IMPROVING STUDENTS' VOCABULARY ABOUT ADEJCTIVE TO DESCRIBE PEOPLE BY USING PICTURE

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Abstract : The purpose of the study is to to know how well picture improves the students' vocabulary about adjective to describe people for the tenth grade students of SMA Negeri 1 Sungai Melayu Rayak in academic year 2013/2014. The observation check list and field notes were used to take notes about teaching learning activities which related to the used of picture to teach vocabulary. Based on the research findings that had been conducted by the researcher, it could be seen that there were some improvement on students' vocabulary achievement by using picture. On the first test the means score was 52.6 and the mean score of the second test was 77. These mean scores indicated that there were some improvements in the students. The processes done by the teacher in the classroom worked. Therefore the tenth Grade Students of SMA Negeri 1 Sungai Melayu Rayak in Academic Year 2013/2014 could improve their vocabulary score achievement by using picture. Action hypothesis showed that picture can improve the students' vocabulary achievement.
Keywords : Teaching, Vocabulary, Picture

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui seberapa baik gambar meningkatkan kosakata siswa tentang sifat untuk menggambarkan orang untuk siswa kelas X SMA Negeri 1 Sungai Melayu Rayak di tahun akademik 2013/2014. Dalam penelitian tersebut. Pengamatan check list dan catatan lapangan yang digunakan untuk mengambil catatan tentang kegiatan belajar mengajar yang berkaitan dengan yang digunakan gambar untuk mengajar kosa kata. Berdasarkan temuan penelitian yang telah dilakukan oleh peneliti, dapat dilihat bahwa ada beberapa perbaikan pada prestasi kosakata siswa dengan menggunakan gambar. Pada tes pertama skor sarana adalah 52,6 dan nilai rata-rata dari tes kedua adalah 77. ini berarti skor menunjukkan bahwa ada beberapa perbaikan dalam siswa. Proses dilakukan oleh guru di kelas bekerja. Oleh karena itu Siswa Kelas X SMA Negeri 1 Sungai Melayu Rayak di Tahun Akademik 2013/2014 bisa meningkatkan nilai kosakata prestasi mereka dengan menggunakan gambar. Aksi hipotesis menunjukkan bahwa gambar dapat meningkatkan prestasi kosakata siswa.
Keywords : Mengajar, Kosa Kata, Gambar

Vocabulary is basic element of language. It means without knowing and having vocabulary, someone or language learner will be difficult to understand the other language skills; listening, speaking, reading and writing. People need to learn and acquire vocabulary in order to speak and understand what they have already read or listened to. Besides, it also supports other component and skill of language like grammar and writing. Vocabulary is one important aspects in teaching language, as stated by Edward in his book, "Vocabulary is one of the important factors in all language teaching, students must continually be learning words as they learn structure and as they practice sound sytem." It means that to acquire the language orally and written, the language learner should acquire the vocabulary of target language, in this case is English. Based on Curriculum 2006 or known as *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, one text genre should be learnt by the tenth grade students is descriptive text. Descriptive text is the text which describes about people, something or place. In understanding descriptive text, most of the eighth grade students at SMA Negeri 1 Sungai Melayu Rayak In Academic Year 2014/2015 have difficulties in understanding the vocabulary used to describe someone. It means the students have difficulties in understanding adjectives. It is because commonly the words used in describing someoneare adjectives. Therefore in this research the writer focused on the use of adjectives to describe someone.

The English teacher has to be able to organize teaching and learning activities, they have to give materials by using a suitable media and master the lesson effectively. Especially in learning vocabulary, teachers must make the students able to memorize such words in English language and group of new words. The importance of mastering vocabulary is because vocabulary is the aspects that relates to the meaning of words. It will determine people in developing ideas when they have to write or to say something. Hiebert and Kamil (2005:4) states that, "Vocabulary serves as bridge between the word level process of comprehension." It means that if the students are lack of vocabularies, it will be difficult for them to choose appropriate words to develop idea in saying or writing something. The vocabularies learnt by the students must be acceptable based on the real situation and condition of the students. One important thing in teaching vocabulary is how the students can recognize the words meaning used. Therefore the use of interesting teaching media is needed to encourage the students' motivation and interest to study the vocabulary. One teaching media can be used is picture. Sulaiman (1981: 27) states that "Picture can make people express ideas or information which is implied more clearly than what is expressed by word, either written or orally."

In this research it is identified that teaching technique for senior high school level is challenging. Therefore, in this research the writer wants to make a study about how to teach vocabulary for junior high school students level. The researcher will conduct the study to see how well the picture encourage students' vocabulary mastery. picture is the teaching media used to motivate the students in learning vocabulary. This study conducted the teaching of English vocabulary by using pictures to senior high school students. This will be a report of an

observation will be conducted at SMA Negeri 1 Sungai Melayu Rayak In Academic Year 2013/2014.

