

IMPROVING STUDENTS' ABILITY IN ENGLISH VOCABULARY MASTERY BY USING PICTURE AND PICTURE STRATEGY AT THE SEVENTH GRADE OF SMP SWASTA HOYA SEJAHTERA IN 2018/2019 ACADEMIC YEAR

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Abstract

This research is aimed at improving students' ability in mastering vocabulary through the implementation of Picture and Picture Strategy. This research took the seventh grade students of SMP Swasta Hoya Sejahtera as the subject of the research which consisted of 26 students. This research was designed using CAR method that involved planning, action, observation, and reflection. There were two cycles done. The teaching material chosen were 'describing parts of human body' and 'describing peoples' activities for everyday'. Instruments of data collection were observation papers as qualitative data and the test as quantitative data. Qualitative data was analysed by Sudjono (2014:82-83). Data analysis result shows that students' ability in mastery vocabulary was significantly improved by implementation of Picture and Picture Strategy. Based on the observation papers, result it shows that activities done were increased each meeting. In addition, the test result in cycle I shows that there were 53.76 students who passed MCC by average score was 61.53. This achievement was significantly improved in cycle II to 92.16% who passed MCC by average score was 82. Total improvement from before conducting research to cycle II was 61.44%. It is concluded that this research was successfully implemented and Picture and Picture strategy is effective to improve students' ability in mastering vocabulary. It is recommended that this teaching strategy to be implemented to another related skills.

Key Words: *Vocabulary mastery; students' improvement; picture and picture strategy*

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam penguasaan kosa kata melalui penerapan Picture and Picture Strategy. Penelitian ini mengambil subjek penelitian siswa kelas VII SMP Swasta Hoya Sejahtera yang berjumlah 26 siswa. Penelitian ini dirancang dengan menggunakan metode PTK yang meliputi perencanaan, tindakan, observasi, dan refleksi. Ada dua siklus yang dilakukan. Bahan ajar yang dipilih adalah 'mendeskripsikan bagian-bagian tubuh manusia' dan 'mendeskripsikan aktivitas manusia sehari-hari'. Instrumen pengumpulan data berupa lembar observasi sebagai data kualitatif dan tes sebagai data kuantitatif. Data kualitatif dianalisis oleh Sudjono (2014:82-83). Hasil analisis data menunjukkan bahwa kemampuan siswa dalam penguasaan kosa kata meningkat secara signifikan dengan penerapan Strategi Gambar dan Gambar. Berdasarkan lembar observasi, hasil menunjukkan bahwa aktivitas yang dilakukan meningkat setiap pertemuan. Selain itu, hasil tes pada siklus I menunjukkan bahwa terdapat 53,76

siswa yang lulus PKS dengan nilai rata-rata 61,53. Pencapaian ini meningkat secara signifikan pada siklus II menjadi 92,16% yang lulus PKS dengan skor rata-rata 82. Total peningkatan dari sebelum dilakukan penelitian ke siklus II adalah 61,44%. Disimpulkan bahwa penelitian ini berhasil dilaksanakan dan strategi Picture and Picture efektif untuk meningkatkan kemampuan siswa dalam penguasaan kosa kata. Disarankan agar strategi pengajaran ini diterapkan pada keterampilan lain yang terkait.

Kata Kunci: *Penguasaan kosakata; peningkatan siswa; strategi gambar dan gambar*

A. Introduction

English is one of the international languages in the world. It is an international language is used by many people in the world. Nowadays, it is an important language that is used by many people who have different mother tongue to communicate to others. It has been the bridge of the nation, culture and language with others. It is used by people such as in economic, political and also education field. It emphasizes the important roles of the English language in the world which is make it having special place to be taught and learnt, included in Indonesia education world. In studying English people have difficulties to write in English well because English is considered as a foreign language in Indonesia. This tendency is likely caused by its different syntax, organization, vocabulary and spelling from the native language Indonesia.

English language position in Indonesia as a foreign language. It is one of the compulsory subjects in junior high school. In learning language there are four major skill to be taught and have to be mastered by students, namely reading, listening, wrting and speaking skill. And then in fourth of that skill, one of the most important basic in learning English is English vocabulary. picture. The student will be tested by using measurement of vocabulary mastery.

Vocabulary is important thing for students in learning a foreign language because it is a foundation for other language components such as pronunciation, spelling, meaning and grammar. According to Richards (2001:5) vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. In mastering vocabulary, students should master some elements of vocabulary, such as pronunciation of the word, spelling of the word, meaning of the word and grammatical pattern of the word.

