

Using Picture As A Media To Improve Students' Vocabulary Ability

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan kosakata siswa melalui media gambar pada siswa kelas VII SMPN 1 Tongauna. Penelitian ini menggunakan penelitian tindakan kelas. Peneliti bertindak sebagai guru dan guru bahasa Inggris di SMP Negeri 1 Tongauna bertindak sebagai pengamat. Penelitian ini menggunakan dua siklus yang terdiri dari empat langkah yaitu perencanaan, tindakan, observasi dan refleksi. Objek penelitian ini adalah siswa kelas VII yang terdiri dari 26 siswa, 11 siswa laki-laki dan 15 siswa perempuan. Data dikumpulkan melalui empat instrumen penelitian: tes kosakata, lembar observasi, dan catatan lapangan. Hasil analisis data dibandingkan dengan kriteria keberhasilan yang ditetapkan dalam penelitian untuk mengetahui apakah siswa meningkat atau tidak. Tujuan dari penelitian ini adalah agar siswa memahami kosa kata yang dibuktikan dengan fakta bahwa sebagian besar dari mereka mendapat skor standar minimal 70. Hasil penelitian menunjukkan bahwa gambar sebagai media yang digunakan untuk mengajarkan kosa kata dapat meningkatkan keterampilan kosa kata siswa. Hal ini menunjukkan bahwa siswa kelas VII SMP Negeri 1 Tongauna mencapai target pada siklus II. Artinya, Kosa Kata Siswa yang difokuskan kepada Noun dapat ditingkatkan dengan menggunakan media gambar. Data kuantitatif pada observasi awal adalah siswa yang mendapatkan nilai standar ≥ 70 sebanyak 4 siswa dengan jumlah nilai 1306 atau 15,38%. Pada siklus I terdapat 11 siswa yang mendapat nilai standar ≥ 70 dengan total nilai 1639 atau 42,30%. Ini berarti, nilai siswa pada siklus I belum memenuhi standar indikator keberhasilan. Kemudian peneliti melanjutkan penelitian pada siklus II untuk memperoleh standar indikator keberhasilan. Pada siklus II terdapat 22 siswa yang memperoleh nilai standar ≥ 70 dengan jumlah nilai 1921 atau 76,92%. Ini berarti mereka mendapatkan standar indikator keberhasilan. Rentang dari siklus 1 ke siklus 2 adalah 30,15%. Kemudian pada post test siswa yang memperoleh skor standar ≥ 70 sebanyak 22 siswa dengan jumlah skor 2104 atau 84,62%.

Kata Kunci: Gambar, Media, Siswa, Kosa Kata

Abstract

The research aims to improve students' vocabulary ability through picture as a Media at grade VII of SMPN 1 Tongauna. The research uses classroom action research. The researchers acted as the teacher and the English teacher of SMP Negeri 1 Tongauna acted as an observer. The research uses two cycles containing of four steps such as planning, action, observation and reflection. The research Object was the seventh grade students, they consisted of 26, 11 male students and 15 female students. The data were collected through four research instruments: vocabulary test, observation sheet, and field note. The data analysis result is compared to the criteria of success defined in the research to find out whether the students are improved or not. The research objective is students understand vocabulary as evidenced by most of them getting a minimum standard score of 70. The research result shows that picture as a media used to teach

vocabulary could improve students' vocabulary ability. It indicates the seventh grade students of SMP Negeri 1 Tongauna achieve the target on cycle II. It means that students' Vocabulary Achievement on Noun can improve by using picture as a media. The quantitative data in the Pre-observation is students who obtaining standard score ≥ 70 were 4 students with the total score of 1306 or 15,38%. In the cycle I, students who getting standard score ≥ 70 were 11 students with the total score of 1639 or 42,30%. It means that the students' score in the cycle I do not get the standard of success indicator. Then researchers continue the research at the cycle II to get the standard of success indicator. In the cycle II, students who obtain standard score ≥ 70 were 22 students with the total score of 1921 or 76,92%. It means that they obtain the standard of success indicator. The range from cycle 1 to cycle 2 was 30,15%. Then, in the post-test, students who obtain standard score ≥ 70 were 22 students with total score of 2104 or 84,62%.

Keywords : Picture, Media, Student, Vocabulary

INTRODUCTION

English is one of many languages used in international communication. Indonesian people learn English to communicate in two forms, in spoken and written forms. It is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. To support this capability there are many components that must taught to students such as, structures, vocabulary, pronunciation, spelling etc (Bauer, 1983).

