

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH PICTURE MEDIA

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Abstract

This research aims at improving students' vocabulary mastery through picture media. This research was conducted in seventh grade students at SMPN 3 Pusakanagara Subang using qualitative methods. This research is a classroom action research conducted in three cycles, consisting of four meetings in one cycle by observing students learning activities, observation class, tests, and questionnaires. This research aims to improve students' vocabulary mastery and to find out how students' responses in improve their vocabulary mastery, and to explain whether picture media can improve students' vocabulary mastery. The results of the average score of each cycle is increased, first cycle 58, 37, second cycle 76.5 and third cycle 82. While the results of this study are; pre-test 9.37%, first cycle 34%, second cycle 75% and thrid cycle 91%. In conclusion, the results of this research indicate that picture media can improve students' vocabulary mastery and as seen from classroom observations and questionnaires, students find it easier to remember vocabulary.

Keyword: Improving Vocabulary Mastery, Picture Media, Action Research

BACKGROUND OF THE STUDY

English is an international language, that is why it is possible for everyone to communicate with other people around the world if someone has the ability to use English. The ability to use English is very important for everyone. This is one way to improve human resources. Human development resources with mastering English will be better if started as early as possible. English is a communication medium that can help people interact, communicate, and share with others.

In English, we can express our ideas, thoughts, or experiences if we already master the English vocabulary. It is impossible for us to communicate without mastering the language vocabulary. Vocabulary is one of the basic elements to achieve language skills. In communicating, students need vocabulary that can support them produce and use meaningful sentences because vocabulary provides sentence organs. That is why vocabulary is very important to master. Students must develop their vocabulary and master it so they can communicate with others.

Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people can not communicate and express their feeling both in the form of spoken and written effectively. English Language Learners (ELL) often feel that vocabulary is their most frequent obstacle when having to access

information from classroom texts (Silverman & Hines, 2009:16). In addition, it is supported by Wilkins in Thornbury (2004: 13) state, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. Those statements imply the importance of teaching vocabulary in a foreign language. The more people master vocabulary the more they can speak, write, read and listen as they want.

Previous research conducted by Yussa (2012:33) has stated that picture can be used to improve the quality of students achievement of vocabulary. Triani (2011:14) has shown that picture improve vocabulary of students in the second grade of Muhammadiyah High School. It is because with picture students can learn English more easily because picture are more interesting and challenging so that it motivates students both from slow and fast students. Between picture usage and student vocabulary achievement has a significant relationships can be generalized.

To improve student vocabulary achievement is to use good media. The use of picture as media is to convey the material to help the teacher providing real examples of abstract knowledge about it, because pictures can provide concrete views, and the vocabulary teaching process will become more fun, interesting and motivate students in mastering vocabulary. Susilowati (2013:102) has stated that lessons will be much easier and last longer for students if the teacher uses pictures optimally to help students understand the material taught. The teacher can motivate students to learn and avoid their laziness and boredom. In other words, picture files can help teachers to convey their information to students and they also understand and get information easily because the teacher shows an picture file. That is because the image file provides students experience real and direct with language, especially in learning vocabulary. In addition, students will become active learners and understand knowledge without difficulty.

Pictures are effective media to use in achieving teaching goals and the learning process because it can help students describe a topic and give chronological steps in making or doing something. Wright (1989: 2) has stated that picture contribute to interest and motivation, a sense of context language, and certain reference points or stimuli.

This research offers pictures as a medium of teaching. That is expected that the matter will be considered more attractive, so students do not feel easily bored, sleepy, and can receive or understand the lesson well. In this research, the researcher assumes that pictures can contribute to teaching English, especially for achieving vocabulary mastery that focuses on their improvement. The researcher choses the topic research entitled "Improving students' vocabulary mastery through picture media at seventh grade of SMPN 3 Pusakanagara".

METHODOLOGY

The design of this reasearch used Classroom Action Research (CAR). Researchers use qualitative methods in the purpose of class action research. Related to the problems faced by students, picture media is a technique to improve the appropriate vocabulary in the design of classroom action research.

Carr and Kemmis (in Burns 1999: 30) state that action research is a form of self-reflective investigation carried out by participants in social situations to improve rationality and busyness of their own practices, their understanding of this practice and the situation in which practice is carried out. Meanwhile, Mills (2000: 6) states that action research is any systematic investigation carried out by teacher researchers, principals, school counselors, or other stage holders in a learning or teaching environment, to obtain information about the ways in which their particular school operates, how they teach, and how good their students are. While Nunan (1992: 229) states that action research is a form of self-reflective investigation carried out by practitioners, which aims to solve problems, improve practice, or improve understanding.

In this study, researchers used action research because researcher tried to solve classroom problems in vocabulary mastery. Researcher used a picture to increase vocabulary.

Research instruments are used to collect data. In this study, there are two types of research instruments namely Test and Non-test.

RESULTS OF THE RESEARCH

The researcher gave a pre-test before starting the cycle, and then conducted three meetings to teach vocabulary with picture media, after which the first cycle test. The researcher conducted three meetings again then second cycle test as well as the third cycle, the last researcher conducted a post-test. Qualitative analysis of observation data. As for the following results:

Table 1 The Result Score of Cycle I

SUM	AVERAGE	SCORE MIN	SCORE MAX	PERCENTAGE
1864	58.2	16	93	34.37%

The result of the first cycle of students' test showed that the highest score is 93, and the lowest score is 16. The mean of the result is 58,2, but there were still many students below the KKM score. In accordance with the result of worksheet 1 in first cycle, there were 11 students who scored above 67 and were considered to have reached the KKM.

