

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH  
USING MEDIA PICTURE OF 2016/2017 SECOND GRADE OF SD RAUDHATUL HASANAH**

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**ABSTRACT**

The present classroom action research dealt with the improving vocabulary through media picture to the second grade students of SD Raudhatul hasanah in academic year 2016/2017. The present classroom action investigation was basically triggered by the fact that the subjects under study still faced problem in learning vocabulary. The problem of the study could be formulated as follows: can vocabulary mastery of the second grade students of SD Raudhatul hasanah in academic year 2016/2017 be improved through picture? There is one class as many as thirty students in SD Raudhatul hasanah. In this classroom action study, the teaching and learning processes were divided into two cycles where each cycle consisted of two sessions. The obtained data of the present classroom action study were collected through the administration of pre-test, post-test, and questionnaire which were analyzed descriptively. The present classroom action study was started with administering pre-test to the subjects under study. The grand mean figure of post test scores obtained by the subjects under study in cycle I was 51,2 and in cycle II was 85,1. There was a significant difference of the grand mean figure between cycle I and cycle II. The difference of the grand mean figure of cycle I and cycle II was 33,9. These findings clearly showed that picture could improve vocabulary mastery of the second grade students of S D Raudhatul hasanah in academic years 2016/2017. The result of the data analysis of questionnaire score showed the comparative percentage figures of 71.61% for option A, 27.34% for option B, 1.05% for option C, and 0% for option D. The comparative percentage figures clearly showed the subjects' attitude and motivation in learning vocabulary changed positively.

**Key-Words** : *Media Picture, Vocabulary Mastery*

the lesson, so that the lesson is more interesting and relevant to the need of learning.

## **I. INTRODUCTION**

Vocabulary is one of the basic elements in achieving language skills. Students usually have many problems in mastering English words. They have limited vocabulary to comprehend the meaning of a text; they do not know the context of word used in the text; they cannot recognize the meaning of each word; they are not able to hear English words from the speaker; they cannot compose their writing task successfully; and they get difficulties to state some sentences in English. Those problems cause them difficult to communicate receptively or productively in English. So, it can be concluded that vocabulary is the most cause of difficulty for the students.

Therefore, in teaching vocabulary, an English teacher can use several media. The aims of using media, a variety of media in teaching are to make the lesson easy and interesting for students to learn and understand. Media can be used to explain language meaning and contraction, engage students in a topic or as a basis of whole activity (Harmer, 2003 : 134). An English teacher must know how to stimulate student's curiosity and must be able to present

English teacher are expected to help the students better to develop their competence to use foreign language, therefore teacher should have suitable media to present the lesson to the students. This study chooses picture as media because media can make the students more interesting.

As has been demonstrated in the same study, that the use of media images can improve the vocabulary of students, such as those conducted by Joanna Elsy in 2013 with the title "Teaching Vocabulary by Using Picture to the Third Grade Students (A Pre-Experimental Research to the Third grade Students of SDN 09 rangkang Bengkayang in Academic Year 2012/2013)."

The Identification of the Problem 1). Students have limited vocabulary to comprehend of lesson. 2). Needed appropriate learning media to improve students' learning ability.

In this paper, the writer limits the subject matters to discuss on improving students' vocabulary mastery through using media

picture of 2016/2017 second grade of SD Raudhatul Hasanah.

The writer formulates research question as follows: Does students' vocabulary mastery through using media picture of 2016/2017 second grade of SD Raudhatul Hasanah?

The objective of this is to find out whether media picture can improve students' vocabulary mastery through using media picture of 2016/2017 second grade of SD Raudhatul Hasanah.

Nation, 2000:60).

## **REVIEW OF LITERATURE**

### **1. Vocabulary Mastery**

Vocabulary is a basis of language, it is very important to master in our language. Vocabulary is a set of words known to a person or other eternity, or that are parts of specific language.(Jean Aitchison, 2001:331) The vocabulary of a person is defined either as the set of all words that are understood by that person when constructing new sentences.

Vocabulary is classified into two types. ( J. Hadfield, 2001:129) First type is active vocabulary. It refers to the items that learners can use appropriately in speaking or writing and it is also called as productive vocabulary. In fact, it is more difficult to put into practice. It means the students should know how to pronounce it well, how to use grammar, they are hoped familiar with the collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

The second type of vocabulary is passive vocabulary, it refers to a language items that can be recognized and understood in the context of reading or listening, it is called as receptive vocabulary. Passive vocabulary or comprehension consist of the words comprehend by the people.

The word "vocabulary" generally represents a summary of words or their combination in a particular language. However, one item of vocabulary can consist of more than one word. e.g. "post-office" consists of two words and still expresses one idea. "Vocabulary teaching is one of the most important components of any languages class ( I.S.P.

definition

Based on the statement above, the writer assumes that vocabulary is an important role in learning a language, vocabulary is also as the core component of language in form of words and can make language meaningful. To communicate effectively, the learners need an adequate achievement of vocabulary. Even though we master the grammar of a certain language but we do not have any knowledge on this vocabulary, we will not able to communicate or to express our idea using the language.

