

**THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING  
FOOD PACKAGES TO THE EIGHTH GRADE STUDENTS OF YATIM  
KREATIF INDONESIA**

A Thesis by

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

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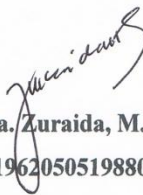
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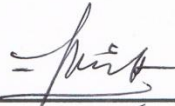
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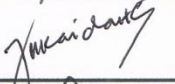
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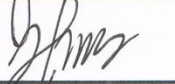
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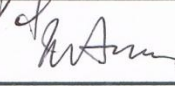
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## DECLARATION

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## **DEDICATIONS:**

**This thesis is dedicated to:**

- ❖ **Allah SWT. and our beloved prophet Muhammad SAW.**
- ❖ **My beloved parents who always support me in front line, Bambang Sugianto and Ir. Endang Purnamawati.**
- ❖ **My beloved brother and relatives, M.Khrisna Ivando EBA, Mbah Kakung, Tante Ipung, Om Jaya, Mas Yudha, Adek Kenzo.**
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## **Motto**

**“Become everything at once is impossible. Become one best thing for everyone is possible.”**

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**ABSTRACT**

The main purpose of this study was to find out whether or not there was any significant improvement of students' vocabulary mastery after being taught by using Food Packages. The method of this study was a pre-experimental study which used one group pretest-posttest design. The population and sample was the eighth grade students of Yatim Kreatif Indonesia, in academic year 2015/2016 with the total number was 40 students. The study was conducted in 16 meetings. To gain the data, the pretest and posttest were administered to the experimental group. The data obtained from the test were analyzed by using paired sample t-test. The calculation was done by using SPSS (Statistical Package for Social Science) version 21. The result of paired sample t-test shows t-obtained was 17.092. At the significance level of  $p < 0.05$  for two-tailed test and degree of freedom 39, t-table was 2.0227. Since the t-obtained was higher than t-table, it can be stated that teaching vocabulary by using Food Packages is effective to improve students' vocabulary mastery because there was significant difference in students' vocabulary mastery after the treatment was given in experimental group.

*Keywords : Teaching, Vocabulary, and Food Packages*

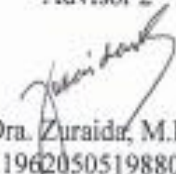
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## CHAPTER I

### INTRODUCTION

This chapter discusses (1) Background of the Study; (2) Problem of the Study; (3) Objective of the Study; and (4) Significance of the Study.

#### 1.1 Background of the Study

Learning vocabulary is the first step in learning language. People are not able to communicate well if they lack of vocabulary. Al Kufaishi (1998, p. 42) states that Vocabulary is a vehicle of thought, self expression, interpretation, and communication. It helps the learners to perform their English better. It means that by mastering the vocabulary, students will be able to produce many sentences easily either in spoken or written one and they will improve much if they learn more words and expressions. It is hard for the learners to speak up in English well if their vocabulary is low. In other words vocabulary learning is closely correlated to language competence, particularly reading performance (Lauter, cited in Hill, 2002, p. 2).

Vocabulary develops as long as the students grow, and serves as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary has moved to centre state in foreign language learning in recent years (Singleton as cited in Cameron, 2002, p. 72). It means that vocabulary learning can serve as a beginning to learn the next level of language since vocabulary is the key for successful language learning.

Realizing that vocabulary is very important for English students, it is essential for English teachers to encourage the students to mastery vocabulary as much as they can. Teachers must be able to find out ways of how to make learning vocabulary easier for the students to be learned. It seems that some teachers have difficulties in deciding what techniques and media that must be used. It gives some bad effects in students' achievement. It is proven by previous studies which showed that the English vocabulary mastery of the students is still relatively low.

Saputra (2010, p. 25), in his research, found that none of the students was in excellent and good category in mastering vocabulary. In addition, Rodhiah (2010, p. 38) states that, in her research, most of the students of her target school were in poor category. Similarly with Saputra, there were no students who had good and very good score in Rodhiah's research. These facts can be caused by various aspects such as lack of students' motivation and interest or the teachers' lack of ability in managing classroom. Furthermore, instructional media can be the valuable solution here.

There are a lot of things that can be used as instructional media. In some big cities where technology is available, the teacher and students can easily access a lot of applications which are helpful to gain motivation and knowledge in the classroom. However, there are still some schools which do not have capability to provide the technology. Generally the students of Yatim Kreatif Indonesia (Yakin) belong to orphan and they also come from mid-low economic family. So that is why it is hard for them reaching technology. Now, the teacher has a big duty. Teacher should be creative in using available potential media.

A creative teacher usually uses tools or media that can help him or her in delivering message while teaching. Harmer (2007) states that "Media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity. Using a variety of the media can overcome students' boredom, so the students will learn enthusiastically that they will enjoy the teaching learning activities and they can understand the lesson easily. The best media are not only the expensive one. The simple thing which is available around us can be inverted to be an instructional media for example the writer proposes to use food packages which are for some people it does not mean a lot.

Food packages are the media that will be used by the writer in conducting this research. Actually there will be a possibility that some teachers have been using food packages in teaching English, but the writer unable to find the research

among it. As the result, the writer would like to conduct this study in order to find the effectiveness of the use of food packages in teaching vocabulary mastery.

Food packages contain several words or sentences that can be seen as a short functional text for learning language. It is in line with the competences for junior high school based on KTSP (School Based Curriculum), responds meaning functional role in writing short simple text accurately, fluently and thankful with regard to surrounding environment (Depdiknas, 2010 p. 32).

Yatim Kreatif Indonesia is one of informal school that accomodates poor children and orphan in Palembang. It is located in Jl. Yudo, Palembang – South Sumatera. English is taught as a subject in Yatim Kreatif Indonesia with the minimum passing score 65. The eighth graders of Yatim Kreatif Indonesia are the target participants for this research. Based on the interview with the English teacher there, the students were usually ashamed or fear when they practice English in front of the class since they had not mastered much vocabulary. They usually did not know what to say and usually just keep silence when they had their turn to practice in front of the class. Those problems above bring the writer to conduct a research with the title “The Effectiveness of Teaching Vocabulary by Using Food Packages to the Eighth Grade Students of Yatim Kreatif Indonesia”

## **1.2 Problem of the Study**

The problem of this study is formulated into the following question: are Food Packages as a teaching aid effective in teaching English vocabulary to the eighth grade students of Yatim Kreatif Indonesia?

### **1.3 Objective of the Study**

The objective of this study is to find out whether or not Food Packages are effective to be used in teaching English vocabulary to the eighth grade students of Yatim Kreatif Indonesia.

### **1.4 Significance of the Study**

It is expected that the result of this study gives contribution and benefit in helping the students to learn English vocabulary. The writer also hopes that the findings of the study can be references for the English teacher, especially for Yatim Kreatif Indonesia's teacher, in maximizing the simple potential instructional media become a meaningful instructional media which can reach the learning objectives. In short, it is expected that food package can be used as one of the alternative media for teachers to improve students' English vocabulary.

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