

LEMBAR PENGESAHAN ARTIKEL ILMIAH

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING PICTURES
MEDIA AT THE THIRD GRADE OF SDN 010 KEPENUHAN**

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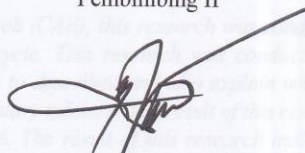
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IMPROVING STUDENTS VOCABULARY MASTERY BY USING PICTURES MEDIA AT THE THIRD GRADE OF SDN 010 KEPENUHAN

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ABSTRAK

Penelitian ini adalah penelitian tindakan kelas yang dilakukan sebanyak 2 siklus, yang terdiri dari 4 kali pertemuan dalam 1 siklus. Penelitian ini diadakan untuk mengatasi masalah yang ada di lapangan dan juga untuk mendeskripsikan serta menjelaskan apakah media gambar dapat meningkatkan penguasaan kosakata siswa/i SDN 010 Kepenuhan. Hasil penelitian ini adalah; pre-test 56.80%, siklus 1 71.80% and siklus 2 80.47%. Hasil dari penelitian ini menunjukkan bahwa media gambar dapat meningkatkan penguasaan kosakata siswa/i SDN 010 Kepenuhan. Faktor-faktor yang mempengaruhinya, yaitu: (1) Pemilihan media gambar yang sesuai. (2) Penerapan media gambar. (3) Management kelas. (4) Praktek. (5) Guru mendukung siswa yaitu sebagai fasilitator dan motivator.

Kata Kunci : Meningkatkan, Penguasaan Kosakata dan Media Gambar.

ABSTRACT

This Research was classroom action research (CAR), this research was conducted in two cycles that consisted of four meeting in a cycle. This research was conducted to overcome the existing problem on the field as well as to described and also explain whether the pictures media could improve the students' vocabulary mastery. The result of this research in pre-test 56.80%, cycle 1 71.80% and cycle 2 80.47%. The result of this research indicated that the pictures media could improve the students' vocabulary mastery, then found the factors that improved: (1) The selection of appropriated pictures media. (2) Applying pictures media. (3) Management of the class. (4) Practiced. (5) Teacher supported the students as the facilitator and motivator.

Key words: Improving, Vocabulary Mastery and Pictures Media.

INTRODUCTION

Teaching vocabulary is very important. It is very important because without vocabulary students could not speaking, writing, and could not understand the meaning of a sentence or could not understand what the people say. Vocabulary had been tough start from elementary school. In this age, the students can accept the materials of vocabulary well.

In the process mastering vocabulary, there were many ways we could do, such as: the students should be

always practiced and memorized their English vocabulary in teaching and learning process. They should follow English courses or made small group discussion at home or outside. The student should practice their English vocabulary both inside and outside. If students did those activities, it would improve their vocabularies.

Based on the researcher observation when the researcher did practice teaching at the SDN 010 Kepenuhan, students seemed lack of mastery the vocabulary because of some factors. First, the student

lack of vocabulary mastery and students lack of interest on the English subject, because the method did not engage. Second, the students lack of motivation to study English. Third, the students more opting to receive the punishment of the memorization. Fourth, the students were bored study English, they often asked permission, and cheated to their friends.

In this case, the researcher could analyze of the students did not understand the concept of the English subject, there were some factors: first, teacher often used the discourse methods. Second, there was no variation in using the English media, in order to make the students motivated in learning English, so that they were pictures, songs or short story book. Third, the students were difficult in their language learning. This case could be observed in third grade students of SDN 010 Kepenuhan.

The most problems noticed by the researcher. The students difficult understanding words and sentences, so that, the score of students in mastery vocabulary about 67% students that got between 10-59 score. Only 33% students got score between 60-100. It means that the students still had low scores in vocabulary mastery. It was taken by the result of students' score in lesson one at the first semester.

For this problem, the researcher needed suitable media, strategies or media to help students mastery in vocabulary. Therefore the researcher would apply pictures media to get goal in vocabulary teaching process.

Based on the problem explanation above the researcher was interested to carrying a research entitled "Improving Students Vocabulary Mastery by Using Pictures Media at the Third Grade of SDN 010 Kepenuhan".