Based on interview result to an English teacher of SMP Swasta Hoya Sejahtera on May 2019, especially at the seventh grade stated that many students were not able to construct a sentence in English for conversation or having a number of problems experienced by these students, including not being able to speak English, either in speaking English, especially lacks the basis of English, namely lack of vocabulary, both in pronunciation, spelling and meaning.

Based on these phenomenon above, the researcher is interested in conducting a research entitled “**Improving students’ ability in English vocabulary mastery by using picture and picture strategy at the seventh**

**grade of SMP Swasta Hoya Sejahtera in
2018/2019 academic year".**

B. Research Method

This research is designed by applying of Classroom Action Research (CAR) because this research aims at solving the problems that occur in the classroom in teaching and learning process. Classroom Action Research is the process in which participants examine their own educational practice systematically and carefully by using the method of research.

1. Location and Subject of Research

The subject of this research is at SMP Swasta Hoya Sejahtera Somambawa district south Nias. It is located at Goladano Village. In this research, the researcher will choose the seventh grade students as the subject of research. It involves 26 students consisted 12 males and 14 females.

Table 3.1

**The Condition of The Seventh Grade
Students SMP Swasta Hoya Sejahtera**

No	Class	Total
1	VII	26

Source: SMP Swasta Hoya Sejahtera

**a. The Procedure of implementing the
Action**

There are four components in each cycles for conducting classroom action research. It consist of planning, action, observation, and reflection. Each phases was concluded based on the result of each cycles. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.

b. Instruments of Data Collection

In collecting the data needed, some instruments will be used by researcher are as the following:

1. Observation papers

Observation papers will be used to observe the students and researchers activities during teaching and learning process. The observation will be conducted with teacher-collaborator. In the process of observation, the video recorder will be used to record the students and the researchers activities in the classroom.

2. Test

Test is an instrument design to elicit performance from students with purpose of measuring the students capability in vocabulary mastery. In this case, multiple choice will be used to measure the students' vocabulary in answering the question of related material orally. Multiple choice cloze will do after teaching vocabulary by using picture.

c. Techniques of Data Analysis

The kinds of collected the data will be qualitative and quantitative data. Qualitative data is the data from observation papers which used to be explained. Quantitative data is the data consist of number that referred to the students' score. Students' score as quantitative data is taken from multiple choice.

Quantitative data will be analyzed the result of students test.

Quantitative data is the ability of the students in vocabulary mastery that will be taken by written test. In gaining the students' average score, the formula that will be used is from Sudjono (2014:82-83) states " the formulation used in looking for the average score is, as follow;

$$M_x = \frac{\sum x}{N}$$

Where:

M_x = Average score

$\sum x$ = The total score of students

N = amount of student

picture. The student will be tested by using measurement of vocabulary mastery.

Based on the formula above, the researcher classified the students' ability by using the criteria above as follows;

90 % - 100% = Very good

80 % - 89% = Good

65 % - 79 % = Adequate

55 % - 64 % = Low

0% - 54 % = Very low

C. Research Finding and Discussion

The location of this research was SMP Swasa Hoya sejahtera which is located in Oladano village, Somambawa Subdistrict, South Nias Regency. This research was started on January 18th 2020 and ended on February 13th 2020. The total member of teachers in this school was 23 persons while total number of students was 93 persons. The subject of this research was Seventh grade of SMP Swasta Hoya Sejahtera consists of 26 persons.

Before doing the action research in this school, first of all the researcher got the letter of permission from *Lembaga Penelitian*

dan Pengabdian masyarakat (LPPM) of STKIP Nias Selatan to conduct the research, the headmaster of this school allowed the researcher. The researcher did the action research into two cycles with some procedures for each cycle which has been applied as the following;

- a. Planning; the researcher prepared many things such as lesson plan, material of teaching, handout for students and schedule of research.
- b. Action; the researcher implemented all the things that has been prepared perviously. The researcher taughtby using picture and picture strategy in cycle.
- c. Observation, this activity was done by observer or the teacher who taught English subject at English grade of SMP Swasta Hoya Sejahtera. The observation activity was employed when teaching and learning process was being conducted.
- d. Reflection, in thus activity, the researcher analyzed the students' difficulties, weakness and their improvement. Reflection was done teaching and learning process.

