

**TEACHING VOCABULARY THEME “EXPRESSIONS OF FEELING”
USING GESTURES METHOD TO THE FOURTH GRADE STUDENTS OF
SD NEGERI PUJORAHAYU BELITANG**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
JULY 2014**

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THESIS

**Presented to
Muhammadiyah University Palembang
in partial fulfillment of the requirements
for the degree of Sarjana in English Language Education**

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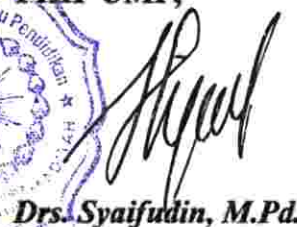
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

MOTTO AND DEDICATION

Motto

- ❖ *Never stop dreaming, because nothing is impossible, as long as willing to fight to achieve it.*
- ❖ *Don't judge me, I was born to be awesome not perfect.*

This thesis is dedicated to :

- ❖ *The only one God the almighty, Allah SWT.*
- ❖ *Prophet Muhammad SAW the light in the darkness*
- ❖ *My beloved parents, H. Rosidi & Hj. Eryuna, thanks for your love, supports, attention, help and your pray on me.*
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ABSTRACT

Aprilla, Citra. 2014. *Teaching Vocabulary Theme "Expressions of Feeling" Using Gestures Method to the Fourth Grades Students of SD Negeri Pujorahayu Belitang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of Muhammadiyah University. Advisors: (I) Drs. H. A. Rozi Zakaria, (II) Tri Rositasari, S.Pd, M.Pd.

Key words: gestures method, vocabulary, expressions of feeling.

The thesis is entitled "*Teaching Vocabulary Theme "Expressions of Feeling" Using Gestures Method to the Fourth Grades students of SD Negeri Pujorahayu Belitang*". The problem of research was Is it effective to teach vocabulary theme expressions of feeling using "gestures method" to the fourth grade students of SD Negeri Pujorahayu Belitang?. The objective of the research was to find out whether or not it is effective to teaching vocabulary theme "expressions of feeling" using gestures method to the fourth grade students of SD Negeri Pujorahayu Belitang. The hypotheses of this study were (1) Ho: It was not effective to teach vocabulary theme "expressions of feeling" using gestures method to the fourth grades students of SD Negeri Pujorahayu Belitang, (2) Ha: It was effective to teach vocabulary theme "expressions of feeling" using gestures method to the fourth grades students of SD Negeri Pujorahayu Belitang. The population of the research was 120 students comprised 4 classes. The samples were 60 students. The samples were selected by using the purposive sampling technique. Quasi-experimental design was used in doing this research. Test was used as the instrument for collecting the data. The data obtained were analyzed by using t-test (paired sample t-test and independent sample t-test). This was supported by result the statistical analysis by using SPSS that showed the t-obtained (2.955) exceed (2.001) as its critical value. It means that alternative hypotheses (Ha) was accepted and null hypotheses (Ho) was rejected. Other words, it was significantly effective to teach vocabulary theme "expressions of feeling" using gestures method to the fourth grades students of SD Negeri Pujorahayu Beltang.

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Palembang, July 2014

The writer

C.A

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CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses, and (6) criteria for testing the hypotheses.

1.1 Background

Language is very important for human life. It is used in daily human communication. People used the language to express their emotion, feeling, and idea. There are various languages in the world, such as Indonesian, English, Arabic, and others. English is one of international languages which are important to be learned, because it is used for scientific books. English as a foreign language teaching at schools in Indonesian started from the kindergarten up to university.

According to Saleh (1997:ii), strategies for learning and teaching English in a foreign language are devised and used to achieve particular objectives. Different learning objectives by necessity demand the use of different strategies. Moreover, in the process of teaching and learning, the teacher's strategies are geared to the developing linguistic competence, using the language. Therefore, to ensure learning success teaching objectives ought to be compatible with learning objectives.

It is obviously stated that the objective of TEFL (Teaching of English As a foreign language) in Indonesia is to develop communicative competence of the students using English, in reading and writing (written communication), and listening

students using English, in reading and writing (written communication), and listening and speaking (oral communication), see in Saleh (1997:3-5). They often complain that they do not understand any spoken language saying to them. This problem may happen because of the students' weakness in the vocabulary and grammar. On the contrary even when he or she is clever students, the one who has more vocabulary and better mastery of English grammar than his or her friend. There are four skills, listening, speaking, reading and writing. In addition to the four language skills, language components are crucially taught in order to support the student's language skill. The students are able to understand what are said and to express ideas successfully due to sufficient knowledge of grammar and mastery of vocabulary. They can write well because they know grammar and have sufficient vocabularies. They are grammar, pronunciation, spelling and vocabulary.

In Indonesian school, vocabulary as one of the language aspects is very important. It influences much on mastering other language skills, such as reading, speaking, writing and listening. Without knowing the vocabulary, students will be unable to grasp the idea of the reading material or construct a good sentence in writing or work on the other skills, listening and speaking. Realizing that vocabulary mastery is very important not only in understanding expression but it also has a close relation to the four language skill; the teacher of English should pay more attention on the students' vocabulary development. One of material in vocabularies are expressing feeling.

