

THE USE OF PICTURES TO IMPROVE THE STUDENTS' VOCABULARY MASTERY

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Abstract

The research aimed to find out improving students' vocabulary mastery by using pictures. This research was conducted by using Classroom Action Research (CAR). The subject of this research was grade VIIB of MTs Nurul Khair Muara Telake 2021/2022 academic year which consisted of 19 students. The object of this research was to improve the students' vocabulary mastery through pictures. This research was conducted in two cycles which each consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the test and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test and post-test.

Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen if the score of students who got >73 grew up. It can be seen from the mean score of pre-test were 61.31, the mean score of post-test 1 was 72.39, and the mean score of post-test cycle 2 was 82.39. In addition, there were 6 students (31, 57%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the post test of cycle 1. Meanwhile, in the cycle 2, there were 17 students (89, 4%) who passed Minimum Mastery Criterion (KKM). so the criteria of success was achieved. Then, from the result of observation it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through pictures as media and it also showed that the students were motivated in teaching-learning process during the implementation of pictures.

Keywords: Teaching, Vocabulary, Picture.

INTRODUCTION

According to Ika Rahmadani Lubis (2017:1) Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first thing that must be considered in learning language is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate to another people.

In fact, teaching English to junior high school students is not easy for teachers, there will be some problem during the learning process. This happened because English was foreign and new language for them. From the students' point of view, learning is an activity that can seem serious and stressful at times. This is often heard from student's complaints about boring in the class because of lessons or method that used from teacher.

The writer conducted the study in MTs Nurul Khair Muara Telake especially at the seventh grade students. The writer chooses the seventh graders of MTs Nurul Khair Muara Telake, because based on pre-observation; the teacher stated that the students have lack vocabulary and classroom situation.

There are many students often getting difficult in improving vocabulary Mastery. Problems were found dealing with classroom situation and questions which had been filled in by seventh grade of MTs Nurul Khair Muara Telake. The teacher often uses uninteresting media, such as teacher only asks the students to write the word and finding the meaning in the dictionary. Writer only focuses to teach the students without giving the attention about the students understanding in their fun. The teacher chose pictures as media in teaching learning process to improve students' vocabulary mastery. Pictures is hope can motivate the students to learn English so that they will interest and easier to learn English subject. It is necessary to conduct a research entitled "The Use of Pictures to Improve the Students' Vocabulary Mastery at seventh grade of MTs Nurul Khair Muara Telake.

Many experts have their own definitions about vocabulary. Leonardus, Clarry sada, Eusabinius bunau (2017) says that vocabulary is the key of the language. In mastering the four language skills, the students should develop their vocabulary first. Most of the students were lack of vocabulary and made them unable to speak or to write. It is impossible to use language skillfully when the students have limited numbers of vocabulary stock in their minds. Without vocabulary, the students are unable to speak and express their ideas to others. Other definition come from Alpono Susanto (2017:185) who said, vocabulary is crucial to be mastered by the learner in order to understand the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

According to Fathul Munir (2016:15), vocabulary is very important in learning English because by having many vocabularies someone can be easier to learn English. It is different when someone has limited vocabulary, they could not learn English better. For example if they have many vocabularies they will be easier to look for the information from English magazine or English newspaper and vice versa. It is better for students to use media in learning vocabulary, in order to make them easier in learning English. Media is medium to send message from Speaker to receiver. It means that the media can help the teacher to send their information for their students. The examples of media are television, projector, radio etc.

Vocabulary mastery refers to the great skill in processing word of a language. Due to that reason, the biggest responsibility in increasing the knowledge is in the individual. The success in widening the vocabulary mastery requires their own motivation and interest on the words of language. As in conclusion, vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest need and motivation.

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from students' native language.

Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. The followings are some techniques of teaching vocabulary as proposed by some experts.

Scrivener (1994) states, "Pictures can be drawn on the board or on posters". They have been used a starting point for mastering vocabulary. Wright (1989:2)

states, "Pictures are media that can be applied in teaching and learning English. The pictures will motivate the students to get ideas, information and make the students more interested in studying English". Picture also supports the student ability to remember the words, meaning and the form of object. Nowadays, learning and teaching through pictures are very popular, most text books in English especially primary school up to senior high school are written with pictures.

Picture is one of media which is relatively cheaper than the other media. It is also easy to find. Using picture is suitable for teaching English; the writer hopes for it can stimulate students' imagination and creation in learning English. Moreover, hope pictures media can also improve motivation and make the students' learn vocabulary easily. Picture can also support the students' ability to remember the words and meaning. Some studies have been conducted on teaching vocabulary by using pictures.

