

**Improving the Esp Students' Vocabulary by Using Pictures
in Agribusiness Study Program of The University of
Pasir Pengaraian**

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ABSTRAK

Penelitian ini dilaksanakan terhadap mahasiswa semester dua program studi agrobisnis Universitas Pasir, Kabupaten Rokan Hulu. Tujuan penelitian ini untuk mengetahui sejauh mana dampak positif penggunaan gambar dalam memperbaiki kemampuan mahasiswa dalam kosakata Bahasa Inggris. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan melalui satu siklus penelitian dengan menggunakan gambar dalam mengajar mata kuliah Bahasa Inggris. Selain menggunakan tes, data yang diperoleh di penelitian ini yaitu melalui observasi, wawancara, kuisioner. Hasil dari penelitian ini menunjukkan bahwa ada peningkatan jumlah kosakata mahasiswa dari penggunaan gambar dalam proses belajar mengajar yang mana bisa dilihat dari nilai rata-rata mahasiswa meningkat dari 53 menjadi 63. Selain itu juga bisa meningkatkan motivasi dan minat mahasiswa dalam belajar Bahasa Inggris.

Kata Kunci: Gambar, Kosakata Bahasa Inggris, Penelitian Tindakan Kelas (PTK)

BACKGROUND

The University of Pasir Pengaraian is a university located in Rokan Hulu regency. It has four faculties and sixteen study programs. One of them is Agrobisnis study program. For Agribusiness study program, English is one of subjects that students must be required. The purpose of this subject is to provide students in English ability especially English used in Agribusiness field. On the other hand, the students do not study

general English, but they learn English for specific purpose (ESP), in this terms English for agriculture and business. Learning English in general and English for specific purpose is different, where in learning English for specific purposes, the students learn more complicated vocabulary.

Furthermore, vocabulary is the basic component of English. It means, students should learn vocabulary in order to be able in achieving the four language skills. In listening, listeners hear words; in speaking they produce words, in reading they have to understand word and in writing they use words to express their thought.

Based on researcher's observation and experience in teaching at that class, he found that students have difficulties in learning English especially on English for Agriculture particularly in vocabulary. Here are their problems in learning English in agriculture terms. First, many students cannot identify the meaning of the words. Besides that, many students cannot memorize the words given for a longer time. Next, many students consider that learning vocabulary is boring when the lecturer teaches them in traditionally way. Traditional way means lecturer come to class and asks the students to read the reading text and ask them to translate or find the difficult words. The last, the researcher found that his students has low motivation in learning English. It can be seen with their passiveness in learning English. They are still afraid to make mistake.

However, the problems above must be solved. If it still continues, it will affect to students' achievement in learning English. In other words, the purpose of learning English cannot be reached.

According to Larsen and Freeman (1986:18) that one of the effective teaching methods is by using of direct method. The example of direct method is the using of picture in teaching English. It is very useful because it will motivate students to

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The result of observation above showed the effectiveness of students in their activities in looking the Pictures, explaining, pronouncing the words, doing the exercise, and discussion. Based on the observation above there were 23 or 92 % of 30 students active in looking the Pictures, 23 or 92 % of 25 students active in explaining, 23 or 92 % of 25 students active in pronouncing the words, 22 or 88 % of 25 students active in doing the exercise, and 24 or 96 % of 25 students active in discussion. From the analysis of observation, most students had given their participation in teaching and learning activities.

2. Observation of the Lecturer

In teaching and learning process, the lecturer was also observed. The observed points were about the teaching method and attitude of the students in teaching and learning process. The observation of lecturer also had been done in three meetings of English class.

Conclusion

In conducting this research, the researcher found some an increase of the students' average scores in pre-test and post-test. The mean score in pre-test was 53 and increased in post-test to be 63. From the observation table of the students, it also shown that the motivation of students in teaching and learning process increased. Application of this study has some strengths of using pictures to increase the vocabulary of the second year students, they are:

- a. The students were trained to be smart in using pictures to increase vocabulary.
- b. By using pictures, the students were easy to remember the words.
- c. By mastering English vocabulary, the students are expected has improvement in English skills; speaking, reading, listening, and writing.

However, the researcher also found the weakness that the students were shy to speak English at the first time the researcher taught them by using pictures.

know the new words. Besides that, the using of picture can help students to imagine the situation, things based on the picture given. Because of that the researcher is very interested to apply it to know the influences of pictures in improving students' vocabulary mastery. The researchers applied it in his students in second semester who took English subject.