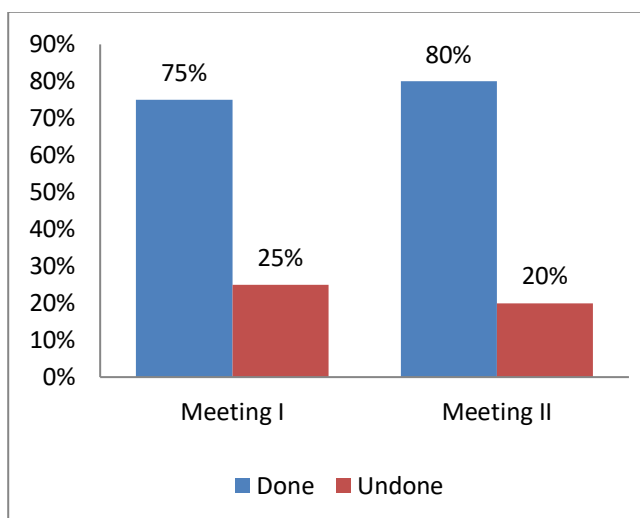
1) Result of Observation Papers in cycle I

- (a) Result of Observation Papers of the Researcher's Activity in cycle I

Grounded from the analysis result of the researcher' observation papers into two meetings of cycle I, it was found the researcher

activities were improved well in each meetings. To be clearer how much the percent of the activities were improved in each meeting, the result is shown in the following graphic.

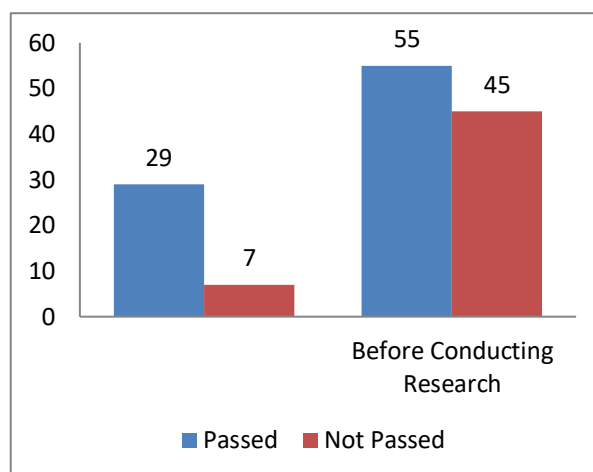
Graphic. 4.1
Result of Observation Papers of the Researcher's Activity in cycle I



Based on the graphic 4.1 above, conclusion be drawn that the reseracher's activities in cycle I were improved in each cylce. It showed that the first meeting. There was 70% of done activities whilile 30% was undone acivites. This activities was done improved in meeting II, the researcher did 75% and did not do 25%.

- (b) Result of of Observation Papers of the students' activities in cycle I
In other side, from the students' activities in cycle I, the student improved activities in each cycle. To be more detail, the result of drawn in the following graphic.

Graphic 4. 2
Result of Observation Papers of the Student's Activity in cycle I



Viewing from graphic above, it could be seen that the students' activities was improved in each meetings. In the first meeting, there was 68.77% of done activities and 31.23% was undone activities. In the second meeting, done activities was improved in 74.92% and undone activities was 25.08%. It could be seen that the students' improvement in this cycle was 6%.

2) Result of the Test in Cycle II

In measuring the students' improvement in vocabulary ability, in the end of cycle II, the researcher evaluated the students' ability by giving multiple choice. The test result could be seen in the following description.

Table 4.2
Test Result in Cycle II

Passed/not passed	number of students	Total score	%	Level	Average score

Passed	24	2005	2.132	92.16%	Good	82
Not passed	2	127		7.84%	Adequate	

Source: Students' Vocabulary Proficiency Description Cycle I

In accordance with the table displayed above, it could be described that in Cycle I, the students who achieved MCC were 14(Fourteen) students or 53.76% and there were 12(twelve) students or 46.24% students who could not achieved MCC in their score. The total score gained in the cycle I was 1.600 by average score 61.53 this achievement was categorized in low level. The percentage of students who passed MCC is pictured in the following graphic.

3) Research Finding

After conducting the research which consisted of two cycles (four meetings) with the teaching materials 'Descriptive Text (Describing Part Human Body)' in the cycle I and 'Describing Peoples' Activities For Everyday' in through implementation Picture and Picture Strategy at The Seventh Grade Students of SMP Swasta Hoya Sejahtera which is consisted 26 students, the students got improvement in their vocabulary for speaking skill. Based on the test result, it indicated that students got improvement in mastery vocabulary. It is indicated by the total of students who passed MCC up to 24 students or 92.16%

who achieved minimum criterion decided. The students' knowledge of vocabulary elements, such as Grammar, Pronunciation and Meaning has been improved significantly. In addition, the students' motivation and self confident was improved. The students' improvement is displayed in the following table:

Table 4.5
Summary of Students' Test Score in Two Cycles

Passed/ Not Passed	Before Conducting Research		Cycle I		Cycle II	
	Passed	Not Passed	Passed	Not Passed	Passed	Not Passed
P a s s e d	8	18	14	12	24	2
%	30.72	69.28	53.76	46.24	92.16	7.84
Average Score	54.92		61.53		82	