Rina husnifa (2017) conducted a study to investigate the use of animation pictures to improve students' vocabulary of seventh grade at MTs TPI Sawit Seberang. This study was conducted by using classroom action research, It was showed from the mean of pre-test which was 46.3, after directed pictures was applied in the first cycle, there was an improvement of the result of the students mean which was 65.3 and for the second cycle after reflection on the first cycle there was an improvement of students mean which was 83.1. Moreover in the pre-test, there were 2.6% (1 of 39 students) who got score ≥ 75 . In the post test I, there were 33.3% (13 of 39 students) who got score ≥ 75 . In the post test II, there were 84.6% (33 of 39 students) who got score ≥ 75 . So, the total percentage of improvement from the pre-test to post-test I to post-test II was about 84.6%. It can be concluded that teaching English vocabulary through picture can improve the students' vocabulary mastery.

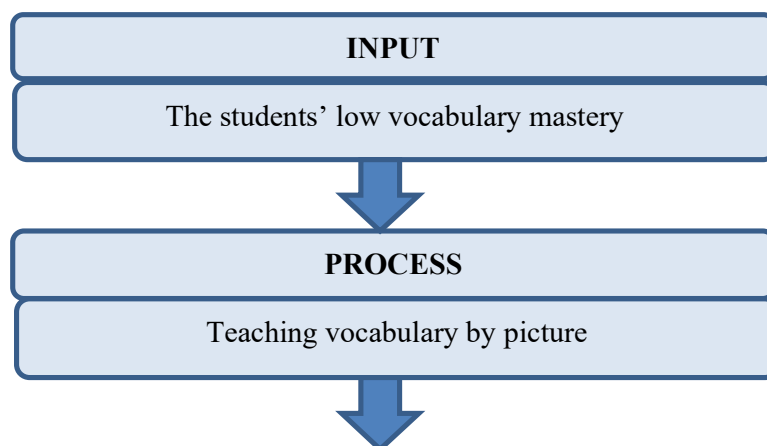
Ika Rahmadani Lubis (2017), this research aimed to find out improving students' vocabulary mastery by using fly swatter game. This research was conducted by using Classroom Action Research (CAR).

Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-test

were 53.3, the mean score of post-test 1 was 70.9, and the mean score of pot-test cycle 2 was 83.5. In addition, there were 4 students (8.16%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the pre-test. Meanwhile, in the cycle 1, there were 27 students (55.1%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 42 students (85.7%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Then, from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through fly swatter game. The mean of pre-questionnaire was 47.09%. Then, the mean of post-questionnaire was 94.8%. It improved 47.71%. Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of fly swatter game.

Dessy Herliana Rusman (2017) examined The Effect of Busy Picture as Medium to Increase Students' Vocabulary Mastery at SMAN 10 Enrekang. The method of this research was pre-experimental with 120 population of the tenth grade of SMA Negeri 10 Enrekang in the academic year of 2019/2020 and 30.

The findings showed that the students' mean score of pre-test before treatment was 64.5. While after treatment, the mean score of post-test was 85. Therefore, the increased between pre-test and post-test was 31.75%. From the result it can be concluded that the used of busy picture as medium effective to increase students' vocabulary mastery at the tenth grade of SMA Negeri 10 Enrekang. Students as samples.



OUTPUT

The students' improve in vocabulary mastery

Pictures are one of media which can be used by teacher in order to improve the students' vocabulary mastery. Teaching and learning using pictures will make the students interest because they will motivate by image. Thus, hopefully the use of pictures can increase students' vocabulary mastery.

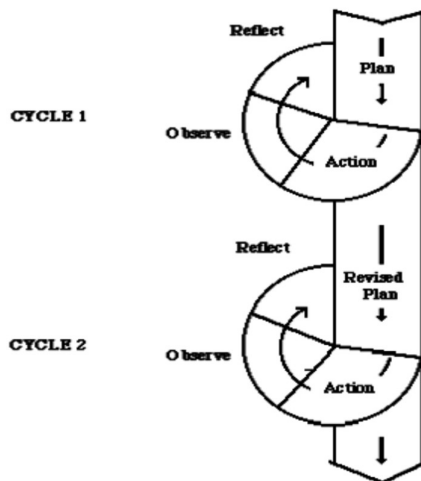
Teacher can apply the picture which related material. Being more interesting in the learning process, students will understand the material easier and the student's achievement will be higher.