THE FORMULATION OF PROBLEM

Vocabulary is the first thing for students to learn the four English skills. As the lecturer in the University of Pasir Pengaraian, the researcher found that some of his students have difficulties in mastering English vocabulary. The problems might come from lecturer, students and the way of lecturer's teaching. In the way of teaching, lecturer has ever tried some methods. Usually lecturer asks students to remember some words. Besides that, the lecturer has ever asked students to write down the words that lecturer said. However, these methods cannot help to increase students' motivation in studying English. It can be seen from the result of the test, where not more than 25 % students can answer lecturer's questions. One way to improve students' vocabulary is taught by using picture. Picture is good used in the class especially for ESP students.

Based on the description above, the researcher would like to do a classroom action research with the title "Improving The ESP Students' Vocabulary by Using Pictures in Agribusiness Study Program of the University of Pasir Pengaraian."

THEORETICAL FRAMEWORK

The Nature of Vocabulary

Vocabulary plays a very important role in developing the four language skills. The more vocabulary the students get the more ability in language skills. Vocabulary is the knowledge of words and words meaning. As **Steven stalh (2005)** in **Diamon**

and Gutlohn (2006:1) puts it, vocabulary knowledge is knowledge; the knowledge of word not only implies a definition, but also implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expends and deepens over the course of a lifetime. Vocabulary is acquired incidentally through indirect experience to words and intentionally through explicit instruction in specific words and word-learning strategies”.

Based on the statement above, the learning vocabulary is basic important element of language. To be good on it, the students can master and understand English Language especially to understand the text written in English.

Teaching Vocabulary

Teaching English for ESP students must have English education background, because here the lecturer introduces a foreign language. So it needs some techniques to introduce new vocabulary to the young learners. Gerlach and Ely (1980) state that techniques are the ways and mean adopted toward an objective by the lecturer to direct learner's activities. There are many types of technique that can be applied in teaching in order to help the lecturer construct a strategy for teaching using efficient and effective techniques when an objective of techniques, which is expected efficient and appropriate to the learner's age, the objective of teaching vocabulary, and type of vocabulary items taught (Murcia and Rosenwieg:1979).

Power (1990:8) points out the students learn best when they are motivated by being interested in the activity and by being involved in activities which are relevant to them. The lecturer also should be able to determine the most appropriate techniques for language teaching skill. Language lecturer should not stress only the material given, but he/she also has to set up a conducive situation that prevents students from the

The Data Analysis

The researcher conducted the research to the second semester students of Agribusiness, The University of Pasir Pengaraian. In order students' ability in vocabulary mastery can be improved after taught by using pictures, the researcher analyzed the result of increasing the students' scores from pretest to post test.

The average score in the pretest was 53; it means that the vocabulary mastery of the students was Poor to Average. After conducted the treatment by teaching them using pictures, the researcher analyzed that there was an increasing of students' result in the post-test. It was shown that average score of students increased to be 63.

Table 6: The Average Scores of the Students in Pre-Test and Post-Test

The Average of Pre-Test	The Average of Post-Test
53	63

Based on the table above, we can see that the average scores of the students increase in post-test. It increased from 53 to be 63. The average score could reach 60 as minimum score, so the research was categorized success.

The Result of Observation

1. Observation of Students

The researcher had observed the students in teaching and learning process. They were observed about their activities by using pictures. The result of the observation was presented below:

Table 7: The Observation of Students

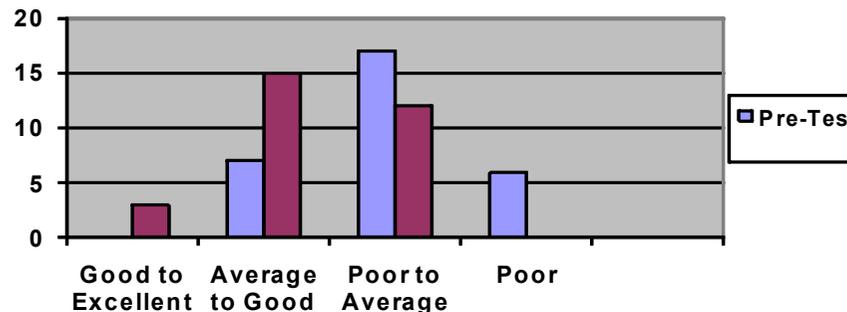
No	Activities	The Effectiveness	
		Numbers of Students	Percentage
1	Look the Pictures	23	92 %
2	Explain	23	92 %
3	Pronounce the Words	23	92 %
4	Doing the Exercise	22	88 %
5	Discussion	24	96 %

