Real things cannot always be viewed in their natural setting.

c. Real things need a lot of cost, time and space.

d. While games are used to arouse interest, there is some evidence to indicate.

Gerlach in Musdalifah (2000 : 12), says that students become interested in the game it self, not in the subject matter the game represent.

C. Teaching with living Environment

Considering to that the students need to memorize, the teacher should have more competency to raise the students' vocabulary. But, it is very difficult to do, because memorizing does not guarantee that the students already know about the words. So, the students in this case should have more understanding on the

words taught to them. And the job of the teacher is to make the students understand on the words given.

Further. Gerlach also explains that the English teacher should seek some living and learning environment and same effective methods by open area class activities (Musdalifah : 2000 : 13).

1. The living and learning environment for the open area class like : reading/library area, music area, paint area, living things (animals and plants area), visiting radio station, post office, museum, shopping plaza, restaurant, art gallery, field trip, etc.

2. Some examples of methods by open area class activities :

    a. Making your own communication games (describe and arrange real things)

    b. Ideas on group animation (the shopping game, the restaurant game, ect.)

    c. Dramatic play (wondering tourist)

    d. Role playing

    e. Simulation games ("Simon says" game, "How many", Cross roads", "Puzzle", "Wall Flowers", Put it together", etc.)

E. Theoretical Framework

The theoretical framework of this research is shown in the diagram below :

```
                    CURRICULUM
                         |
                         v
                    COMPETENCE
                         |
                         v
                      SKILL
                         |
         +-----------+---+-----+-----------+
         v           v         v           v
     READING    SPEAKING   LISTENING    WRITING
         |           |         |           |
         +------>  VOCABULARY  <-----------+
                         |
                         v
                      INPUT
                         |
                         v
                    ANALYSIS
                         |
                         v
                     FINDING
```
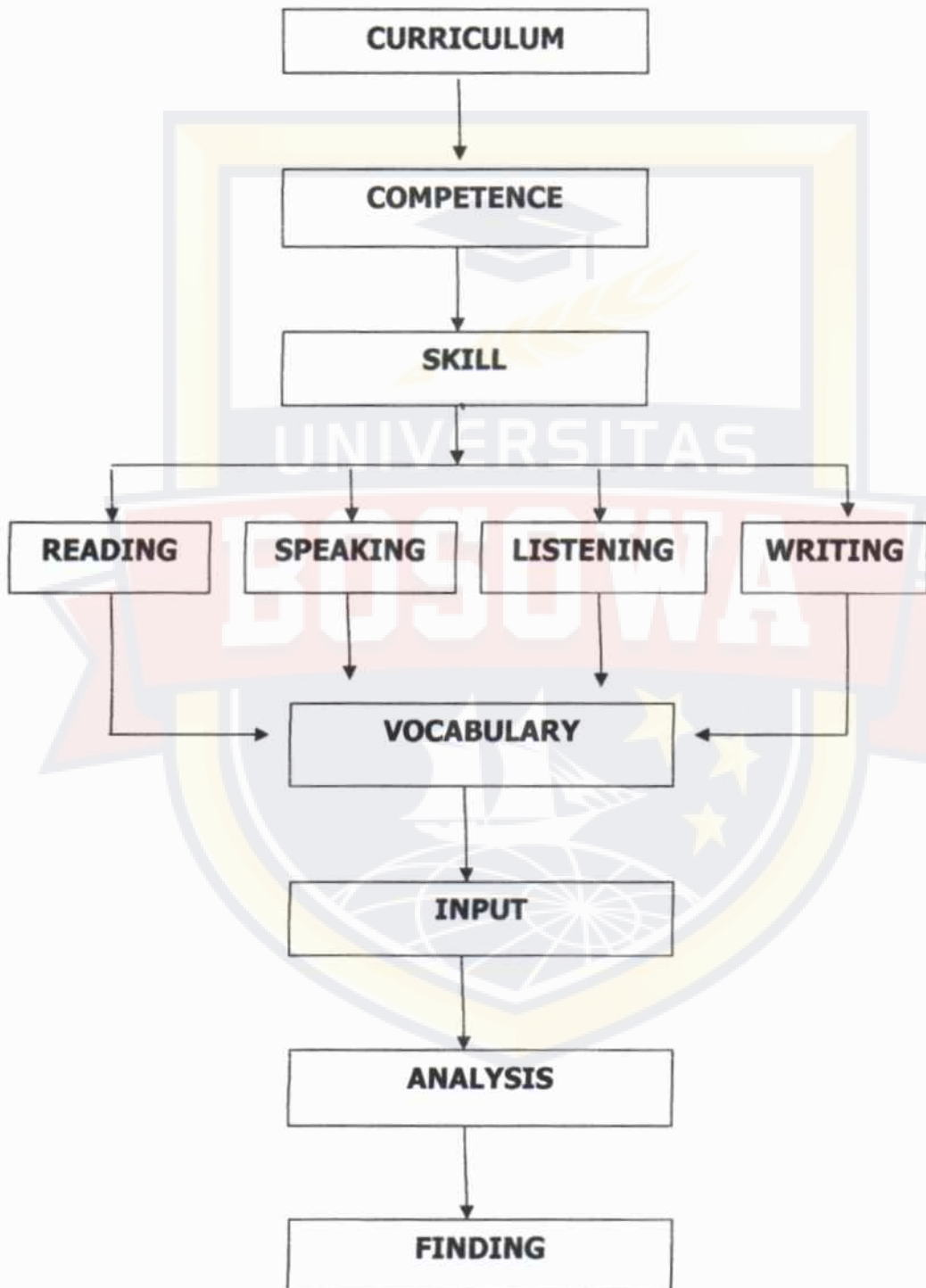
The three variables above, input, process and output are briefly discussed as the following :