RESEARCH METHOD

Research Design

This research is categorized as classroom action research. Stringer (2007:1) stated action research is systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. Similarly, Ferguson (2011:8-9) states that the research process is the developmental process of following through the idea, seeing how it goes, and continually checking whether it is in line with what you wish to happen. Seen in this way, action research is a form of self-evaluation. It is used widely in professional context such as appraisal, mentoring and self-assessment.

The action research process provides opportunity for teachers self-assess their practice and make timely instructional decisions based on student outcomes, as teacher-educators. Besides, action research as one form of teacher teacher-researcher, which has emerged as a methodology in educational research to help teachers engage in inquiry (Pinnegar & Hamilton, 2009). The action research had been conducted through the process follows.



Model from Kemmis and Mc. Taggart (Ishak & Ugi Suproyogi, 2012:161)

This figure describes that the researcher and collaborators had identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. There were two cycles conducted in the research.

Research Setting and Subject

The setting of the writer was at MTs Nurul Khair. It was located on Muara Telake Kecamatan Longkali Kabupaten Paser. Related to English learning and teaching activities, MTs Nurul Khair Muara Telake had only one English teacher. The English subject is scheduled twice a week for 80 and 120 minutes for each meeting. The school consisted of 3 classes (1 class for VII A grade, VII B grade, VIII A grade and VIII B grade. The average number of students in each class was 20 students.

Procedure of Action

This writer conducted by classroom action research (CAR). The writer procedure carried out in two cycles. Each cycle consists of four steps, namely planning, action, observation, and reflection. Before the first cycle begins, an orientation test conducted to determine the students' basic knowledge of vocabulary mastery.

Cycle 1

The first cycle was done in three meetings, the detail was below:

Planning

The writer planned the action dealing with preparing instructional materials and media, and determining the criteria of success. In this phase, the writer made a planning for the action research based upon the problems faced by students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. And the researcher also prepared the post-test 1 to collect the data, to know there are some students' improvement scores from pre-test to post-test.

Next, the writer determined the criteria of success. The criteria of success of the students' vocabulary score achieved the minimum mastery criterion– kriteria ketuntasan minimal (KKM) of English is 73.

Action

Cycle I action is carried out by carrying out the teaching and learning process based on the lesson plans that have been made. At the first meeting, the researcher did according to the previous lesson plan. (1) The writer formed a group and gave a sheet containing several pictures in it (2) the writer asked the students to listen to the explanation of the learning procedure using pictures, so that they understood the lesson. (3) The writer gives the topic to the students. This means that writers think about their vocabulary, automatically they have new words. It makes them easy to understand sentences and they are able to make good sentences. (4) The writer asks students to pronounce and spell words. In the teaching and learning process, the writer gave them new words written on paper pasted on the blackboard, and then the writer said the words with good pronunciation. (5) The teacher asks students to repeat and memorize words then start the game at the end of the meeting. (6) The teacher closes the meeting and motivates students to study hard. This step is very important to do before the teaching and learning process is closed. Because motivation will make them enthusiastic in learning, especially in memorizing vocabulary.

Observation

Observations were made on how students behaved and what were the problems of students during the teaching and learning process in pre, while, and post vocabulary activities through observation.

At the first meeting, the observer observed that students were interested in the lessons given through pictures as media, but there were some students who were less focused on learning because the group had been determined so that the class became noisy. Students cannot concentrate with the researcher, so they are still confused.

At the second meeting, the observer observed a better class condition. They already know how to use their respective pre-shared drawings and students don't make much noise in class. Students are interested in following the teacher's instructions in learning. However, there are still some students who do not concentrate with the teacher and disturb other friends. But beyond the problem, the class can understand the lesson.

Reflection

After doing the first cycle, the writer evaluates the teaching and learning process at the end of the first cycle meeting. Based on the analysis of the vocabulary scores of students in post-test 1, they have not reached the success criteria, of students must achieve the minimum completeness criteria (KKM). It can be seen that only 31, 57 % of students scored above the KKM. So, the application of picture as media has not given satisfactory results to increase students' vocabulary. Next talk about student participation. From the application of these pictures, the writer found that the class atmosphere or the children were quite enthusiastic, but also found the condition of the children who were less focused because of the predetermined group learning; sometimes they played with their friends in their group using the pictures. They get from the writer. Therefore, it is necessary to revise the action and planning before it is carried out to see the next cycle so that it can achieve the criteria for the success of this research.

Cycle 2

Planning

The writer plan actions to prepare learning materials and media using pictures, and determine success criteria. In this phase, the researcher makes an action research plan based on the problems faced by students regarding vocabulary.