Table 5: The Students' Ability Level in Vocabulary Mastery after Taught by Using Pictures

No	Range Score	Ability Level	Frequency	Percentage
1	80 – 100	Good to Excellent	3	10 %
2	60 – 79	Average to Good	15	50 %
3	50 – 59	Poor to Average	12	40 %
4	0 - 49	Poor	0	0 %
Total			30	100 %

From the table above, we can see that there were 3 students or 10 % who got Good to Excellent score, 15 students or 50 % who got Average to Good score, 12 students or 40 % who got Poor to Average score, and no student or 0 % who got poor score.

To see the comparison of the students' level in vocabulary mastery in pre-test and post-test can be seen in the following graphic:



From the graphic above, it can be explained that in the pre-test, the students in Poor to Average scores dominated in this class. It was shown by 17 students or 57 % got score 50-59. This condition was changed after using pictures. In the post-test, the Poor to Average ability students decreased from 17 students into 12 students. There were no students who got Good to Excellent score in pre-test, but, this condition was changed in the post-test, there were 3 students who got Good to Excellent score.

assumption that English is “scary” subject. In addition, in teaching learning process, an English lecturer for ESP students plays a very important role, because he/she is the most influential person in the classroom.

According to **Ruis in Sasmedi (2008)** to improve the teaching of English for the ESP students, the lecturer must know some strategy as follow:

1. The lecturer should know what the techniques most appropriate for their students.
2. It is hoped that the lecturer students mostly appropriate for their student.
3. For the lecturers they should more creative in selecting way in teaching learning –process, to attract the students' attention, because characteristic of students are low motivated, lack of attention and always make crowded by moving around class.

Thus, lecturer must know the character above and can help the students in comprehending context or new vocabulary by using interesting technique. Because of that, the techniques that can be applied to young learners or beginner level should be simple and interesting.

However, the teaching technique can cause the failure of teaching aim. In here, the lecturer must be careful in selecting techniques for teaching. **Petty (in Nurlaelah, 1996)** states there are some techniques which considered appropriate for teaching for young learners English. One of them is teaching English by using the picture. By using picture, the students are enabling to strengthen the aspect of language studied. Picture also supports the student ability to remember the words, meaning and the form of object.

Picture

Picture is painting, drawing and sketch of something, especially as work of art (**Hornby, 1987:631**). The picture is the kind of media for teaching vocabulary. Picture as visual

aids will attract students' attention, and motivate them to learn. As stated by **Ruis in sasmedi (2008)** teaching showing pictures can make the students remember more, more impressed, more interested and more focused. Traditionally, the purpose of using picture has been to describe or illustrate a written or recorded passage. **Brown in Erwadi (2003)** state that picture can be used in many stages of the instructional process, (1) to introduce and motivate study of new topic, to clarify misconceptions, to communicate basic information and to evaluate student's progress and achievement. Furthermore, he suggests some ways of using picture for ensuring maximum student benefit from using them. (2) Using picture can be effective techniques for any proficiencies level language skill. (3) In teaching English using picture need some criteria : lecturer must make sure picture are clear and unambiguous; make sure picture provide reason to communicate (an opportunity or challenge); make sure picture are interesting, simple, accurate useful, legitimate and visible. **Mora in Imelda (2004:22)** states there are several advantages of teaching vocabulary by using picture, they are:

1. To make classroom atmosphere more interesting
2. To make the words stay longer in students' memories
3. Picture are quiet cheap and easy to bring in the classroom

Ransom (1978:227) also gives some advantages of picture as follows:

1. Pictures provide settings for understanding and using new words, as they naturally spoken
2. Picture represent an important step in concept and vocabulary development
3. Picture help broaden observation, opportunities and knowledge, resulting in enlarges and enriched vocabulary.

The Presentation of Test Result

1. The Result of Pre-Test

The researcher did pre-test to the students as the subject of this research; it is the second year students of The University of Pasir Pengaraian, Agribusiness study program. The participants were 30 students. From 30 items, the row score was 18.04 and the average scores was 53.