1. Input

This variable refers to the technique that would be used in stimulating students to learn vocabulary. The techniques are, teaching vocabulary by open area class activities to the students that will be done in a several ways, they are : playing games for the students, exploring their environment, discovering and imaging their environment.

2. Process

This variable refers to the implementation in the open area class activities. In this case, the students will be taught by means of the teaching materials that will cover colors and nouns.

3. Output

The output will be the students' mastery on vocabulary. In this term, the students are supposed to be already improved on their understanding of vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research design, population and sample. Variables of the research, instrument of the research, data collection and technique of data collecting.

A. Research Design

The design of this research was pre experimental one. There was one class of the fifth grade students of SDN Pao-Pao Sungguminasa – Gowa. The design of the research was one group pretest and posttest design in which the students was given treatment (X) between pretest (T1) and posttest (T2). The design is describe as follows :

T1	X	T2
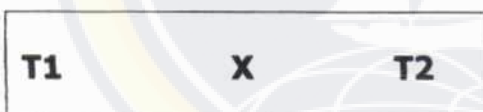
Notation :

T1   =   Pre - Test

X   =   Open Area Class

T2   =   Post - Test

(Gay,1981:225)

The procedures of the design area as follows :

1. Pre - Test has been given to the students before they got treatment. It has intended to find out the basic vocabulary mastery of the students.

2. Treatment

   Treatment has been given three times by giving vocabulary through open area class activities and each meeting spent 90 minutes in each meeting. The following procedures have undertaken:

   a. In the first meeting, the students have been out outside of the class. The students have introduced some activities outside of the class, such as playing games and exploring, discovering, and imaging their environment. In this step, the students have put in the living environment, such as reading area, playground and plants area.

   b. In the second meeting, the writer have taught the students vocabulary about nouns. The writer have made communication games by asking the students to find out the name of real things surrounding them, they are also asked to find out the meanings of those real things in the dictionary. After that, the students were supposed able to use the words.

   c. In the third meeting, the writer have taught the students vocabulary about colors by serving the students with ideas group animation, such

as shopping games. The students, in this activity, were asked to find out the colors of things played by the students, such as the colors of animals, plants, clothes, and fruits.

3. After giving treatment about vocabulary by open area class activities, the students were given post - Test. It was intended to find out the students' vocabulary achievement after being taught by open area class.

B. Variables of the Research

The research consist of two Variables, they are : independent variable and dependent variable.

1. Independent variable

The independent variable of the research was teaching vocabulary by open area class activities.

2. Dependent variable

The dependent variable of the research was the vocabulary achievement of the students in improving their mastery on vocabulary by learning by open area class.

C. Population and Sample

1. Population

The populations of the research is the fifth grade students of SDN Pao - Pao Sungguminasa - Gowa in 2009/2010 academic year. The populations consisted of one class, which has 35 students.

2. Sample

The researcher used a total sampling technique. The students in the fifth grade were taken as the sample of the research. Therefore, the total number of the sample was 35 students.

D. Research Instrument

In collecting data, a vocabulary test was used as instrument, which will given pre-test and post-test. It had two kinds of test in 30 items. 15 items were asking the students to give the meanings of words given and 15 items were asking the students to t do multiple choice test. The test covered colors (15 items) and nouns (15 items) taught in the treatment. In each test the students were supposed to finish it in 60 minutes.

E. Data collection

In collecting the data, the researcher performed a test by asking the students to finish their pretest. It was applied to find out the students basic mastery on vocabulary. After the treatment was given, the students were asked to finish their posttest which was held to find out the students mastery improvement on their vocabulary. In these two tests, the type of data needed was quantitative one, because it was tabulated and analyzed.

