

# The Effectiveness of Jingle Button Technique in Teaching Vocabulary to the Fifth Grade Students of SD Secang 01, Magelang Regency in School Year 2013/2014

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**Abstract:** *This mixed method study analyzes the effectiveness of jingle button technique in teaching vocabulary to the fifth grade students of SD 01 Secang, Magelang regency in 2013/2014 school year. In addition to that, it is also to know the improvement of the students' motivation in joining teaching-learning activity of vocabulary class. To collect the data, the writer used test and observation. To analyze the data, the writer applied descriptive and inferential statistics for quantitative data and constant comparative method developed by Glasser and Straus (1999) for qualitative data. The results show that implementing jingle button technique is effective for teaching vocabulary to the fifth grade students. Besides, the implementation of this technique also improves the students' motivation in joining teaching-learning activities of vocabulary class.*

**Keywords:** *jingle button technique, vocabulary mastery, motivation*

## INTRODUCTION

In Indonesia, English has become one of the local contents in elementary schools. Concerning with the importance of the language, the purpose of English teaching in elementary school is to introduce English to the students as the first foreign language. Furthermore based on the 2006 Curriculum of Educational Unit Level (KTSP), English is taught in elementary school as a local content. The purpose is to make students master the four language skills, they are listening, speaking, reading, and writing. Vocabulary is the first English material to teach in elementary school. Based on the Elementary Standardized Curriculum 2006, teaching vocabulary in Elementary school has objectives, materials, method and evaluation.

In English teaching-learning process in elementary school classroom, the teacher has to implement some appropriate methods or techniques to her students. He/she must be creative and make English such an interesting lesson that her students will be interested and feel excited in studying English, particularly in interesting vocabulary. There are some teaching techniques and method that can be implemented in the classroom. One of them is Jingle Button Technique.

Jingle Button technique is one of the techniques of cooperative learning methods. Slavin (1996) states that cooperative learning refers to instructional methods involving small heterogeneous group working together, usually toward a common goal. Further slavin states in Jacobs, Lee and Ball (1997: 16), all cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, Student Team Learning

methods (the overall name used for those methods developed by Slavin and his colleagues) emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objective being taught.

In addition to that, Brown (2000: 47) states that a curriculum or classroom that is cooperative usually involves learner-centered characteristics. As students work together in pairs and groups, they share information and come to each others' aid. Furthermore, it is stated that cooperative learning does not merely imply collaboration. To be sure, in a cooperative classroom, the students and teachers work together to pursue goals and objectives.

Jingle Button is one of cooperative learning types that everyone gets the same participates to give contributes. The steps of Jingle Button technique based on Lie (2002: 64) are:

1. the teacher prepares buttons or chips. Buttons may be pencils, candies, gravels and soon
2. divide the students into some groups
3. give students two or three buttons or chips (The number of buttons is depending on easy or difficulties of exercise.)
4. when a student answers the question or matches the picture, he or she must place a button or a chip in the center of table
5. when a student uses all his or her buttons or chips, he or she may not answer the question or match the core topic until all teammates have used their buttons or chips
6. when all the buttons or chips have been used and the exercise not finish yet, the process starts again.

Based on the above considerations, there are two objectives of this study. They are to know whether or not there is significant difference of the vocabulary mastery of the fifth grade students of SD Secang 01 in 2013/2014 school year before and after the implementation of jingle button technique and which one is more effective. Besides, it is also to find out to know to what extent jingle button technique effectively improve the motivation of the fifth grade students of SD 01 in vocabulary class.

## **RESEARCH METHOD**

In this study, the writer implemented mixed method research design. As Creswell (2009) states mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. As Sugiyono (2013) also states that mixed method research method is based on pragmatism paradigm. Pragmatism does not see the world as an absolute unity. In this research, the writer applied sequential explanatory mixed method procedures. Explanatory strategy in mixed method research is characterized by the collection and analysis of quantitative data in a first phase followed by the collection and analysis of qualitative data in the second phase that build on the results of initial quantitative results (Cresswell, 2009). It means the writer sought to elaborate on or expand the findings of one method with another method. In addition to that, Allwright and Bailey (1991) claimed that mixed of quantitative and qualitative procedures are better than either of them, especially in the study of human learning.

The data were analyzed in two stages: Quantitative and qualitative analyses. For quantitative analysis, the writer used descriptive statistics and inferential statistics. In

analyzing qualitative data (observation and interview) the writer followed constant comparative method developed by Glaser and Strauss (1999). This method consisted of four stages. They were comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory.

## RESEARCH FINDINGS

The results of implementation of jingle button technique in teaching vocabulary to the fifth grade students of SD 01 Secang, Magelang regency was effective. It can be seen in two aspects. They are students' Vocabulary mastery and the improvement of the students' motivation in joining teaching-learning activities of vocabulary class.

### 1.The Students' Vocabulary Mastery

The first purpose of present study was to examine whether or not there is significant difference of the students' vocabulary mastery of the fifth grade students of SD Secang 01 Magelang Regency in the school year 2013/2014 before and after the implementation Jingle Button Technique. Based on the pretest and posttest data of vocabulary test, through t-test calculation it could be seen that the result of t-test was 12.069 while the t-table was 2.06. In other words, there is a significant difference of the vocabulary mastery of the fifth grade students of SD Secang 01 in the school year 2013/2014 before and after the implementation of Jingle Button Technique. It means alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Before the implementation of TP-CL, it could be seen that the the students' vocabulary mastery of the fifth grade students of SD 01 Secang in the school year 2013/2014 was still in very poor category.