Table 4: The Pre-test Score and the Students' Ability Level in Vocabulary

No	Range Score	Ability Level	Frequency	Percentage
1	80 – 100	Good to Excellent	0	0 %
2	60 – 79	Average to Good	7	23 %
3	50 – 59	Poor to Average	17	57 %
4	0 - 49	Poor	6	20 %
Total			30	100 %

From the table above, we can see that there were no students or 0 % who got Good to Excellent score, 7 students or 23 % who got Average to Good score, and 6 students or 20 % who got Poor score. This pre-test was to know the students' ability in vocabulary mastery before the treatment.

2. The Result of Post-Test

After giving the pre-test, the researcher conducted the treatments for three meetings. After giving the treatment, the researcher gave post-test to the students to see the increasing of students' vocabulary score between pre-test and post-test.

The items were given as the pre-test. From 30 items, by focusing on calculating the means score of the post-test, it was found that the mean score of students was 63. So it could be stated that the mean score of students in the test was good. Based on students' result in this post-test, we could get all of the second year students were able to get upper 60.

The result of the students' ability in vocabulary mastery can be seen in table 5 as the following:

- Describing

The data which are got during the research activities will be described in order to provide detail information about the setting, the participants and the activities. The aim of this is to provide a true of the setting and events that take place in the research.

- Classifying

The data is categorized into smaller unit based on the form of observation checklist and result of the test during the research activities.

- Interpreting

After classifying the data, the next step is to interpret into general conclusion or understanding

- Written Report

Finally, all of the data that has been analyzed will be presented in a written report.

After that, the data will be analyzed quantitatively. Quantitative means that the data will be presented in form of numerical report of percentage and will be described on the graphic form.

There are ways in order to gain the result of this research such as students score in test, observation sheets, and lecturer's note. It is in order to analyze the data and it find out the students progress in vocabulary taught by using picture added with a letter word. The researcher used the following formula.

$$M = \frac{X}{N} \times 100$$

M = Individual score

X = Number of correct answer

N = Number of Items

(Harris et al, 1996 : 79)

Kinds of Picture

Using picture is a method that is employed to enable the learners to think inductively. It also enables them to interact which the lecturer and classmate actively. According to **Colhoun (1999:04)** a major principle of pictures is to build on children's vocabulary and to facilitate the transition to writing and reading.

There are 4 kinds of picture:

- Chart
- Flash card
- Comic strips
- Picture series

Teaching Procedure

Susan (www.njcu.edu.com) states that there are some sequences in teaching vocabulary by using picture as follows:

- a. The students study picture selected by the lecturer
- b. Then they identify what they see in the picture
- c. After that they read and review the word generated
- d. Then, they use picture to read their own sets of words
- e. Later they classified word according to properties that they could identify.

Ade Nurrofish (2002) conduct some steps in teaching vocabulary through picture as follows:

1. The students look at the picture when the lecturer show to them
2. The students work to choose the picture that they know how to pronounce and researcher
3. The students look at the lecturer based on the picture they had chosen. Students ask the lecturer's question about the picture they had chosen. Their score based on the number of picture they know.
4. If their answer was wrong, the lecturer would give a chance to the other groups answer about the pictures.

5. Students see the picture when the lecturer shows the pictures that were not chosen by the entire group.
6. The students tries to explain what they had seen in the pictures by saying what they saw in pictures, using their native was allowed.
7. The students pay attention and listen carefully when the lecturer explained about the pictures and pronounce the words of picture loudly. The students would repeat what the lecturer has pronounced loudly together.
8. The students pronounce the words and write the words of picture as exercise
9. The students and the lecturer discuss responded to it

Based on the curriculum, there are four steps should be used in teaching process. Those stages are applied to teach language. The research also used the same step in teaching vocabulary by using Pictures. There were some steps in teaching and learning by using picture as following.

1. The students were divided into six group by the teaching
2. The students looked at the Pictures when the lecturer showed to them
3. A student worked is a group to choose the picture that they knew how to pronounce and write.
4. Students' aware were examined by the lecturer based in the pictures they had chosen. Students asked the lecturer's questioning about the pictures they had chosen. Their score was based on the number of they know.
5. If their answer was wrong, lecturer would give a chance to the other groups answer about the pictures
6. Students saw the pictures when the lecturer saw the pictures that were not chosen by the entire group.
7. The students tried to explain what they seen in the pictures by using what they saw in pictures. Using their native was allowed.