F. Techniques of Data Analysis

In techniques of data analysis, the writer used several steps, as follows :

1. Scoring the each students correct answer at pretest and posttest by applying the standard formula of Depdikbud. The researcher totalized number of the students correct answers, divided by with the number of items, and then multiplied by the maximum score (10), the formula is as follows :

$$S = \frac{R}{T} x 10$$

Notation :

S = Score of each students

R = The number of students' correct answer

T = The number of items

(Depdikbud in Hamuddin, 2004 : 27)

2. Finding out the mean score of the students on vocabulary in the pretest and the posttest by totalizing the students' score and then divided with the number of students, the following formula was applied :

$$\overline{X} = \frac{\sum x}{N}$$

Notation :

$\overline{X}$ = Mean score

$\sum x$ = The sum score of the students

N = A number of the Students

(Gay,1981:298)

Scale of score achievement

Score	Classification
9,6 – 10	Excellent
8,6 – 9,5	Very good
7,6 – 8,5	Good
6,6 – 7,5	Fairly good
5,6 – 6,5	Fair
3,6 – 5,5	Poor
0 - 3,5	Very poor

(Gay, 1981)

3. Computing the percentage of the students' improvement of mastery English adjective and nouns by subtracting the students mean score at posttest with their mean score at Pre - Test using the formula below :

$$\% \quad = \frac{\overline{X}_2 - \overline{X}_1}{\overline{X}_1} \times 100$$

Where :
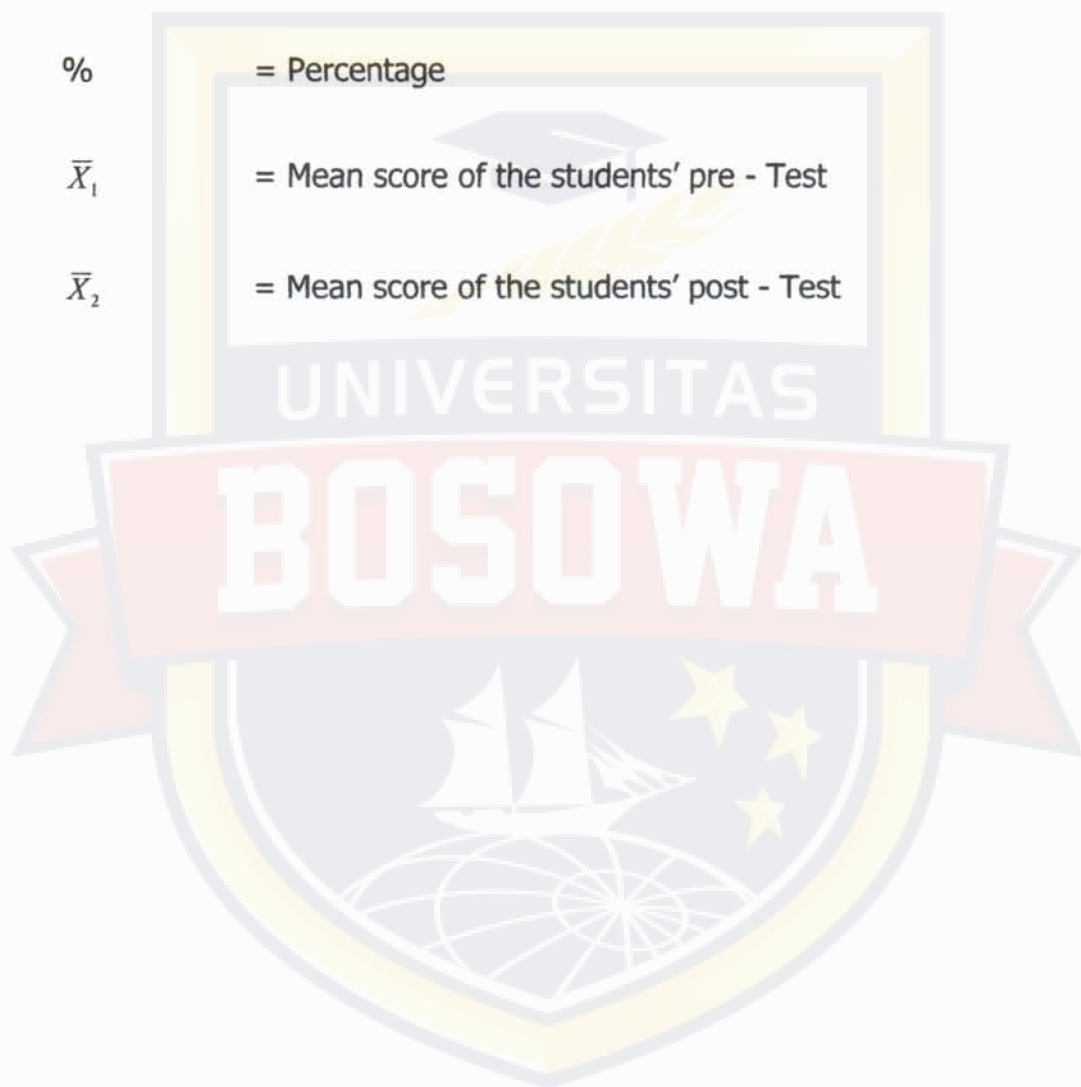
%   = Percentage

$\overline{X}_1$ = Mean score of the students' pre - Test

$\overline{X}_2$ = Mean score of the students' post - Test

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents findings of the research and discussion. The findings of the research cover the result of the data collected through the test. In the discussion part, the writer describes the interpretation of the findings in detail.