METHOD

In this research the writer conducted action research. Watts (1985 :118) quoted from Eileen Ferrance said that action research is a process in which participant examine their educational practice systematically and carefully, using the techniques of research. Hopkins (1985:32) and Ebbut (1985:156) suggest that the combination of action and research renders that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice.

Moreover Cohen and Manion (1994;186) define action research as a small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention. Kemmis and McTaggart (1992:10) argue that doing the action research means planning, acting, observing and steering decision-making and practice. Action research works if the changing individual equally with culture of the groups, institution and society where they come from. For example by applying steps in cycles of action research teacher can analyze the weaknesses of teaching learning process and the students' learning achievement. By having the result of the analysis teacher can use the appropriate teaching technique and can focus to the weaknesses. The improvement can be happened in each cycle. The subject of this research is class X students of SMA Negeri 1 Sungai Melayu Rayak in academic year 2013/2014. The tool of data collecting are as follows: 1) Vocabulary TestThe teacher asked the students to describe someone orally. 2) Observation check list table Observation check list table is used to record the important events that appear during teaching learning process when the treatment is applied. In analyzing the data the writer will use the scoring profile.

Table 1
The Scoring Rubric

Age (5-10)	Height (5-10)	Body (5-10)	Hair (5-10)	Skin (5-10)	Eyes (5-10)	Color (5-10)	Characters (5-10)	Other (5-10)

The score : $\dfrac{Total}{90} \times 100$

In analyzing the data first of all, the will compute the individual students' score based on the scoring table, and then will compute the students' mean score based on the following formula. $\mathbf{M = \dfrac{\sum X}{N}}$

RESULT AND DISCUSSION
Result

The classroom action research had been applied in this research. In order to notify the students' improvement on their reading achievement by using story-telling, the researcher took the students' result which describes the improvement of the students. The result is taken based on the students' vocabulary test. It had been conducted in two cycles. In each cycle the researcher explained the vocabulary to describe something or someone by using multimedia flashcard. Then the researcher asked the students to do the vocabulary test. Then the researcher computed the result of the test then scored the mean of the test. Together with the collaborator, the researcher also obtained the data in observation check list table and field note. After that the researcher and collaborator recognized the strong and weak points in each cycle. The findings of each cycle were presented in the following explanation.The following table shows the description of the two cycles in this research.

Table 2
The Stages On Two Cycles

Stages	1st cycle	2nd cycle
Planning	Preparing the lesson plans made based on the Syllabus	Revisions to lesson plan, especially related with the time management, so the activity would be held in time.
Acting	- Giving the example of a adjective to describe something and place through picture - Students identify someone based on the pictures given - Students do the exercise relates to the adjective to describe someone	- Discussing the mistakes done by the students on the first test and explaining the correct answer for each item. - Teaching another adjective by picture - Giving more explanation about adejctive
Observing	Some of the students still got some difficulties in understanding the use of adjective. It was shown from the mean score of the 1st cycle, 48.9.	- The mean score was 76,7 - The numbers of the students who could get better achievement rather than before increased. - The result showed that the use of picture could help the students to understand the adjective
Reflecting	The students' lack of vocabulary, so the teacher should use suitable techniques to motivate the students understanding the text in context	using picture improved vocabulary mastery, especially adjective

- The students' motivation to be active in the classroom, so the teacher should use suitable technique to increase students' motivation to be active in teaching learning process
- The students' mistakes because they did not understand the adjective, so the teacher should give more explanation about the adjective.

Discussion

The result of students' score in cycle 1:From the scoring table we got the data that some of the students still got some difficulties in understanding the adjective. It was shown from the mean score of the 1st cycle, 52.6 which was categorized poor to average. In the first cycle the researcher together with the teacher collaborator in the classroom did some activities to encourage the students' understanding and achievement on vocabulary. In this process the researcher saw that some of the students were still passive. They only kept silent when their friends were active. The observation check list table and field was inserted in the appendix. The result of students' score in cycle 2: The cycle 2 was administered after the cycle 1. Its purpose was to know the students' achievement after the treatment. The result of the cycle 2 can be seen as follow: From the table we can see that the numbers all of the students who can achieve the score more than 70. The mean score was 77 which was categorized average. It means that the numbers of the students who could get better achievement rather than before increased. The result showed that the picture could help the students to understand the adjective, therefore when they had to do the test they could make it better than before.