The formulation of this research can be formulated as follows:

1. To what extent can pictures media improve students' vocabulary mastery

at the third grade of SDN 010 Kepenuhan.

2. What factors that influenced of student's vocabulary mastery by using pictures media at the third grade of SDN 010 Kepenuhan.

This research was conducted to found out:

1. To explain whether the pictures media could better improve students' vocabulary mastery at the third grade of SDN 010 Kepenuhan.
2. To explain the factors that influenced of student's vocabulary mastery by using pictures media at the third grade of SDN 010 Kepenuhan.

Review of the Related Literature

Definition of Vocabulary

According to Susanti (2002:89), "Vocabulary is the total number of words in a language. It is also a collection of words a person knows and used in speaking and writing ". It means that vocabulary is collection of the words used every one to use in speaking and writing.

Vocabulary mastery

According to Swannel adopted by Larasati (2011:12) mastery is comprehensive knowledge. From the definition, mastery is wide; it covers all of the elements of knowledge. It means that mastery is a comprehension about all of knowledge. Mastery is the knowing and understanding everything about knowledge. Moreover Cameron (2001:78) vocabulary skills included: pronunciation, spelling, grammar and meaning.

Definition of Picture

According to Anitah adopted by Erlina (2012:8) picture is the media which most commonly use in study. Some excess of picture is concrete character, can overcome limitation. The price is cheap and also is easy to made and also used in the class. It means that pictures possible used in teaching vocabulary, because

picture commonly used in study and also easy to made, found and cheaper.

Teaching Procedure

The major steps to teach vocabulary through pictures media were:

- a) The teacher showed to students a picture media related to the topic.
- b) The students looked the pictures media.
- c) The teacher asked them about the pictures media showed.
- d) The students tried to explain what they had in the pictures media.
- e) The teacher explained about the pictures media and pronounced the new words loadly.
- f) The students repeated what the teaching has pronounced together.
- g) The teacher and students discussed about the difficult words.
- h) The teacher gave exercise LKS and asked the students to do it.
- i) The teacher and the students discussed the answer exercise.

B. RESEARCH METHODOLOGY

Research Design

This research was classroom action research (CAR), the researcher choose classroom action research to improve their Quality in learning and teaching English and revise classroom learning and teaching process to be better. Whardani (2009:1.4) action research is a research to do by the teacher in his class through self-reflective, wich purposes to improve his performance as a teacher so that result of learning can increase.

PLAN

In this step, the research was implemented:

- a) Preparing the material, that preparing the pictures media.
- b) Designing lesson plans which include the activities or step in applying pictures media.

Action

The major steps to teach vocabulary through pictures media were:

- a) The teacher showed to students a picture media related to the topic.
- b) The students looked the pictures media.
- c) The teacher asked them about the pictures media showed.
- d) The students tried to explain what they had in the pictures media.
- e) The teacher explained about the pictures media and pronounced the new words loadly.
- f) The students repeated what the teaching has pronounced together.
- g) The teacher and students discussed about the difficult words.
- h) The teacher gave exercise LKS and asked the students to do it.
- i) The teacher and the students discussed the answer of exercise.

Observation

The researcher was helped by the collaborator to observe the activity in teaching and learning process. The collaborator used observation sheet to explain which parts students include, which parts they eliminated might or forgot to include and which parts needed expanding to showed comprehension.

Reflection

Here, researcher analyzed, reviewed and responded the activities that in cycle 1. If the activity was not reach yet, the researcher continued next cycle. That were cycle 2 and cycle 3. The steps and the activity were same as cycle 1, only difference on the emphasis because of some short revision.

According to Widoyoko (2012:33) to collect the data, in the research can use many methods, they were questionare, interview, observation, video record and tes. To calculated the students' scores. The researcher can be seen on the table of scores categories used in SDN 010

Keenuhan based on the curriculum of English.

Table1: The classification of the score

Good to excellent	80-100
Average to good	60-79
Poor to average	50-59
Poor	0-49

Harries et al adopted by Donal (2012:89)

According to Mills in Wardhani (2009:5.4) an attempt by the teacher to summarize the data that was collected in a dependable, accurate, and correct manner. It can be concluded that the data was analyzed in a strive to did by the teacher as the researcher collected the data.