A. The findings

The research findings consist of the result of the students' improvement of their mastering of English nouns and adjectives. Based on the scoring system, the frequency and the rate of percentage of the students' score of Pre – Test are as follows :

1. The improvement of the students' mastery of English nouns.

The calculation of the students' mastery improvement of English nouns show that the students' mastering vocabulary before treatment is low, which is proved by the mean score 4,70 (poor score) And their mastery of English nouns after given treatment improved, which is proved by the mean score 7,59 (good score) as the in the following table.

Table 1

The Students' Improvement of Mastery of English Nouns

Pre-Test (X_1)	Post-Test (X_2)	Improvement (%)
4,70	7,59	61

From table 1 above, we can see the students' mean score from the result of Pre - Test and post - Test. It can be concluded that the students' score in the Post - Test is higher than their score in the   Pre - Test. It means that their vocabulary achievement improved.

2. The Improvement of the Students' Mastery of English Adjectives.

The calculation of the students' mastery improvement of English adjectives shows that the students' mastering vocabulary before treatment is low, which is proved by the mean score 5,13 (poor score) and their mastery of English adjectives after given treatment improved, which is proved by the mean score 7,12 (fairly good score) as in the following table :

Table 2

The Students' Improvement of Mastery of English Adjectives

Pre - Test (X_1)	Post - Test (X_2)	Improvement (%)
5,13	7,12	38
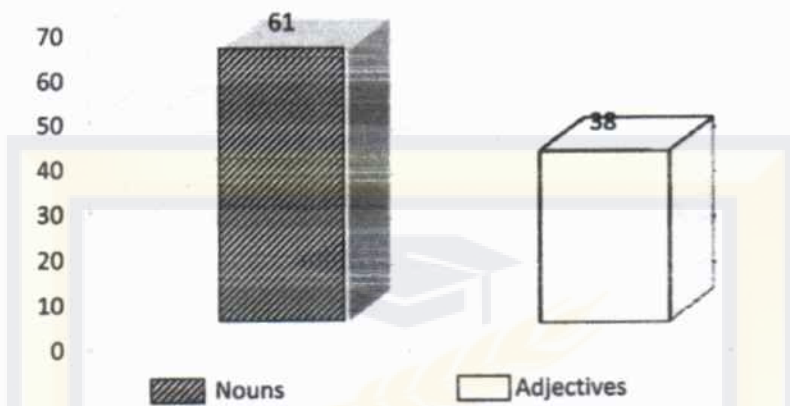
From the chart above, we can find that the students' improvement on the two types of English vocabulary is very different. However, the students' vocabulary on English nouns more improved than their vocabulary on English adjectives (61% > 38%)

The significant improvement by the student is gained by maintaining their result in the Pre - Test and Post - Test about nouns and adjectives show in the following chart :
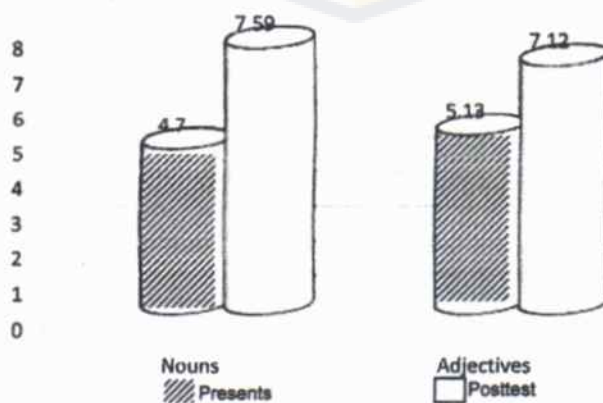
From the chart above, we can find that the students' result in the Pre - Test on the two kinds of vocabulary are low. Otherwise, their result in the Post - Test is higher than in the Pre - Test. On the other hand, it seen that the students mastery on noun is lower than their mastery on adjectives before treatment. But after improving their vocabulary by open area class, the students mastery on nouns is higher than their mastery on adjectives.