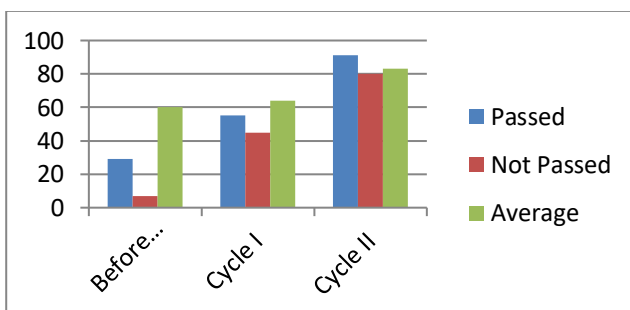
Source: Students' Mastery Vocabulary Description in Cycle I and II

From the table 4.5 above, it could be drawn thta the students got improvement in their score. Before conducting research, there were only 8 students or 30.72% who passed MCC with average score was54.92.After conducting research by implemenation of Picture and Picture Strategy, the students'socre was improved. In cycle I, there were 14 students or 53.76% who passed MCC by average score was 61.53.This achievement was significantly improved in cycle II, it

achieved 24 students or 92.16% who passed MCC by average score gained was 82.

Based on the data above, it can be concluded the students' ability in vocabulary for speaking skill was improved in each cycles by using Picture and Picture Strategy. The data showed that students got improvement that can be seen from students who passed MCC from conducting research to cycle I was 23% and students' improvement from cycle I to cycle II was 39%. Total improvement before conducting research up to cycle II was 62. Description of the improvement above can be seen in the graphic below.

Graphic 4.7
The Result of Students' Improvement in Cycle I and II



Based on the data description above, it was concluded that this research was success and Picture and Picture Strategy was effective to improve students' ability in vocabulary.

In accordance with the result of the research, the finding of this research was lying in the students' ability improvement in vocabulary for speaking skill. It was found that through implementation of Picture and Picture strategy, the students got improvement in English vocabulary. The improvement could

be seen from the total of students who passed MCC in each cycles was improved. Moreover, the average score gained was improved in each cycles.

In the cycle I, the researcher implemented Picture and Picture strategy by considering the activities which has decided in lesson plan. The result showed that the students' ability was still low. There were weakness in implementing the strategy and also the weakness of the research in conducting the action. The result of cycle I showed that students' motivation was still low, self confidence was still low and time allocation could not manage well by researcher. Therefore, cycle II conducted.

In cycle II, the researcher attempted to solve the weakness in previous cycle. The researched motivated students to learn by informing them the valuable of material, motivated students to more confident and manage time allocation as well as planned before. Thus, the result of cycle II showed the research was successful;

- 1) The students could express their idea in English vocabulary.
- 2) They were able to answer the interaction question from the researcher
- 3) They were able to enjoy without afraid, worried, and basitated.
- 4) Their motivation was improved in learning English vocabulary
- 5) Most of them were understood about vocabulary for speaking skill
- 6) They were able to speak word by word because strategy was fun to

be implemented. It indicated that Picture and Picture Strategy was effective in improving students' ability in English vocabulary.

D. Closing

Based on the research result elaborated in the chapter IV, it could be concluded that the students' vocabulary was improved by the implementation of Picture and Picture strategy at the Seventh grade students of SMP Swasta Hoya Sejahtera. There is one of effective and applicable strategy which could be applied in teaching English as a foreign language teaching. The success of this research was indicated by improvement of students who passed MCC each cycles conduction. Result analysis showed that the students significantly got improvement in their ability in mastery English vocabulary.

Based on the result, it could be concluded that the research was successful and by Picture and picture Strategy was effective in improving students' ability in mastery English vocabulary. It was found that the students got improvement in their ability conducted and Picture and Picture Strategy was applicable to be applied to improve students' English vocabulary.

a. Suggestion

From the conclusion described above, there are some suggestions given by the researcher. First, to English teacher, to teach the students about vocabularies, give motivation inductively in order teacher target in improving the students' ability in mastery English vocabulary could

improved, and the teacher should prepare his or her self about the material is teaching and should master about the method or strategy of teaching is using Picture and Picture Strategy should be implemented. Second, it is suggested to the students that learning English vocabulary for speaking skill is not easy. It is need a good strategy to be applied by the students in learning English vocabulary. One of the strategy is strategy of teaching English vocabulary that used pictures. Through this strategy, the students could get clear understanding about the material they are learning. Thirdly, to the further researcher, to improve the researcher limitation in conducting this research and relate it with another skill such as speaking, listening

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