



**PENINGKATAN PENGUASAAN PEMBEDAHARAAN KATA DALAM MATA
KULIAH APLIKASI BAHASA INGGRIS PADA TAHUN PERTAMA PADA
PROGRAM STUDI TEHNIK SIPIL
DI UNIVERSITAS EKASAKTI PADANG**

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Abstrak

Penelitian ini dilaksanakan terhadap mahasiswa semester satu program studi tehnik sipil Universitas Ekasakti, Padang. Latar belakang dalam penelitian ini adalah mahasiswa memperoleh kesulitan dalam pembedaharaan kata-kata dalam pembelajaran Bahasa Inggris. Kemudian, masalah ini juga datang, dimna dalam observasi, penulis melihat dimana dosen berusaha dalam menggunakan sedikit metode dalam pembelajaran. Sehingga, adapun rumusan permasalahan dalam penelitian ini adalah: (1) Kesulitan siswa dalam pembedaharaan kata-kata; dan (2) Di dalam pembelajaran, dosen berusaha menggunakan metode. Adapun, 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. Jumlah partisipannya adalah 40 mahasiswa. Dalam tehnik pengumpulan data, penulis menggunakan tes, data yang diperoleh di penelitian ini yaitu melalui observasi, wawancara, kuisisioner. Sedangkan, di dalam analisa data, penulis menggunakan kuantitatif dan kualitatif. Dan ,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, pada siklus I, dan hasil belajar yang diperoleh dari siklus II menjadi 80. Selain itu, motivasi dan minat belajar mahasiswa dalam belajar Bahasa Inggris meningkat.

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



ABSTRACT

This research was conducted on one semester students of civil engineering study program of Universitas Ekasakti, Padang. Background of the problem was the students of difficulties in mastering English vocabulary and lecturer has ever tried some methods. So, the research questions were: (1) the students of difficulties in mastering English vocabulary; and (2) lecturer has ever tried some methods. The purpose of this study is to know the extent of the positive impact of the use of images in improving students' skills in English vocabulary. This research is a Classroom Action Research (PTK) conducted through a research cycle using images in teaching English subjects. And the participants of the research was 40 students. In addition to using the test, the data obtained in this study is through observation, interviews, questionnaires. But, the data will be analyzed with quantitative and qualitative. The results of this study indicate that there is an increase in the number of vocabulary students from the use of images in teaching and learning process which can be seen from the average student increased from 53 to 63 for the cycle I, and the cycle to II average student increase from 80. It also motivation and interest of students in learning English could improve.

Keywords: Picture, Vocabulary Mastery and Classroom Action Research (PTK)

A. INTRODUCTION

English is still seen as a language number one at schools. Students' interest in this language is enormous and I dare say there is no school where English language is not taught. English is a part of school curriculum. On the other hand, the students do not study general English, but they learn English for Specific Purpose (ESP). In this terms English for civil engineering. Learning English in general and English for specific purposes is different, where in learning English for specific purposes, the students learn more complicated vocabulary.

Furthermore, vocabulary is the first thing for students to learn the four skill. As the lecturer in the Ekasakti University of Padang, the researcher found that some her and 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 can not help to increase students motivation in studying English. It can be seen from result the test, where not more than 30 % students can answer lecturer's questions. One the way to improve students' vocabulary 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 classroom action research with the title "Improving The ESP Students' Vocabulary by Using Picture in Civil Engineering Study Program at First Semester of the University of Ekasakti University Padang".

Vocabulary is the first thing for students to learn the four English skills. As the lecturer in the University of Ekasakti University, 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. This research has purpose of the research as follows:

- a. to know the students' achievement in learning vocabulary.
- b. to know the students' respond to the using of pictures.
- c. to know the effectiveness the use of pictures to improve the vocabulary mastery

B. METHOD OF THE RESEARCH

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. 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.

3. Observation

To know students' vocabulary mastery there will be a checklist while the teaching and learning process taking place. Checklist is done during the classroom activities. In doing the checklist, the researcher will invite collaborator to the classroom. The classroom, however, will be handled by the research that is in charge of teaching vocabulary by using charts.



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
- 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 from of numerical report of percentage and will be described on the graphic from.

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, 1996:76)

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 Ekasakti Padang Civil Engineering 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 57 % 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.

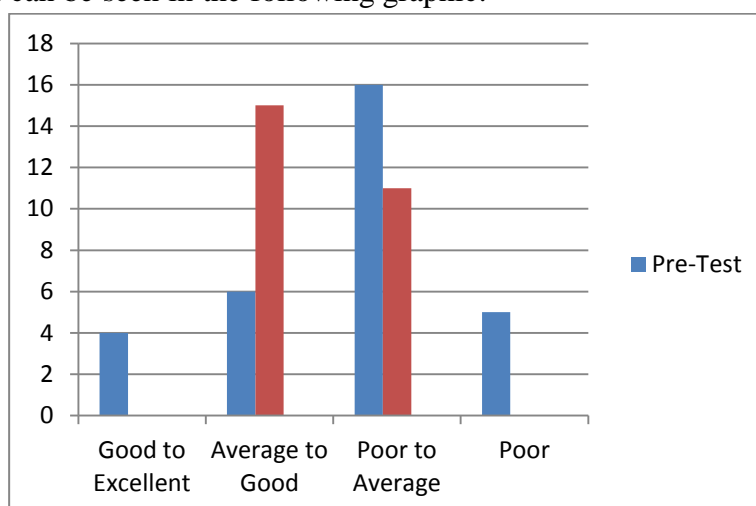
The items were given as the pre-test. From 30 items, by focusing on calculating the means score of the post-test, it was found that the mean score of students was 63. So it could be stated that the mean score of students in the test was good. Based on students' result in this post-test, we could get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

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.

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 3: The Observation of the 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 %

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.

C. FINDING AND DISCUSSION

1. The finding

This research was conducted to answer the research questions: 1) to what extent can vocabulary by using pictures to Improving the ESP Students' Vocabulary by Using Pictures In Civil Engineering Study Program at First Semester of Ekasakti University Padang? and 2) what factors influencing Improving the ESP Students' Vocabulary by Using Pictures In Civil Engineering Study Program at First Semester of Ekasakti University Padang?

By looking at the data analysis The researcher conducted the research to the first semester students of Civil Engineering Study Program, The University of Ekasakti Padang during two cycles. 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 pre-test to post-test. The researcher did pre-test to subject of this research; it is first semester of the Ekasakti University. The participants were 40 students. From 30 items, the row score was 18.04 and teh average scores was 53.



2. Discussion

From the two cycles in this action research, the researcher concluded that students' Vocabulary mastery could improve the ESP Students' Vocabulary by Using Pictures.

Based on the findings of this research, it was stated that pictures could better improve the first semester at Civil Engineering study program of Ekasakti University Padang of 2015/2016. The improvement could be seen from cycle 1 until cycle 2.

D. Conclusion

In conducting this research, the researcher found some an increase of the students' average scores in pre-test and post-test. The means 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 some strengths of using pictures to increase the vocabulary of the first years 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 why to speak English at the first time the researcher taught them by using pictures

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