From this finding, we can find that by teaching vocabulary to the students by open area class, their mastering on nouns more improved than on adjectives. The generalizations of this research are as follows :

1. The students' mastery on nouns is lower than their mastering on adjectives before they got treatment about vocabulary by open area class (4,70 < 5,13)

2. The students' mastery on nouns is higher than their mastering on adjectives after they got treatment about vocabulary by open area class (7,59 > 7,12).

3. Through open area class activities, the students' mastering on nouns more improved than their mastering on adjective (61% > 37%).

B. Discussion

By seeing the finding above, the writer afforded to loosen the two of findings, which are the improvement of students' mastering of English nouns and adjectives. In move detail, let us look at the following :

1. The improvement of the students' mastery of English nouns.

The collected data indicates that the students' vocabulary achievement before treatment is low. This is proved by the test given to them in which the mean score is 4,70 (poor score). After being taught English vocabulary by open area class, it is proved that the students' vocabulary mastery improved, which the mean score of the students posttest is 7,59 (Fairly good score).

The result of the pretest and posttest of the student shows that their mastery improved, it is considered from the value of improvement percentage (61%).

The improvement of the students on this kind of vocabulary is achieved after the students are given treatment about vocabulary by open area class. They are asked to do exploring, discovering, and imaging their environment. Some classifications of nouns that can be successfully memorized by the students through those activities.

2. The improvement of the students' mastery of English adjectives.

The collected data indicates that the students' vocabulary achievement before treatment is low. This is proved by the test given to them in which the mean score is 5,13 (poor score). After being taught English vocabulary by open area class, it is proved that the students' vocabulary mastery improved, which the mean score of the students posttest is 7,12 (fairly good).

The result of the pretest and posttest of the students show that their mastery on English adjectives is not too improved. It is considered from the value of improvement percentage 38%.

B. Suggestions

Based on the conclusions, the writer also wishes to give same suggestions as follows :

1. English teachers teach vocabulary to their students by using open area class.

2. The teacher should give more practice about vocabulary to the students, so that the students are interested to improve their vocabulary and to review their lesson at home.

3. The teacher should motivate their students to use library facilities, especially for them who have little facilities that can stimulate their vocabulary.

4. Teaching English by open area class is proven effective in teaching grammar. So, it is suggested for the further researcher to find out the students' attitude toward the use of this technique that was not measured in the research.

5. The teacher of English are suggested to use the technique of teaching by open area class as one of the good techniques in teaching the English vocabulary.

6. In order to make the technique of teaching English by open area class more effective in teaching English vocabulary, the teacher should be have more creativity in making the enjoyable situation for the students.
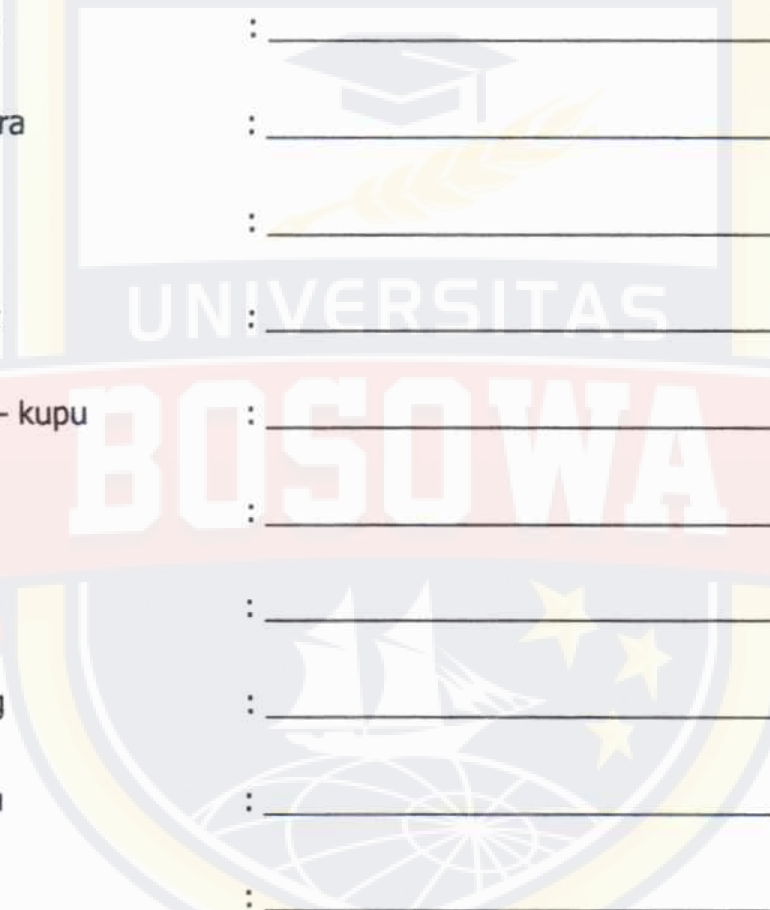
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Appendix A