The First Meeting(1st cycle): Plan: At the beginning the researcher designed the proposal and then she had the seminar. In the seminar the researcher got many inputs related with the theory, the problems of the students and how to solve the problems, research methodology, tools of data collecting and lesson plans. The researcher revised his design and finally got approve from the first and second supervisor. After completing that the researcher asked the license from the principal of SMA Negeri 1 Sungai Melayu Rayak. Having the license the researcher prepared the administration tools to have the research. The researcher prepared the lesson plans made based on the Syllabus of SMA Negeri 1 Sungai Melayu Rayak with the tenth grade English teacher. The researcher also prepared the observation check list and field note. Act : In the acting the researcher gave the example of adjective through multimedia flashcard. The teacher explained the adjective and the students did the exercise. Observe:The researcher recognized that there were 32 students. Test items were given after the activity on the first cycle was finished.

Table 3
The Scoring table of Students on 1ˢᵗ Cycle

NO	Age (5-10)	Height (5-10)	Body (5-10)	Hair (5-10)	Skin (5-10)	Eyes (5-10)	color (5-10)	Characters (5-10)	Other (5-10)	Total	Score
1	5	5	5	5	5	5	5	5	5	45	50,0
2	5	6	5	6	5	5	5	5	5	47	52,2
3	5	5	5	5	6	6	6	6	6	50	55,6
4	6	6	5	6	6	5	5	6	5	50	55,6
5	5	5	5	5	5	5	5	5	5	45	50,0
6	6	6	6	6	6	6	6	6	6	54	60,0
7	5	6	5	6	5	5	6	6	6	50	55,6
8	5	5	5	5	5	5	5	6	5	46	51,1
9	5	5	5	5	5	5	5	5	5	45	50,0
10	6	6	6	5	5	5	5	6	6	50	55,6
11	5	5	5	5	5	5	5	5	5	45	50,0
12	5	6	5	6	5	5	6	5	5	48	53,3
13	5	5	5	5	5	5	6	5	5	46	51,1
14	5	5	5	5	5	5	6	5	5	46	51,1
15	5	5	5	5	5	5	5	5	5	45	50,0
16	5	5	6	6	6	5	5	5	5	48	53,3
17	5	5	6	5	5	5	5	5	5	46	51,1
18	6	6	6	6	6	5	6	6	6	53	58,9
19	5	5	5	5	5	5	5	5	5	45	50,0
20	5	6	5	5	5	5	6	5	5	47	52,2

										Total	
21	5	5	5	5	5	5	5	6	5	46	51,1
22	5	5	5	5	5	5	5	5	5	45	50,0
23	6	6	6	6	6	6	6	6	5	53	58,9
24	5	6	5	5	6	5	5	5	5	47	52,2
25	5	5	5	5	5	5	5	5	5	45	50,0
26	5	5	6	6	5	5	5	5	5	47	52,2
27	5	6	5	5	5	5	6	5	5	47	52,2
28	5	5	5	5	5	5	5	5	5	45	50,0
29	6	5	5	5	5	5	5	6	5	47	52,2
30	5	5	5	5	6	5	6	5	5	47	52,2
Total											1.577,8
Average											52,6

From the scoring table above we got the data that some of the students still got some difficulties in understanding the adjective. It was shown from the mean score of the 1st cycle, 52.6 which was categorized poor to average. In the first cycle the researcher together with the teacher collaborator in the classroom did some activities to encourage the students' understanding and achievement on vocabulary. In this process the researcher saw that some of the students were still passive. They only kept silent when their friends were active. The observation check list table and field was inserted in the appendix. Reflect The researcher and the collaborator discussed about the weaknesses had by the students in the first cycle. The teacher should give more explanation about the adjective by using picture. It was clearly understood that some students were still passive and then on the test some of the passive students got below 70, because of that the teacher should pay more attention to the passive students in case they do not understand what should. It was because some of the students still felt it was difficult to understand the vocabulary test. Therefore the collaborator and the teacher discussed about these weaknesses of students' attention in teaching learning process.The researcher concludes that important points of students' weaknesses in the first cycle as follows: 1) The students' lack of vocabulary, so the teacher should use suitable techniques to motivate the students understanding the text in context 2) The students' motivation to be active in the classroom, so the teacher should use suitable technique to increase students' motivation to be active in

teaching learning process 3) The students' mistakes because they did not understand the adjective, so the teacher should give more explanation about adjective.

The Second Meeting (2nd cycle): 1) Plan: Based on the result on the second cycle the researcher and the collaborator made some revisions to lesson plan, especially related with the time management, so the activity would be held in time. 2) Act: Before starting the teaching learning process, the researcher discussed the mistakes done by the students on the first test and explained the correct answer for each item. The students' score showed that there was a significance improvement on students' vocabulary achievement. In the acting stage the researcher taught adjective by using picture. Then the researcher gave more explanation about the adjetive to describe something and place. 3) Observe: The following table will describe the students' score achievement.