To analyzed the data, the researcher should do pre-test to the students before applied pictures media in teaching and learning process on students' mastery vocabulary at pronunciation, spelling and meaning, than the researcher took the result evaluation after applied teaching English vocabulary by using pictures media. This media was for measured students' increasing ability or not after applied pictures media, than the data was analyzed based on the following steps:

Quantitative Data

Vocabulary test was calculated based on the scoring criterion and was analyzed statistically and quantitatively by putting them into numbers. The students' score was taken at the end of each cycle. The result in the form of numeric data was transferred into graphs, matrices and percentage. Zainil adopted by Suri (2010:35) states data which is presented in the form of number or score is quantitative data which was analyzed by percentage, then continued into graphs.

The test result also was counted by showing the percentage of each test result to see the results of improvement. The researcher used the formula percentage that proposed by Sudjana adopted by Suri (2010:36)

The formula is:

$$P=f/N \times 100\%$$

Where:

P:Percentage of Students' vocabulary mastery successfulness.

F: Number of students who are able to reach vocabulary mastery.

N: total number of students.

In the percentages of four indicators, the focus was given more on the pronunciation. Therefore, it had twice as much calculation than other indicators, where pronunciation had 40% of scoring.

In calculating the score from each indicator, the standard percentage of each indicator had been divide as 40% in pronunciation, 20% in spelling, 20% in meaning, an 20% in grammar.

Table 2: The percentages of indicators vocabulary mastery

No	Indicators of vocabulary mastery	Percentage
1	Pronunciation	40%
2	Spelling	20%
3	Meaning	20%
4	Grammar	20%

Sudjana in Suri (2009:37)

In each indicator, the general formula is:

Total percentage = score/total score x indicators percentage
Meanwhile, the specific indicators formula are:

Pronunciation percentage = score / total score x 40%

Spelling percentage = score / total score x 20%

Meaning percentage = score / total score x 20%

Grammar percentage = score / total score x 20%

Qualitative Data

The data were taken from the observation sheet, field notes, video record and interview to analyze qualitatively at

the end of each cycle. To analyzed qualitative data the researcher was applied five steps offer by gay and Airasian in Donal (2012:89-90) as follow: data managing, reading the note, describing, classifying and Interpreting .

C. FINDING AND DISCUSSION

Finding

In analysis was described the data in pre-test, evaluation cycle one and evaluation cycle two. So in this section was description to divide in per cycle, in can be seen as follows:

a. Pre-test

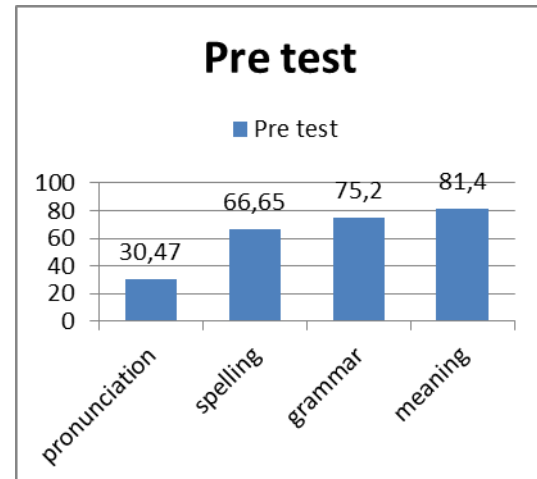
The researcher have been analyzed the data of students' scores in pre-test, the data taken from students' score before applied cycle one, it can be seen on the table below:

Table 3: The result of students' vocabulary mastery before using pictures media

N o	Students' score	Total score	Ability level
1	01	44	Poor
2	02	44	Poor
3	03	56	Poor to average
4	04	72	Average to good
5	05	56	Poor to average
6	06	34	Poor
7	07	74	Average to good
8	08	46	Poor
9	09	44	Poor
10	10	56	Poor to average
11	11	46	Poor
12	12	68	Average to good
13	13	74	Average to good
14	14	46	Poor
15	15	74	Average to good
16	16	72	Average to good
17	17	60	Average to good
18	18	68	Average to good
19	19	32	Poor
20	20	76	Average to good
21	21	48	Poor to average
Sum		1193	-
Average		56.80	-
Percentage		56.80	Poor to average