PRE - TEST AND POST - TEST OF THE RESEARCH

A. **Translate the Following Words into English !**

1. Merah   :_____

2. Bendera   :_____

3. Hitam   :_____

4. Semut   :_____

5. Kupu – kupu :_____

6. Hijau   :_____

7. Pohon   :_____

8. Kuning   :_____

9. Sepatu   :_____

10. Putih   :_____

7. The students put their books and pencil case in the ….

    a. Cupboard   c. Table

    b. Locker   d. Bag

8. Reza likes the pictures. He always draw in the ….

    a. wall   c. Table

    b. Drawing book   d. Chair

9. The color of the orange is ….

    a. Orange   c. white

    b. Purple   e. green

10. What is the color of the grapes ?

    a. Grey   c. red

    b. Black   e. purple
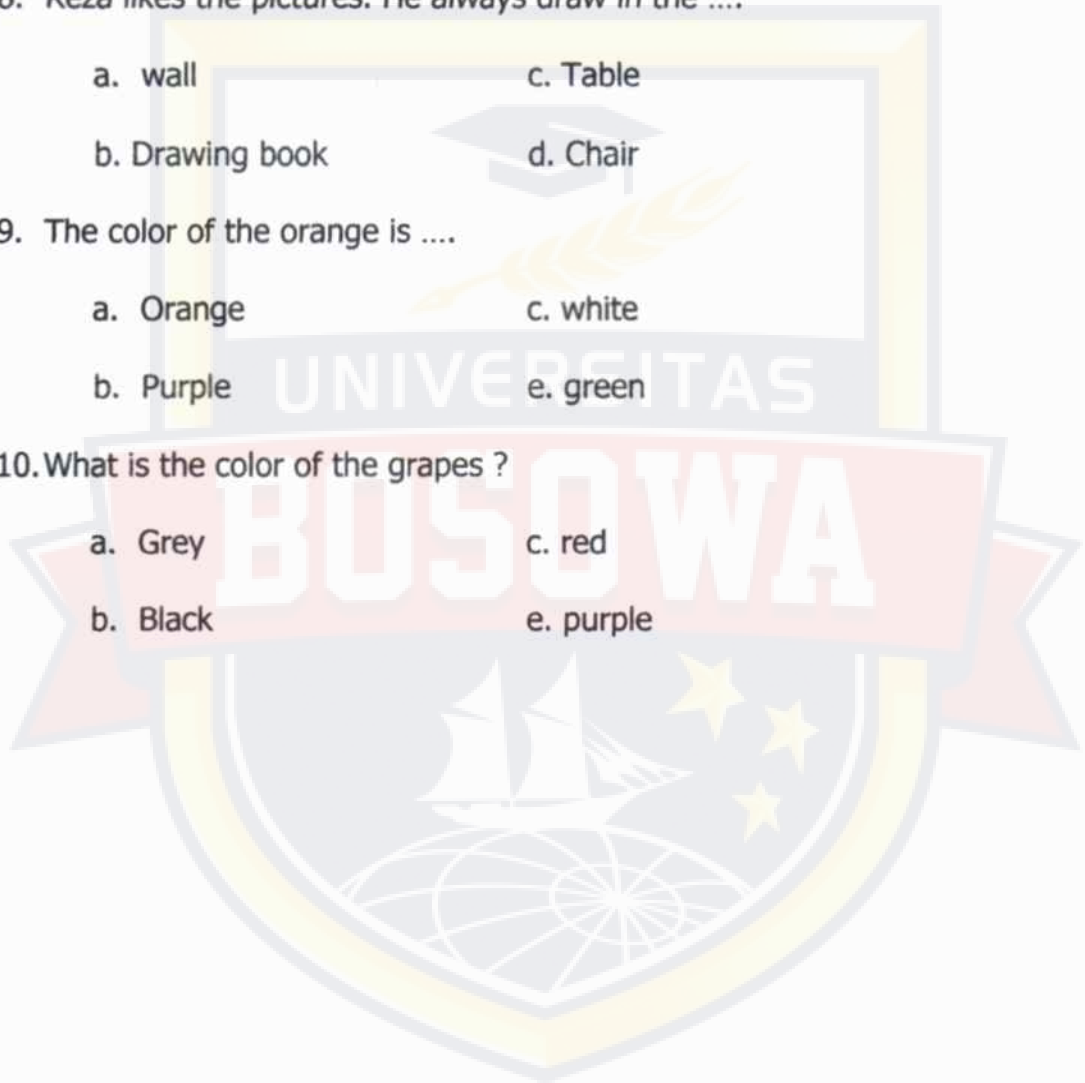
Appendix B

STUDENTS' RESULT IN THE PRE - TEST OF ENGLISH NOUNS

NO	Correct Answer	Incorrect Answer	Score
1.	10	5	6,66
2.	7	8	4,66
3.	9	6	6
4.	5	10	3,33
5.	4	11	2,66
6.	6	9	4
7.	7	8	4,66
8.	8	7	5,33
9.	4	11	2,66
10.	9	6	6
11.	6	9	4
12.	8	7	5,33
13.	9	6	6
14.	7	8	4,66
15.	10	5	6,66
16.	5	10	3,33
17.	11	4	7,33
18.	9	6	6
19.	5	10	3,33
20.	6	9	4