In teaching vocabulary for the students, teacher has important role in introducing new words. Learning vocabulary plays an important contribution to learn a language which must be considered by the teacher in order to be careful in selecting the vocabulary that will be taught. Teacher must decide which words should be taught since there are many kinds of words that belong to different types of vocabulary.

In this research, the writer focused her intention on the vocabulary that is classified into content word, because the vocabularies of real objects, occupations,

and sports are included in this group, especially nouns, verbs, and adjectives. Beside that content words also are able used well in the classroom. While other types of words, like as function word, substitute word and distribute word cannot used well because of their limited meaning.

## **2. Media Picture**

Picture is the most commonly used by teacher in teaching materials in the school. So that, the students prefer picture than text, especially if the picture is created and presented with the good of requirements, will certainly add the spirit of the students in following the learning process. In teaching English, use of picture has important roles. The first role is to help teachers to manage the process of teaching and to use the classroom time wisely. The second, by using picture, students will be more interested and eager to learn the material which is given.

Picture is everything that is visually transformed into two dimensional shapes as the flow or a variety of thoughts such as painting, portraits, slides, film, strip, opaque projector ( Oemar Hamalik ,2008:95). Based on

above, it can be concluded that picture is a manifestation symbol of imitation of objects, landscape, flow of thoughts, or ideas are visualized into two dimensional shapes.

One of visual aids that can be used for teaching vocabulary is the picture. Picture is kind of interesting visual aid which is able to give motivation and good impression for the students, so that the students can memorize the words related to the picture (E.D. Silbert,1997:44). Picture can make the students sure about the things they deal with, so they really know the thing they see (Oemar Hamalik,2008:112).

Some studies shows that picture are able to improve students' vocabulary achievement. By using of picture is more efficient and simple than words or texts, they are easier to recall and to remember than words, furthermore they expose real life situation although it happened a long time ago. Picture also can represent images from ancient times or portray the future.

## **METHODOLOGY RESEARCH**

The location to conduct the study is at SD Raudhatul hasanah in Jl. Perintis kemerdekaan km 13,6 No.123 Binjai.

This study is a kind of Classroom Action Research (CAR). The main principle of CAR is the provision of measures applied in continuous cycles. Continuous cycle begins with the 'planning of action (planning). CAR is a cyclic research. That is, the research is done repeatedly and continued until the research objectives can be achieved.

The data of this classroom action study, the data were gathered by administering pre-test or initial reflection, post-test or reflection in the end of each session of cycle I and II, and questionnaire in the end of cycle II to the second grade students of SD Raudhatul hasanah in academic year 2016/2017. The data gathered through pre-test showed the subjects pre-existing vocabulary in English. The main data of the study collected through administering post-test in the end of each session of cycle I and cycle II. The data obtained administering post-test showed the subject's progress in learning vocabulary through media picture. The data collected through questionnaire showed

the subjects' changing behaviors in learning

following formula : (Suharsimi Arikunto, 2010:76)

$$PA = \frac{\text{scores obtain by students}}{\text{scres maximum}} \times 100$$

vocabulary. The questionnaire was administered in the end of cycle II.

To be able to know the Percentage of Absorption (PA) students, research using the following formula : (Suharsimi Arikunto ,2010:76)

$$= \frac{\text{PA}}{100} \times 100$$

Explanation : PA = Percentage of Absorption

To determine the level of student achievement should be determined by the criteria for determining the level of mastery of the student of student's understanding of the material taught.

Level of mastery that will be reflected in the high and low raw scores achieved. The guidelines used is (Suharsimi Arikunto ,2010:77)

90% - 100%	Very High Ability
80% - 89%	High Capability
65% - 79%	Medium Capability
55% - 64%	Low Capability
0% - 54%	Very Low Ability

With the following table score :

Table 3.1

Table  
Score

<b>No</b>	<b>Score</b>	<b>Category</b>
<b>1</b>	90 – 100	<b>Very High</b>
<b>2</b>	80– 89	<b>High</b>
<b>3</b>	65 – 79	<b>Medium</b>
<b>4</b>	55 – 64	<b>Low</b>
<b>5</b>	<b>0 – 54</b>	<b>Very Low</b>

“Mastery learning is the attainment of a minimum mastery level set of each sequence of the minimal discussion of the lessons have the following criteria : (Sumardi Suryosuroto, 2008:56)

1. Achieve 65% of the ideal value (10)
2. Achieving the level of mastery of a group at least 75% of the students in the group concerned.

Based on the above instruction in this study the students said to have been thoroughly studied if it has reached the percentage of absorption  $\geq 60\%$  and a class is said to be thoroughly studied if it has got 75% of students who have achieved 60% absorption.