Teaching vocabulary requires the appropriate method, in which students not only knowing the words, but also the spelling and pronouncing of the words. Teacher needs to create a variety of teaching technique that can entertain students by using like pictures, songs, animations and other medias, especially teaching vocabulary.

Problem in learning and teaching English still exist at school, because English is completely different from the Indonesian in the system of the structure, pronunciation and vocabulary. For teachers, creating English teaching effectively and efficiently is not an easy job, therefore the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and method. Teaching English also needs a suitable technique and method. In fact, learning English especially to memorize vocabulary makes bored students.

The researchers observed the teaching learning process in SMPN 1 Tongauna. Based on the pre-observation, the researchers identified some problems in the teaching learning process at the seventh grade class. The students had difficulty in differentiating word form grammatically, especially Noun. Furthermore, the students tend to be bored and low participation in English class. Those problems of vocabulary must be solved, because it can be difficulties for the students to continue the next level or grade. Also the students may have low motivation in learning English because they feel English difficult. Furthermore, the students will have boredom in the English class.

Based on the students' Problem explanation above, it requires a new method or technique in learning process, especially in vocabulary is not rigid in interesting ways, so that the students do not get bored. These strategies can make students easily remember, recite, and add to the vocabulary that is in their mind or imagination, by developing their memory in their brains through symbols or code is interesting.

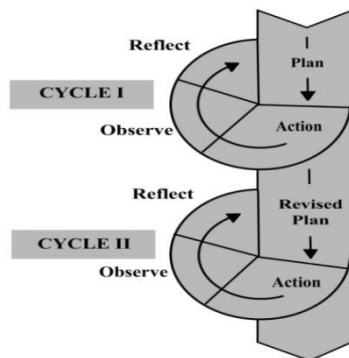
The researcher chooses a media of picture because using pictures technique is a suitable method for the teacher in teaching vocabulary, and it will give solution for the teacher in teaching learning activities. This movement is done to obtain new knowledge or extend the existing knowledge, hence students are

more likely to gain and retain content presented in classes when they associate words to movements and interactions they deal with in every single activity they perform.

METHODS

Design of The Research

The research used Classroom Action Research (CAR) design. It consists of planning, action, observation and reflection. This research conducted in two cycles where each cycle consists of two meetings (two meetings for class treatment, one meeting for evaluation). Those procedures reflected in the following scheme:



Kemmis and Taggart in Burn, 2010.

Achievement Criteria

The indicator of success of this classroom action research, if the students activity get achievement good category and the result of the students' study attain individual completeness ≥ 70 and percentage $\geq 70\%$.

Technique of Analisis Data

In the research, researchers used two kinds of data of analysis namely qualitative and quantitative analysis. The researchers analyzed the data qualitatively based on the observation while teaching and learning process in each meeting per-cycle. It means that the data are described into the words. Then, the researcher analyzed the data quantitatively after conducting the action. It means that the researcher used percentage technique to know the improving students score.

RESULTS AND DISCUSSION

In this study, researcher presentation research findings in terms of providing pre test, action on the first cycle to both.

Results

After finished the researcher in cycle 1 and cycle II, the researcher conducted initial tests to the students to determine students understanding in the classroom. The results of the post-test to the students can be seen in the table below:

Tabel. Data distribution of score about students' vocabulary score on post-test.

No	Students	Things	Part of House	Animal	Total	Total Score	Classification
1.	SC1	4	4	4	12	80	Improved
2.	SC2	3	4	4	11	73	Improved
3.	SC3	3	3	3	9	60	Not Improved
4.	SC4	4	4	4	12	80	Improved
5.	SC5	4	4	4	12	80	Improved
6.	SC6	4	5	4	13	86	Improved
7.	SC7	5	5	4	14	93	Improved
8.	SC8	4	4	3	11	73	Improved
9.	SC9	4	3	3	10	66	Not Improved
10.	SC10	5	5	4	14	93	Improved
11.	SC11	5	4	4	13	86	Improved
12.	SC12	5	5	5	13	86	Improved
13.	SC13	4	4	4	12	80	Improved
14.	SC14	4	4	4	12	80	Improved
15.	SC15	5	5	4	14	93	Improved
16.	SC16	4	3	3	10	66	Not Improved
17.	SC17	5	4	4	13	86	Improved
18.	SC18	4	5	4	13	86	Improved
19.	SC19	4	4	4	12	80	Improved
20.	SC20	4	3	3	10	66	Not Improved
21.	SC21	4	5	4	13	86	Improved
22.	SC22	5	4	4	13	86	Improved
23.	SC23	5	5	4	14	93	Improved
24.	SC24	4	4	4	12	80	Improved
25.	SC25	5	4	4	13	86	Improved
26.	SC26	4	4	4	12	80	Improved
Total score						2104	
Percentage						84,61%	

Classification of Students` Vocabulary Score

Table Data classification of students` score about vocabulary mastery of each cycle.