20.	7	8	4,66
21.	10	5	6,66
22.	8	7	5,33
23.	7	8	4,66
24.	9	6	6
25.	7	8	4,66
26.	8	7	5,33
27.	9	8	6
28.	8	7	5,33
29.	6	9	4
30.	11	4	7,33
31.	7	8	4,66
32.	7	8	4,66
33.	6	9	4
34.	8	7	5,33
35.	9	6	6
Σ	**271**	**254**	**179,88**

$$\overline{X}_1 = \frac{\sum X1}{N}$$

$$\overline{X}_1 = \frac{179,88}{35} = 5,13$$

Appendix D

THE STUDENTS' RESULT IN THE POST - TEST OF ENGLISH NOUNS

NO	Correct Answer	Incorrect Answer	Score
1.	13	2	8,66
2.	11	4	7,33
3.	13	2	8,66
4.	12	3	8
5.	11	4	7,33
6.	12	3	8
7.	11	4	7,33
8.	12	3	8
9.	10	5	6,66
10.	11	4	7,33
11.	13	2	8,66
12.	10	5	6,66
13.	12	3	8
14.	11	4	7,33
15.	13	2	8,66
16.	11	4	7,33
17.	12	3	8
18.	9	6	6
19.	12	3	8
20.	10	5	6,66

21.	10	5	6,66
22.	11	4	7,33
23.	12	3	8
24.	11	4	7,33
25.	11	4	7,33
26.	10	5	6,66
27.	13	2	8,66
28.	9	6	6
29.	12	3	8
30.	14	1	9,33
31.	10	5	6,66
32.	12	3	8
33.	10	5	6,66
34.	12	3	8
35.	13	2	8,66
Σ	399	126	265,88

$$\overline{X}_2 = \frac{\sum X2}{N}$$

$$\overline{X}_2 = \frac{265,88}{35} = 7,59$$

Appendix E

STUDENTS' RESULT IN THE POST - TEST OF ENGLISH ADJECTIVES

(COLORS)

NO	Correct Answer	Incorrect Answer	Score
1.	12	3	8
2.	11	4	7,33
3.	13	2	8,66
4.	10	5	6,66
5.	11	4	7,33
6.	9	6	6
7.	10	5	6,66
8.	12	3	8
9.	10	5	6,66
10.	11	4	7,33
11.	9	6	6
12.	10	5	6,66
13.	9	6	6
14.	11	4	7,33
15.	10	5	6,66
16.	9	6	6
17.	11	4	7,33
18.	9	6	6
19.	12	3	8

20.	10	5	6,66
21.	10	5	6,66
22.	11	4	7,33
23.	12	3	8
24.	11	4	7,33
25.	9	6	6
26.	10	5	6,66
27.	13	2	8,66
28.	9	6	6
29.	12	3	8
30.	13	4	8,66
31.	10	5	6,66
32.	10	3	6,66
33.	10	5	6,66
34.	12	3	8
35.	13	2	8,66
Σ	**374**	**151**	**249,21**