Table 4
The Scoring table of Students on the 2nd Cycle

NO	Age (5-10)	Height (5-10)	Body (5-10)	Hair (5-10)	Skin (5-10)	Eyes (5-10)	color (5-10)	Characters (5-10)	Other (5-10)	Total	Score
1	8	8	8	8	8	8	8	8	8	72	80
2	7	7	8	8	8	8	8	7	7	68	76
3	7	7	8	8	7	8	8	7	7	67	74
4	8	8	8	8	8	8	8	8	8	72	80
5	7	8	8	8	8	8	7	8	8	70	78
6	8	8	7	8	7	8	8	8	8	70	78
7	7	7	8	8	8	8	7	7	8	68	76
8	8	7	7	8	7	7	7	7	7	65	72
9	8	7	8	7	7	7	7	7	7	65	72
10	7	8	8	7	7	7	8	8	8	68	76
11	8	8	8	8	8	8	8	7	8	71	79
12	8	8	8	8	8	8	8	7	7	70	78
13	7	7	7	7	7	8	8	8	8	67	74
14	8	8	8	7	7	7	7	7	7	66	

											73
15	7	7	7	8	8	8	8	8	8	69	77
16	7	7	8	8	8	8	8	8	8	70	78
17	8	8	8	8	8	7	8	8	8	71	79
18	8	8	8	7	7	7	7	7	7	66	73
19	7	7	7	8	8	8	8	8	8	69	77
20	8	8	8	7	7	7	7	7	7	66	73
21	7	7	8	8	8	8	7	8	8	69	77
22	8	8	8	7	7	7	7	7	7	66	73
23	8	8	8	8	8	8	8	8	8	72	80
24	8	9	8	9	9	9	9	8	8	77	86
25	7	8	8	9	8	7	8	8	7	70	78
26	8	9	8	7	8	8	7	7	7	69	77
27	7	8	7	7	8	8	8	8	8	69	77
28	7	7	7	8	8	8	8	8	7	68	76
29	7	7	8	8	8	8	8	8	8	70	78
30	8	8	9	9	9	9	9	9	9	79	88
Total											2.310
Average											77

From the table we can see that the numbers all of the students who can achieve the score more than 70. The mean score was 77 which was categorized average. It means that the numbers of the students who could get better achievement rather than before increased. The result showed that the picture could help the students to understand the adjective, therefore when they had to do the test they could make it better than before. 1) Reflect: The researcher and the collaborator

concluded that by using picture the students can improve their vocabulay achievement. It is because based on the result of the first, and second cycle, there were significance improvements on students' test score. It showed that the process of teaching learning process to improve the students' vocabulary achievement by using picture worked properly.

Based on the research findings that had been conducted by the researcher, it could be seen that there were some improvement on students' vocabulary achievement by using picture. On the first test the means score was 52.6 and the mean score of the second test was 77. These mean scores indicated that there were some improvements in the students. The processes done by the teacher in the classroom worked. Therefore the tenth Grade Students of SMA Negeri 1 Sungai Melayu Rayak in Academic Year 2013/2014 could improve their vocabulary score achievement by using picture.

The teaching learning process held on two meetings. The time allocation for each meeting is 2 x 40 minutes. During the process the students learnt more about how to understand the adjective and finally they could improve their vocabulary achievement by using picture.

As addition the individual approach was also needed to help the students in teaching learning process, because it could help the students understand the teaching learning process. The individual approach could be done to some students who still have problems in understanding the adjective.

CONCLUSION AND SUGGESTION
Conclusion

Based on the previous chapter, the conclusions are drawn in the following paragraph. In teaching reading teachers must be able to attach the students' attention because of that, teachers must choose appropriate reading genre to be taught One problem faced by most of the students is about their lack of vocabularies. So, if they found that they did not know the meaning of the words they will stop trying to understand the text. It means that teacher should be able to teach the students to get the meaning of the sentence based on the context. The teacher can apply a teaching technique to help the students understand the text from the context. One of the text learnt by the tenth grade used in descriptive text.. Meanwhile most of the adjective used is descriptive text. Because of that the writer was interested to conduct a research to teach vocabulary by using picture. The first test the means score was 52.6, and the mean score of the second test was 77. The mean score indicated that picture improved students' vocabulary achievement. In teaching learning process, teacher can do classroom action research to investigate the students' improvement in teaching learning process. It is because in classroom action research the teacher can apply new teaching techniques and methods which are suitable to improve the students' learning achievement.

Suggestion

Based on the result of the research the researcher made some suggestions to the teacher in the following paragraph. Teacher should consider in using interesting teaching media such as multimedia flashcard to arouse the students' interest on teaching learning process.Teacher should consider that some students need special attention and individual approach, such as when the students do the activities in the classroom, teacher observes the students and individually guides and gives more explanation to the low level students. Teacher should be more concern on all of the teaching learning process which can be more attractive to arouse the students' interest, such as giving attractive games. Teacher should be creative in using teaching media, techniques and methods. So the students can be motivated to be active in teaching learning process. Therefore the students' can increase their achievement in studying English and can achieve the standard based on the syllabus.

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