The result of students' vocabulary mastery before using pictures media were presented in the following diagram:

Diagram 3: The result of students' vocabulary mastery before using pictures media



In this case, the researcher analyzed the result of students' vocabulary mastery before using pictures media shows that the percentage of total score was 56.80%, the higher score was 76 and the lowest score was 32. In pre-test, there were 8 students (38.09%) who passed the minimum standard score (68) at SDN 010 Kepenuhan. Among indicators, the highest indicator score was the aspect of meaning that they could reach 81.4%. While the lowest indicator was pronunciation, it was only 30.47%.

a. Evaluation cycle 1

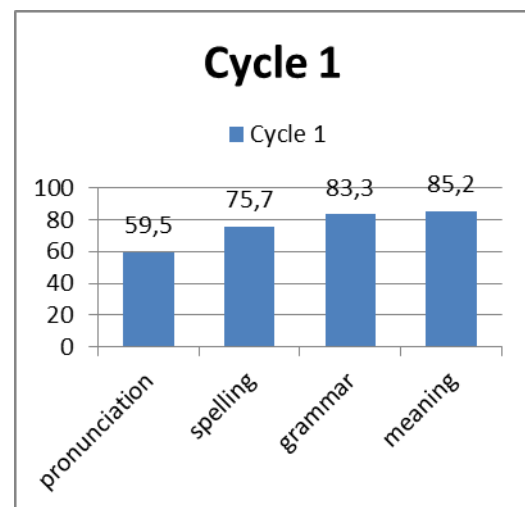
The researcher was conducted the action in cycle one. The researcher was observed the data finding in cycle 1. It can be described as bellow:

Table 4: The Result of Students' Evaluation Score in Cycle 1

No	Students' Code	Total score	Ability level
1	01	58	Poor to average
2	02	60	Average to good
3	03	64	Average to good
4	04	80	Good to excellent
5	05	70	Average to good
6	06	60	Average to good
7	07	90	Good to excellent
8	08	58	Good to excellent
9	09	62	Average to good
10	10	76	Average to good
11	11	72	Average to good
12	12	66	Average to good
13	13	80	Good to excellent
14	14	68	Average to good
15	15	82	Good to excellent
16	16	90	Good to excellent
17	17	74	Average to good
18	18	82	Good to excellent
19	19	62	Average to good
20	20	78	Average to good
21	21	76	Average to good
Sum		1508	-
Average		71.80	-
Percentage		71.80%	Average to good

The Result of students' evaluation in cycle 1 can be presented in following diagram:

Diagram 4: The Result of Students' Evaluation in Cycle 1



In cycle 1, the result of students' vocabulary mastery increased, after applied the pictures media showed that the percentage of total score was 71.80%. The highest score was 90 and the lowest score was 58. In evaluation cycle 1, there were 13 students (61.90%) who passed the minimum standard score. Among indicators, the highest indicator score was still the aspect of meaning that they could reach 85.2%, while the lowest indicator was pronunciation, it was only 59.5%.

b. Evaluation cycle 2

The researcher was observed the data finding in cycle 2, it can be described as follow:

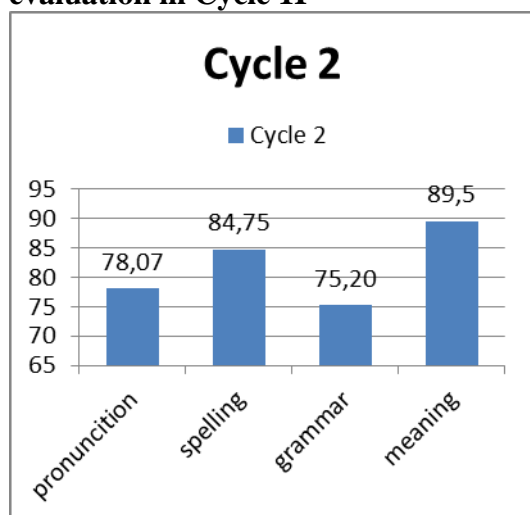
Table 5: The result of students' evaluation in Cycle 1I