No	Category	Interval score	Frequency		
			Cycle I	Cycle II	Post test
1	Very high	80 – 100	4	12	20
2	High	60 – 79	12	14	6

3	Enough	40 – 59	10	0	0
4	Low	0 – 39	0	0	0
Total			26	26	26

Based the data above, it showed that there were 26 students in class VII of SMPN 1 Tongauna, the result of students` vocabulary test on first cycle that there were 4 students that got the very high category, 12 students got the high category, 10 students got enough category, and were not students that got low category. Whereas the indicator of successfulness of their vocabulary mastery where minimal 70% of the students got standard 70. It means that the result was still under the achieved.

On second cycle, the result of students` vocabulary test there were 12 students got very high category, 14 students got high categorized into high. Then, no one student categorized into enough, and there were not students that got low category. Whereas the indicator of successfulness of their vocabulary mastery where minimal 70% of the students got standard 70.

Based on this finding, the researcher concluded that the level of students in Class VII^B of SMPN 1 Wawotobi in vocabulary mastery was increased. It means that, there was significant improvement of students` vocabulary score after applying picture media in teaching and learning process.

Discussion

After implementing Picture media in teaching process of vocabulary, it was found that there was improvement vocabulary mastery. Related that some problem that researcher found in SMP Negeri 1 Tongauna, the researcher arranged some planning to solve problem that applied Picture media in learning process. Picture media increase by picture made students easy to collected idea to support the mastery of vocabulary and think about the topic.

At grade VII of SMP Negeri 1 Tongauna consists of 26 students, the students Could be said success if minimally 70% of students have got score 70 individually. It is as minimal standard criteria (KKM) of SMP Negeri 1 Tongauna.

The process of teaching was conducted into two cycles. Each cycle consists of three meeting. The students` score for each cycle was described as follows:

The result of students vocabulary achievement in result of observation pre test students who got score 1306 (15,38) or 4 students got enough achievement, which the vocabulary students is very poor categorized. In the first cycle, the students` score can be described that from 26 students, there were 12 students that got very high score, there were 14 students got high score, no one students got enough score and there was not student that got low score. While students` maximum score was 80, minimum score was 40. The result above, can be interpreted that the students dominated score 70 classified enough. As the result of in the first cycle, the percentage who got score ≥ 70 only 1820 or (46,42%) where the indicator of successfulness from minimal standard 70%. But the result in the first cycle, not fulfill the researcher target, it means that the action should be continued to second cycle.

Those all were reflected and improved to the next cycle. In the second cycle, the students` score can be described that from 26 students. There were 20 students got very high score, 6 students got high score, there were not students got enough score and there were not student low score. While student`s maximum score was 93, minimum score was 60. The result above, can be interpreted that the students dominated

score 70 that classified into high. As the result of in the second cycle, the percentage who got score \geq 70 was 1921 or (76,92%).

CONCLUSION

Based on the result that the researchers has found during action research conducted in the two cycle, the researchers conclude that Picture as a media can improve students vocabulary mastery in the class. It can be seen from the student's score evaluation after applying the technique from the first cycle to second cycle.

The result of students vocabulary achievement in the pre observation result, the students who got score 1306 (15,38%) or 4 students, which the vocabulary students is very poor categorized. In the first cycle while the percentage students who got score \geq 70 only 1639 (42,30%) or only 11 students. Those are reflected an improved to the next cycle. In the second cycle, there searcher found that was more progress than in previous cycle. The percentage of students' vocabulary achievement was 1921 or (76,92%). It was improved about 34,62% than previous cycle. Because the target plan was achieved, there for the treatment was stopped. Based on the result of the study, it showed that Picture as a media can be useful to improve student's vocabulary ability at grade VII of SMP Negeri 1 Tongauna.

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