Criteria :  $0\% < PA < 65\%$ , has not been thoroughly studied

$65\% < PA < 100\%$ , has been thoroughly studied

The main data needed for this study action, as mentioned previously, collected through the administration of initial reflection, reflection and questionnaire to the subjects under study that were given to the second grade students of SD Raudhatul hasanah. The following formula was carried out:

$$\bar{X} = \frac{\sum x}{N}$$

Notes :

$\bar{X}$  : The average score

$\sum x$  : The total score

N : Number of students

The result of the questionnaire as the qualitative data were also analyzed descriptively. The percentage of each item showing the subjects total answers for item A, B, C and D was computed through the following formula :

$$X = \frac{R}{N} \times 100 \%$$

Where :

X : Score in percentage

R : Score of total item chosen

N : Total of all item chosen

## RESULTS AND DISCUSSION

The post-test in this present study was administered for four times, two times in cycle I and two times in cycle II. This was because each session was ended with the administration of post-test. Therefore, there were five sets of raw scores showing the improvement of the subjects taught through media picture. Those were pre-test scores and post-test scores for each session (S1, S2, S3, and S4).

The analysis was used to calculate the mean score of the pre-test and post-test of every session in cycle I which consisted of two sessions and cycle II which consisted of two sessions and the percentage of the questionnaire.

The mean scores are counted as follows :

$$\bar{X} = \frac{x}{N}$$

Notes :

$\bar{X}$  = The average score

x = The total score

N = Number of students

Based on the research instruments in which the writer administered pre-test and post-test in each session, the collected data should be analyzed and then the results of the analysis were discussed. The mean of the pre-test score (X0) and the mean of the post- test scores for four session for cycle I (X1, X2, X3, X4) could be computed as follows as the followi

Pre-test  $X0 = \frac{x0}{N} = \frac{1120}{30} = 37,33$

Post-test of cycle 1 session 1

$$X1 = \frac{x1}{N} = \frac{1550}{30} = 51,6$$

Post-test of cycle 1 session 2

$$X2 = \frac{X2}{N} = \frac{1580}{30} = 52,6$$

Post-test of cycle II session 1

$$X3 = \frac{X3}{N} = \frac{2420}{30} = 80,6$$

Post-test of cycle II session 2

$$X4 = \frac{X4}{N} = \frac{2690}{30} = 89,6$$

Based on the means scores of all sessions that have been mentioned in the previous discussion, the grand mean scores of the every post-test in cycle I and cycle II can be calculated as follows:

$$XI = \frac{X1 + X2}{2} = \frac{51,6 + 52,6}{2} = 51,2$$

$$XII = \frac{X3 + X4}{2} = \frac{80,6 + 89,6}{2} = 85,1$$

The additional supporting data were collected by means of administering questionnaires by the end of cycle II to the subjects under study. The data obtained from questionnaire had to be computed and then discussed. The computation of the percentages for the scores of the items of the questionnaire showing the subjects' total answer for items of A, B, C, and D. The scores of the options in the questionnaire then tabulated on the following:

1. Total percentage of item A  
 $= \frac{613}{856} \times 100\% = 71,61 \%$
2. Total percentage of item B  
 $= \frac{234}{856} \times 100\% = 27,34 \%$
3. Total percentage of item C  
 $= \frac{9}{856} \times 100\% = 1,05 \%$
4. Total percentage of item D  
 $= \frac{0}{856} \times 100\% = 0 \%$

Based on the finding of the present study, the hypothesis which has been previously formulated, that was, the vocabulary mastery of the second grade students of S D Raudhatul hasanah in academic year 2016/2017 can be improved through mediapicture was clearly accepted.

## CONCLUSION AND SUGGESTIONS

### A. Conclusion

The result of administering pre-test was 37,33. It could be defined that the result score was insufficient. After giving treatment by using media picture in cycle I, the average grand mean score was 51,2. Moreover, for getting better grand mean score, cycle II was conducted. In cycle II, the revised planning was held and the same steps of cycle I was also done to give a treatment and also by administering post-test in every session. The average grand mean score was 85,1. It can be said that the teaching vocabulary by using media picture was successfully carried out by the writer.

Besides, the percentage of administering the questionnaire for item A, B, C, and D resulted the figure of: 71.61%, 27.34%, 1.05%, and 0% for option A, B, C, and D respectively. On the other words, it could be defined that the subjects' responded positively about the implementation of media picture in the vocabulary class.

The student does not feel bored, but more enthusiastic to follow the teaching learning process. The students enjoyed learning English vocabulary. The hypothesis of this study was clearly accepted.

### B. Suggestion

1. For the English Teacher

Along with the effort of improving students' ability in vocabulary, the English teacher also gives suggestion to keep on motivating the students to improve their vocabulary skill intensively and use the target language in communication.

2. For the students

The students should be trained or practiced to find out vocabulary individually or in group in order to be more communicative in using English.

3. For the Other Researcher

Since the media picture is implemented in improving vocabulary in this study; then it is recommended to other researchers to undergo

further research in studying the effectiveness

of media picture.

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