**Table 1**  
**The Result of Pre-test of Vocabulary Mastey**

Number of the Students in each Category				
Very Good	Good	Fair	Poor	Very Poor
0	2	3	3	13

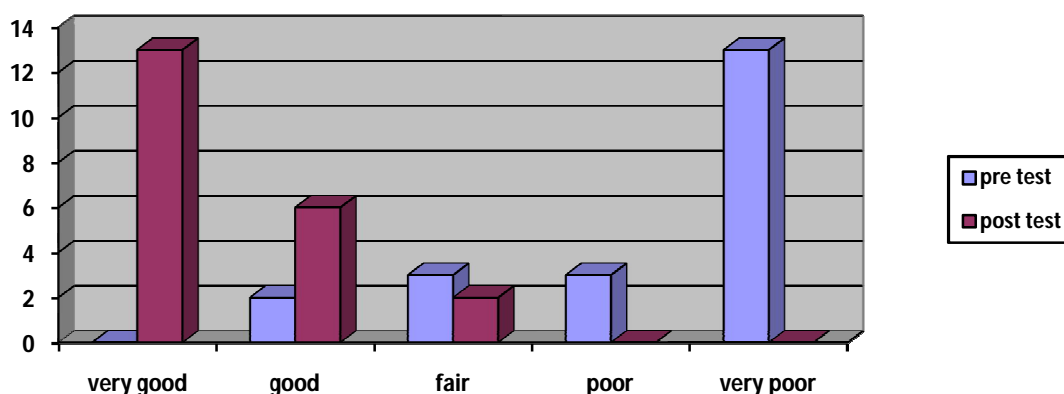
Based on the above result, it can be seen that there are two students or 9.52% from all students who get good category. Students who get fair category are three or 14.29%. While students who get poor category are three or 14.29%, and students who get very poor category are thirteen or 61.90%. The mean of score Pre-Vocabulary test was 45.24 which it includes very poor category.

The results of post test of vocabulary after implementing jingle button technique that the mean of score is 85 and it belongs to very good category. In very good category, there are 13 students or 61.90% from all students. In good category, there are 6 students or 28.57% student from all students. In fair category, there are 2 student or 9.52% from all students. There is no students got poor and very poor category. The Results of post test of vocabulary mastery can be seen in the following table.

**Table 2**  
**The Result of Post Test of Vocabulary**

Category				
Very Good	Good	Fair	Poor	Very Poor
13	6	2	0	0

The comparison between pre-test and post-test of vocabulary mastery can be seen in the following graph.



**Figure 1 Comparison of Pretest and Posttest Scores**

## 2. The Students' Motivation in vocabulary Class

Dealing with motivation and second language teaching, Gardner (1985) states that motivation refers to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. To support Gardner's theory, Dornyei (2001) claims that motivation can help majority of the learners to learn a language if they are motivated.

The observation was done to observe the process and the effects of the treatment. This observation was needed for monitoring the on-going learning process, class performance, as well as the teacher's performance. The data was recorded in the observation sheet that includes the processes and aspects to be observed. The observer (the collaborator) gave score on each of the indicator (1 = poor, 2 = enough and 3 = good) and wrote briefly any observation or description about the process as well as the subjects of interest which are worth denoting. The results of each indicator of the observation before and after the implementation of jingle button technique can be seen in the following table.

**Table 3  
The Results of Observation on Students' Motivation**

NO.	Indicators	Pre-treatment (no. of students)	Post-treatment (no. of students)
1.	Paying Attention	3	21
2.	Answering questions	5	21
3.	Asking questions	3	19
4.	Being Active	4	21
5.	Discussion	5	21
6.	Giving Opinion	2	19
7.	Doing Assignment	11	21
8.	Working cooperatively	2	21
9.	Interacting with the teacher	2	19
10.	Having Enthusiasm	4	21

Based on the above table, it can be seen that the students' motivation in joining vocabulary class before the implementation of jingle button technique was in poor category. Only 3 out of 21 students paid attention to the teacher's instruction, 5 students answered the questions, 3 asked questions, 4 students were active, 4 students had discussion, 2 gave opinion, 2 students worked cooperatively and interacted with the teacher, 11 students did assignment and 4 students were enthusiastic.

Based on the data, it can be concluded that after the implementation of jingle button techniques, almost all of the students paid attention to the teacher's instruction, answered and asked the questions, were active, had discussion, gave opinion, worked cooperatively and interacted with the teacher, did assignment and had enthusiastic. In addition to that, based on the data, there were two indicators which did not reach maximum score (21 students). Those two indicators were giving opinion and interacting with the teacher. Referring to the above results, it can be concluded that implementing jingle button technique in teaching vocabulary made improvement on the students' motivation in joining teaching-learning activity of vocabulary class.

## CONCLUSIONS

Based on the above results, it can be summarized that implementing jingle button technique is effective for teaching vocabulary to the fifth grade students of SD 01 Secang in 2013/2014 school year. It can be seen from the different results of vocabulary test before and after the implementation of jingle button technique. Apart from this, the implementation of jingle button technique can improve the students' motivation in joining teaching-learning activity of vocabulary class.

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