4. Reflection

Reflection seeks to make sense of processes, problems, issues and constrains made manifest in strategic action. In this part, the researcher analyzed, and responded to the previous learning process in the cycle to create the next plan for the next cycle. However, if the results of the first cycle have fulfilled the minimum, that is 60, the second cycle doesn't need to be carried out.

The method of collecting data is an important role in doing a research. As explain above the items in pre-test were the same as post-test. The lecturer-would give the question based on the learning topic.

To calculate the students' score, the researcher will see table of score categorization used in The University of Pasir Pengaraian based on the curriculum of English.

The Classification of score

Good to Excellent	80 – 100
Average to Good	60 – 79
Poor to Average	50 – 59
Poor	0 – 49

Harris et al, 1996 : 79

The data will be analyzed with qualitative and quantitative form. Qualitative means that the data is presented in the form of verbal report and described in the graphic form. In this case the data will be gotten from observation and checklist. Gay (2000: 239) suggests some techniques in analyzing the data as follow:

- Data Managing

The data should be managed in observation, checklist and tars from, in order to get good result and easy to analyze.

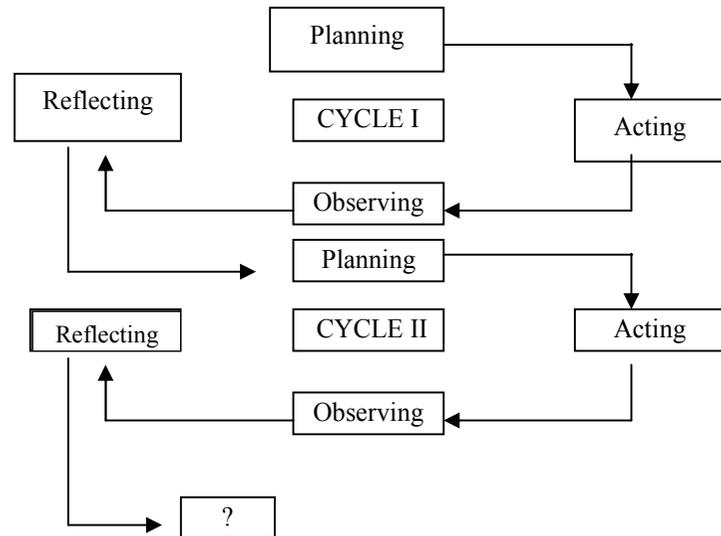
- Reading

The researcher will read and analyze deeply the data from observation checklist

Firstly, as a valuable input for English lecturers in creating an interesting way in teaching vocabulary. If this research is success, it can be applied to other sections even for vocational high school in Rokan Hulu. Secondly, as a contribution to help ESP students in improving their vocabulary master. As a great work for the researcher in enriching his knowledge about the appropriate teaching vocabulary in ESP class. Finally, reader can get more information about how to improve their vocabulary mastery by using pictures.

RESEARCH METHODOLOGY

The researcher uses classroom action research (CAR). Therefore, the researcher will use the cycles that have been developed by **Kemmis and Taggart (1998)** in doing this research. There are four steps of cyclical process, that is, plan, action, observation, and reflection. It can be seen in the following diagram.



(Adopted from Arikunto, 2006)

Classroom Action Research is different to conventional research. Classroom Action research focuses on the process leading to product. After doing research, lecturers will be able to identify their strengths as well as weaknesses of their teaching-learning process. Second, the procedure of Classroom Action Research is in cycles or recycles form. There are four steps in doing Action research that is, planning, acting, observing, and reflecting.

1. Planning

The researcher chooses picture in order to improve student's vocabulary. Before doing the research, the researcher made some preparations such as:

1. Making lesson plans
2. Making observation sheet to a observe students' progress particularly teaching and learning process.
3. Making test and answer tars
4. Choosing the vocabulary being taught. They are : number and on the farm
5. Providing pictures

2. Action

Based on the two procedures above, the researcher has conducted her own steps in teaching vocabulary by using picture as follows: 1). The lecturer show students a picture related to the topic that they have learn *Part of plant, the objects in farm and tools used in farming*, 2). The students look the picture, 3). The lecturer asking them about the picture, 4). The students tries to explain what they had in the picture, using their native language is allowed, 5). The lecturer explain about the picture and pronounce the new word loudly, 6). The students repeat what the teaching has pronounce together, 7). The Lecturer giving exercises from the source book and ask the students to do it and 8). The lecturer and the students are discussing the answer of exercise