Table 2 The Data for Completeness of the Students' Test Cycle 1

No	Description	Frequency	Percentage
1	Completed	11	34%
2	Not completed	21	66%
	Total	32	100%

Table 3 Frequency Distribution of the Students Result of Test

No	Score Interval	Median	F. Absolute	F. Relatif
1	88-99	93,5	2	6,25%
2	76-87	81,5	8	25%

3	64-75	69,5	3	9,37%
4	52-63	57,5	7	22%
5	40-51	45,5	5	15,62%
6	28-39	33,5	4	12,5%
7	16-27	21,5	3	9,37%

Table 4 The Result Score of Cycle II

SUM	AVERAGE	SCORE MIN	SCORE MAX	PERCENTAGE
2448	76.5	23	93	75%

The result of the students' vocabulary test showed that the highest score is 93 same with highest score of cycle I, and the lowest score is 23. The mean result is 76,5. Based on the result of the test, there are 24 students or it is 75% achieve the KKM. The KKM available is 67.

Table 5 The Data for Completeness of the Students' Test Cycle II

No	Description	Frequency	Percentage
1	Completed	24	75%
2	Not completed	8	25%
Total		32	100%

Table 6 Frequency Distribution of the Students' Result of the Test Cycle II

No	Score Interval	Median	F. Absolute	F. Relatif
1	83-94	88,5	18	56,25%
2	71-82	76,5	6	18,75%
3	59-70	64,5	2	6,25%
4	47-58	52,5	2	6,25%
5	35-46	40,5	3	9,37%
6	23-34	28,5	1	3,12%

Table 6 The Result Score of Cycle III

SUM	AVERAGE	SCORE MIN	SCORE MAX	PERCENTAGE
2625	82	66	93	91%

The result of cycle III, that the highest score is 93 and the lowest score is 66. Based on the result of the test, there are 29 students or 91% that reached KKM. The KKM available is 67.

Table 7 The Data for Completeness of the Students' Test Cycle III

No	Description	Frequency	Percentage
1	Completed	29	91%
2	Not completed	3	9%
Total		32	100%

Table 8 Frequency Distribution of the Students' Result of Test Cycle III

No	Score Interval	Median	F. Absolute	F. Relatif
1	83-94	93	3	9,37%
2	71-82	88	12	37,5%
3	59-70	83	5	16%
4	47-58	78	5	16%
5	35-46	73	3	9,37%
6	23-34	68	4	12,5%

Table 9 The Comparison of Each Cycle

No	Cycles	Absolute Frequency	Average	Percentage of Completes
1	Pre Test	3 students	52,37	9,37%
2	Cycle I	11 students	58,2	34%
3	Cycle II	24 students	76,5	75%
4	Cycle III	29 students	82	91%

Table 4.21 Comparison of Min, Max and Average each Cycle

No	Data Description	Cycle I	Cycle II	Cycle III
1	Score Min	16	23	66
2	Score Max	93	93	93
3	Average	58,2	76,5	82
4	% > KKM	34%	75%	91%
5	% < KKM	66%	25%	9%
6	Students Frequency	1864	2448	2625
7	Passing KKM	11 Students	24 Students	29 Students

In this section, the researcher will explain the implementation of the picture media that can improve students vocabulary.

The use of picture media in vocabulary learning can provide benefit for students. Everyone knows that vocabulary is a new language for students. Students accept as their second language. To make vocabulary easy studied by students, picture media is a better media that can be used teaching vocabulary. This supported by Koren (1997) in Rokni and Karimi (2013:142) states that learning foreign words with pictures can be easier and memorable than words without pictures.

Learning foreign language sometime makes students bored because of it they do not understand words from new language that do not familiar, with picture media students learning vocabulary is fun. Learning vocabulary means learning the message or meaning of vocabulary. The use of picture media in learning and teaching vocabulary facilitate the delivery of meaning from vocabulary and easy to understand by students.

This proves that the implementation of picture media can be improved students vocabulary mastery. It has been proven in every test that has been done by students. The result students ability test, the average of pre-test of students scores is 52,37. The average of cycle I is 58,2. The average score of students in the cycle II 76,5 and in the cycle III is 82. This is considered to have been experienced improving students achievement in learning vocabulary mastery through picture media, it has reached the research target.

CONCLUSION

Based on the findings, the researcher can conclude that students vocabulary in seventh grade of SMP Negeri 3 Pusakagara has increased results after applying material with picture media in teaching and learning activities.

1. Using picture media to improve students' vocabulary mastery is easier to remember words and can use words based on the picture seen.
2. Students also become active, more motivated, more interested and more enthusiastic in participating in the teaching and learning process, so that the situation in the classroom stays alive.

Based on the conclusion and result of the study, researchers provide the following advice:

1. It is suggested that all students have a dictionary and bring the dictionary each English lesson.
2. It is suggested for English teachers to use picture media as a way to improving students' vocabulary mastery.
3. The researcher hope that schools provide better facilities for students to support English learning activities. It is also suggested to have media as teaching material and for student learning.
4. The researcher hope that the findings of this study will benefit other researcher in future studies. However, this media needs more development over time, because as a researcher must also keep abreast of the times.

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