According to Sudarwati (2006), expressions of feeling or emotional expression are at the heart of effective communication. When we are able to communicate at the feeling level, we can eliminate much of the misunderstandings that occur in most relationships. An expression of warmth toward another person almost always brings a response of acceptance, trust, and the desire for a closer relationship. Sharing feelings of warmth is a powerful tool in building and maintaining friendships. First, self-disclosure makes you open to rejection. Second, many people feel they are losing control over a relationship if they put their feelings out in the open, because the reactions of others cannot be predicted or controlled. Finally, many people do not recognize or accept many of their own feelings. One of the method better to learn expressing feeling are gestures method.

According to Yang lie (1994:1), A gesture interface is an interface where users specify commands by simple gestures such as drawings and actions. For example, with a gesture interface, a robot may be programmed by showing of teleoperators, and a teleported robot may not only know to follow human commands but also the meaning of the commands. To develop such an interface, the key issues are how to sense gesture information and how to recognize the gestures from sensed data. To develop a gesture interface, we need some criteria to evaluate its performance, such as: meaningful gestures; suitable sensors; efficient training algorithms; and accurate, efficient, on-line/real-time recognition. Along similar lines, a case study of gesture use between a learning language English learner and his tutor revealed that the learner often gestured when searching for words, cuing the tutor to complete the learner's

utterances while simultaneously producing similar gestures (McCafferty, 2002). Taken together, these findings reveal that both Learning language learners and native speakers use gesture to convey information that their interlocutors may not be able to comprehend via speech, serving as an alternative channel of symbolic communication. Furthermore, these findings suggest that both learning language learners and native interlocutors can understand and use information conveyed via gesture to rectify incomprehensible or incomplete utterances, thereby facilitating communication in the target language.

Based on the background mentioned above, it was assumed that gesture is a nice method to develop students' vocabulary. Using the gestures is an excellent approach for teaching vocabulary to English language learners. The word map offers a visual that depicts relationships among words. The teacher may guide the students in understanding the usage of expressing feeling to optimize the English language learners' potential for word learning. Besides, the teacher also can add some colored pictures and nice diagrams to illustrate the meanings of the words.

So, it was curious in doing a study that related to the gestures method to develop students' vocabulary, especially to the fourth grade students of SD Negeri. This investigation will try to introduce the expressions of feeling to the students. That is why this study entitled on "Teaching Vocabulary Theme "Expressions of Feeling Using Gestures method to the Fourth Grade Students of SD Negeri Pujorahayu Belitang".

1.2 Problem of the Study

The problem of study deals with teaching vocabulary theme expressions of feeling using gestures method to the fourth grade students of SD Negeri Pujorahayu Belitang.

1.2.1 Limitation of the Problem

The problem of this research was limited on teaching vocabulary theme “expressions of feeling” using gestures method to the fourth grade students of SD Negeri Pujorahayu Belitang

1.2.2 Formulation of the Problem

Based on the background of the research, the problem was formulated as follows: “Is it effective to teach vocabulary theme expressions of feeling using “gestures method” to the fourth grade students of SD Negeri Pujorahayu Belitang?”

1.3 Objective of the study

The objective of this study was to find out whether or not it is effective to teaching vocabulary theme “expressions of feeling” using gestures method to the fourth grade students of SD Negeri Pujorahayu Belitang.

1.4 Significances of the study

The result of this study was given some information

- 1) for the students, it was hopefully motivate the students to increase their ability of vocabulary mastery , and make the learning process more interesting and get more understanding from what they read easier,
- 2) for the teacher of English, it was hopefully useful for the teachers of English to develop teaching and learning process especially in vocabulary mastery by using this technique in students' vocabulary in elementary class.
- 3) for the writer, it can enlarges her knowledge and experiences in conducting a scientific study

1.5 Hypothesis

The hypotheses of this study are stated below:

- a) The null hypothesis (H_0) : It was not effective to teach vocabulary theme "expressions of feeling" using gestures method.
- b) The alternative hypothesis (H_a) : It was effective to teach vocabulary theme "expressions of feeling" using gestures method .

1.6 Criteria for Testing Hypothesis

To the hypotheses, the criteria of testing hypotheses was used *t-distribution* table. It means to accept or to reject the null hypothesis was used t-table with degree

of freedom ($df=n- 2$) and 95% as level of significance. The total of number of this sample was 80 students; the df of $60-2$ is 58. The criteria for used testing the hypothesis are as followed:

- 1) The alternative hypothesis (H_a) was accepted if the result of t-test calculation was the same or greater than that of the critical value as stated. It means that null hypothesis(H_o) was rejected.
- 2) The null hypothesis (H_o) was accepted if the result of test calculation was less than of the critical values as stated in the t-value table. It means that alternative hypothesis (H_a) was rejected.



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