$$\bar{X}_2 = \frac{\sum X2}{N}$$

$$\bar{X}_2 = \frac{249,21}{35} = 7,12$$

Appendix F

THE PERCENTAGE OF THE STUDENTS' IMPROVEMENT OF ENGLISH

MASTERY ENGLISH NOUNS AND ADJECTIVES

1. **English Nouns**

$$\% = \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_1} \times 100$$

$$= \frac{7,59 - 4,70}{4,70} \times 100$$

$$= \frac{2,89}{4,70} \times 100$$

$$= 0,61 \times 100$$
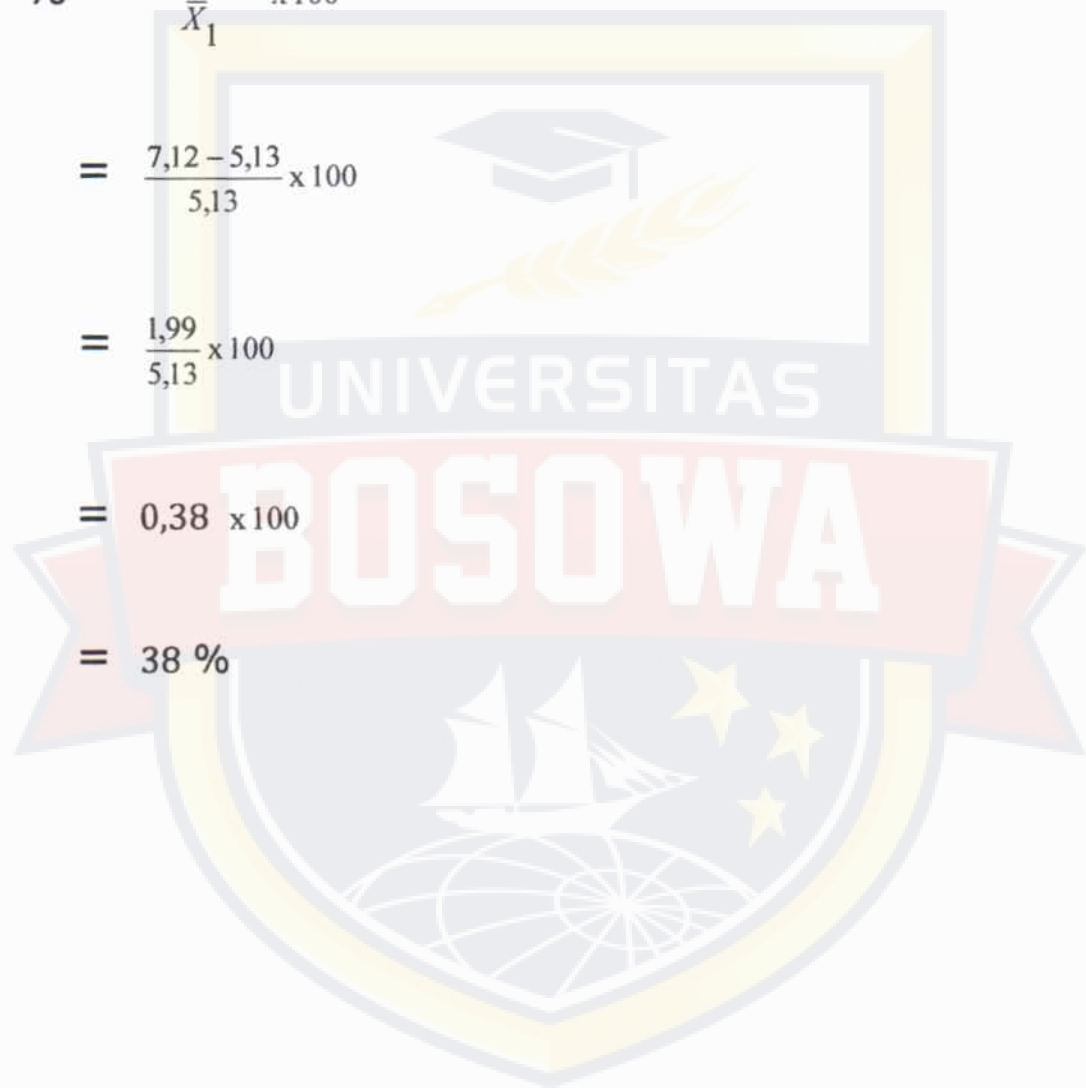
$$= 61\%$$

2. English Adjectives

$$\% = \frac{\overline{X}_2 - \overline{X}_1}{\overline{X}_1} \times 100$$

$$= \frac{7{,}12 - 5{,}13}{5{,}13} \times 100$$

$$= \frac{1{,}99}{5{,}13} \times 100$$

$$= 0{,}38 \times 100$$

$$= 38\ \%$$

The writer, AZIZA RAJAB was born on January 05th 1981 in Bontomanai. She is the only child. She started her study in SD INPRES BERTINGKAT in 1987 and graduated in 1993. In the same year she continued her study in SMP AISYIYAH and graduated in 1993. Then she continued in SMUN I SUNGGUMINASA – GOWA and graduated 1999. In the same year, she was register as a student in English Department Of "45" University Makassar and graduated in 2004. Four years later she was registered as a student in English Education Department Of "45" University Makassar.

SURAT KETERANGAN
Nomor : 050/DIKORDA-SO/SDN-08/VI/2010

Yang bertanda tangan di bawah ini Kepala SDN Pao-Pao Sungguminasa-Gowa

menerangkan bahwa :

Nama	:	AZIZA RAJAB
NIM	:	4508101060
Fakultas	:	FKIP
Jurusan	:	Bahasa Inggris

Telah melaksanakan kegiatan penelitian dari tanggal 12 Mei s/d 20 Juni 2010 di SDN

Pao-Pao Sungguminasa-Gowa.

Demikian surat keterangan ini di berikan untuk di pergunakan sebagaimana mestinya.

Sungguminasa, 21 Juni 2010

a.n. Kepala Sekolah

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