In addition to making lesson plans, writer also prepared observation sheets to observe the activities of students and writer in the teaching and learning process whether they were in accordance with the lesson plans that had been made previously or not. And the writer also prepared posttest 2 to collect data, to find out there was an increase in student scores from posttest 1 to posttest 2.

Action

Students in using picture media, the writer did it based on the previous lesson plans. (1) The researcher gave a picture randomly to each student as a topic they would work on individually. This means that the researcher gives them about vocabulary, automatically they have new words. (2) The researcher asked students to listen to an explanation of the procedures for using pictures in learning. Before the teaching and learning process began, the researcher had explained so that they understood the technique, made it easier for them to understand sentences and be able to make good sentences. (3) The writer asks students to pronounce and spell the words. In the teaching and learning process, the writer gives them new words or sentences written on the blackboard, and then the writer instructs the students to rewrite or do the tasks that have been given using picture media. (4) The teacher asks students to memorize the words drawn by each of them. (5) Giving games to students so that the class is more active then they have to memorize new words. Most students are very enthusiastic and serious in playing games; they count numbers, students who are wrong in playing games they will joke to make good new words into good sentences. They can have fun doing this game.

Observation

Observations were made for the last time. Student activities were observed and this showed that the condition of the class was very good after using pictures, students were less focused, and all students became active in the activities provided by the writer so that the class atmosphere made students interested in participating in learning. Students can improve vocabulary.

Reflection

After checking the students' vocabulary mastery by giving a test, it turns out that the student's score shows an increase. Based on their observations and test results, students can use pictures as their medium in memorizing and retaining their vocabulary. It can be concluded that students can improve their vocabulary mastery by using pictures as a medium.

Data Analysis

Qualitative data analysis was using in this study to observe student activities during the teaching and learning process before and after classroom action research (CAR). Quantitative data used multiple choices as a test and there about 20 questions for each cycle. In the vocabulary test assessment, the range of 0-100 determined by counting the correct answers. The correct answer was giving 5 while the wrong answer is 0. Then, the students' pre-test and post-test scores presented in the form of average scores. The average pre-test and post-test scores used to analyze the teaching and learning process. This was done to develop students' vocabulary mastery before and after the implementation of the research.

RESEARCH FINDING AND DISCUSSION

Research Findings

The results showed that there was an increase in students' vocabulary mastery by using pictures as learning media. The average of the first cycle was 31, 57%. The average in the second cycle is 89, 4%, this shows that the score and average in the second cycle is better than the first cycle.

Automatically the percentage of students who get 73 points or pass the KKM also increases. In the post-test, student who got an increase of 73 points were 6 students (31, 57%). The post-test 2, students who passed the KKM 73 were 17 (89.4%).

The data above shows that by applying this technique, students' vocabulary scores continue to increase from pre-test to post-test in each cycle. Students' vocabulary mastery increases and becomes good at the first meeting to the next meeting not only on the average score of students, but also the expressions, interests, and enthusiasm of students show an increase. This can be seen on the

observations. Most of the students were more active and enthusiastic during the teaching and learning process. This implies that the use of pictures can improve students' vocabulary and also help English teachers to teach vocabulary.

Discussion

This section includes a discussion of teaching vocabulary through pictures. The discussion is based on how pictures can improve students' vocabulary. The results of the study prove that pictures can maintain students' vocabulary. This can be seen from the increase in student scores. The mean score of the students' pre-test was 61, 31. After learning by using pictures was carried out, the average score of post-test 1 in cycle 1 was 72, 39. Then the researcher continued the second cycle with an average post-test 2 of 82, 39 passed the minimum completeness criteria (KKM) 73 as the specified success criteria. In addition, to increase students' scores, the application of picture media received a positive response from students in the teaching-learning process of their vocabulary.

CONCLUSION

After conducting CAR in grade VIIB of MTs Nurul Khair Muara Telake, it can be concluded that the use of pictures can increase students' vocabulary and can help them to remember and retain their vocabulary. This can be proven from the following facts.

First, related to student achievement, there were 89.4% who passed KKM 73 with an increase in the average score of students from the pre-test to the post-test cycle. In the pre-test, none of the students passed the KKM. While in the post-test cycle I there were 6 students who passed the KKM or 31. 57%. Furthermore, the post-test results in cycle 2 obtained 89.4% of students who passed the KKM where there was an average vocabulary score of 82.39. So, it has reached the criteria of success.

Second, the observation data showed that students were more active and participated in the teaching and learning process, enthusiastic about the pictures that were distributed as learning media. This can be seen from the increase in student scores in the teaching and learning process at each meeting.

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