No	Students' score	Total score	Ability level
1	01	72	Average to good
2	02	70	Average to good
3	03	80	Good to excellent
4	04	100	Excellent
5	05	76	Average to good
6	06	72	Average to good
7	07	92	Good to excellent
8	08	70	Average to good
9	09	70	Average to good
10	10	80	Good to excellent
11	11	88	Good to excellent

12	12	72	Average to good
13	13	76	Average to good
14	14	72	Average to good
15	15	92	Good to excellent
16	16	90	Good to excellent
17	17	76	Average to good
18	18	88	Good to excellent

The result of students' evaluation in cycle 1I can be described in the following diagram:

Diagram 5: The result of students' evaluation in Cycle 1I



In cycle 2, there was significant improvement the result of students' vocabulary mastery. However, based on the table above, after applied the pictures media showed that the percentage of total score was 80.47%. The higher score was 100 and the lowest score was 70. In evaluation cycle 2, all of students could pass the minimum standard score. Among indicators, the highest indicator score was still in the aspect of meaning that they could reach 89.50%. While the lowest indicator was grammar, it was only 75.20%.

Discussion

In relation to the first purpose of the research in improving students'

19	19	76	Average to good
20	20	96	Good to excellent
21	21	82	Good to excellent
	Sum	1690	-
	Average	80.47	-
	Percentage	80.47%	Good to excellent

vocabulary mastery by using pictures media, there was improvement of students' vocabulary mastery that can be seen from the finding of pre-test to cycle 1 to cycle 2. It showed by the improvement in percentage of the test result by applying pictures media in general, and also from the field notes and interview. The scores improvement from the pre-test to first cycle achievement was 15.0%. At the second cycle improved significantly, that was 8.67%. This result described that students' vocabulary mastery was significantly improved by applying pictures media.

In first cycle, the students still rather confused, because some students not understand yet the way of learning, because they were often writing and pronouncing the words. So they were feel different method like usually.

In second cycle, there was significant improvement of the result of students' vocabulary mastery. The students felt enjoy and interested with pictures media in teaching and learning process. Based on instrumentations showed that most of students' had good willingness to be active with applied pictures media. The percentage of students' vocabulary mastery in every test starting from pretest until cycle 2 could be seen bellow:

Table 6: The percentage of students' vocabulary mastery by using pictures From Pre-test to cycle 2

No	Vocabulary mastery	The Percentage of students vocabulary mastery	Ability level
1	Pre-test	56.80%	Poor to average
2	Cycle 1	71.80%	Average to good

The percentage above showed that the improvement of students' vocabulary mastery in every test, it started from pre-test, cycle 1 and cycle 2. They were 56.80% for pre-test, 71,80% for cycle 1 and 80.47 for cycle 2. It means that there was improvement in every cycle.

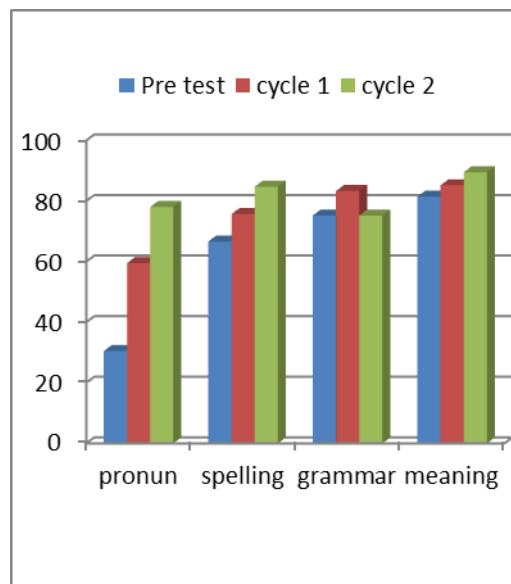
Table 7: The increasing of percentage students' Vocabulary mastery in each indicator in every test

Kinds of test	Pre-test	Cycle1	Cycle 2
pronunciation	30,47 %	59,5 %	78,07 %
Spelling	66,65 %	75,7 %	84,75 %
Grammar	75,2 %	83,3 %	75,20 %
Meaning	81,4 %	85,2 %	89,50 %

The increasing of percentage students' Vocabulary mastery in each indicator in every test presented in the following diagram:

Diagram 6: The increasing of percentage students' vocabulary mastery in each indicator in every test

3	Cycle 2	80.47%	Good to excellent
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Based on the table above, it can be seen that the increasing of percentage of students' vocabulary mastery test. For pronunciation, 30.47%, in pre-test, 59.5% in cycle 1 and 78.07% in cycle 2. For spelling, 66.65% in pre-test, 75.7% in cycle 1 and 84.75% in cycle 2. For grammar, 75.2% in pre-test, 83.3% in cycle 1 and 75.20% in cycle 2. For meaning, 81.4% in pre-test, 85.2% in cycle 1 and 89.50% in cycle 2.

After applying pictures media every meeting in cycle 1 and 2, the students got much improvement that showed by the increased of percentage of each indicators of vocabulary mastery as had been described before. The finding of this research proved the theory in review of related theories that students' vocabulary mastery could be improved by applying pictures media. By using pictures media, the students'

vocabulary mastery could be much better.

In limitation of the research presented the formulation as the basic of the research, in order to stay on the purpose of the research. This research refers to formulation of the research as below:

1. To what extent pictures media can improve students' vocabulary mastery at the third grade of SDN 010 Kepenuhan.

Based on the description and analysis above, it was proved by applying of pictures media could improve the student vocabulary mastery. As seen at tables 11 and 12. The percentage above showed that the improvement of students' vocabulary mastery in every test, it started from pre-test, cycle 1 and cycle 2. They were 56.80% for pre-test, 71,80% for cycle 1 and 80.47 for cycle 2. It means that there was improvement in every cycle. It's showed that the categories of students' ability level from poor to average become good to excellent.

2. The factors influence the change of students' vocabulary mastery by using pictures media at third grade of SDN 010 Kepenuhan.

There were some factors influenced the improvement of student' vocabulary mastery:

1. The selection of pictures media
Teacher must be creative selecting of the pictures media, because it was influenced in increasing of students' vocabulary mastery. If the teacher more creative in selecting the pictures, the students will be more interested and active in teaching and learning process, as have done by the researcher teaching and learning.
2. The applying of pictures media

The process of applying the media also influenced in increasing of students' vocabulary mastery. Because the teacher applied the pictures media, there were some improvements in English vocabulary, among pronunciation, spelling, grammar and meaning.

3. Management of class

Management of the class very influenced in increasing of students' vocabulary mastery. The word management refers to manage the class and the process of teaching and learning. The researcher was apply the management of class, like choosing the strategy in teaching and learning and manage the time.

4. Practices

The increasing of students' vocabulary mastery by using pictures media was influenced by practicing four indicators, especially in pronunciation. The students practiced by saying and repeating, then practice in front of the class, by these methods, the students easy to remember the vocabulary (words). The students' were not only practiced in the class, students' also practiced with their friends out door caused of interested and enjoy by applying pictures media.

5. Teacher support to the students

The teacher supported to students as facilitator and motivator in teaching and learning process. Support was given in the starting the lesson by giving the example and support was also gave it if students face there was difficulty in learning process.

Conclusion and Suggestion

Based on the activities of the improving students' vocabulary mastery by using pictures media at the third grade of SDN 010 Kepenuhan, there

were some conclusion that can be drawn from this final research. They are: the pictures media were useful and effective to improve students' vocabulary mastery, pictures media was better to improved students' vocabulary mastery. As described in finding and result of this research. The factors influence the change students' vocabulary mastery are: the selection of pictures media, the applying of pictures media, management of class, practices and teacher support to the students.

Based on the conclusion and implications above, there were some suggestions that could be useful in teaching vocabulary mastery for elementary level, there are: the researcher suggested for English teacher, especially for elementary school teachers to be creative in selected suitable pictures. In order to made students interesting and enjoying to followed the study. It was better for the next researcher to used pictures media as the media used in conduct the research. The research also suggested conduct the action research by using pictures media and made improvement or innovation of teaching English especially for the beginner (elementary school). For English teacher, used pictures media and choose the methods who suitable as students like in process teaching and learning. Teacher expected to prepare the program of study evaluated well. The researcher suggested to the teacher to cooperated and changed idea with the other teacher to overcome the problems in the class.

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