

INCREASING STUDENTS' VOCABULARY MASTERY THROUGH PICTURE OF VII GRADE AT SMP NEGERI 4 TOLITOLI

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ABSTRACT

This research aims to solve the problems encountered by students of SMP Negeri 4 Tolitoli in learning English vocabulary. Secondly to describe the procedure in teaching and learning English vocabulary by applying pictures. And thirdly, to find out the result and improvement of the students in teaching English vocabulary in applying pictures. This is pre experimental study used 19 students as a sample. They were seventh grade students of SMP Negeri 4 Tolitoli. Data were taken from pretest and posttest. The data collected show that the mean score 52.05 pretest and 81.00 in posttest. The data of this research were analyzed by SPSS program. Computation of the data T- count was 8.534 with significant level was 0,000. And to related with probality level was 0,05. As the conclusion from assumption T-count > T-table can be proved. The study indicated there is significant different affect after applying the technique to improving the student vocabulary mastery through pictures in the VII^B grade of SMP Negeri4 Tolitoli.

Keywords: Increasing Students Vocabulary Mastery, Using Pictures.

ABSTRAK

Penelitian ini bertujuan untuk memecahkan permasalahan yang di hadapi siswa SMP Negeri 4 Tolitoli dalam pembelajaran kosakata bahasa Inggris. Yang kedua untuk menggambarkan prosedur dalam pengajaran dan pembelajaran kosa kata bahasa Inggris dengan menerapkan gambar. Yang ketiga, untuk mengetahui hasil dan peningkatan siswa dalam mengajarkan kosa kata bahasa Inggris dalam menerapkan gambar. Peneliti menggunakan metode penelitian pre experimental, yang melibatkan 19 orang siswa pada kelas eksperimen .Mereka adalah siswa kelas VII di SMP Negeri 4 Tolitoli. Data yang diperoleh dari tes awal dan tes akhir. Dari data yang diperoleh menunjukkan bahwa nilai rata-rata kelas experiment adalah 52,05tesawaldan 81,00 test akhir. Data penelitianinidianalisisdengan program SPSS. Hasil perhitungan data t hitung adalah 8.534 yang berarti lebih besar dari pada t-table 0,05.Penelitian ini menunjukkan adanya perbedaan pengaruh yang signifikan setelah penerapan tehnik cluster untuk meningkatkan kosakata menggunakan picture.

Kata kunci: Meningkatkan Penguasaan Kosakata Siswa, Menggunakan Gambar.

1. Introduction

Vocabulary skill is one of linguistic features, which influences the communicative competence. According to Zaenuri (2002), vocabulary was a component of language that contains all of information about meaning and using word in a language that contains all of information about meaning and using word in a language. Moreover, vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

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In opinion, vocabulary is an important aspect in learning language process, because vocabularies carry meaning which is used in communication. A vocabulary is defined as all the words known and used by particular person. However, the words known and used by particular person do not constitute all the words. Learning vocabulary is one of the first steps of learning second language, because vocabulary is the basic material to master the four of language skill.

The first thing that must be learnt in English is vocabulary. It is difficult for students to express their idea or to say something if they have less vocabulary. Allen (1983) states "Vocabulary is the best learnt when someone feels that a certain word is needed".

Similarly, Thornbury (2002) states that English word into of eight different word classes. They are: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and determiner. However, the researcher limits his explanation only in open class which are divided into four group, namely: nouns, verb, adjective, and adverb, even though this research only limits in using noun.

Verb is a word that expresses action, events, process activities, etc. DeCapua (2008) states that the verb express what the subject does or describes something about the state or condition of the subject. Verb is seriously important; is caused by there is no way to have a sentence without them.

Huddleston & Pullum (2005) opinions that adjective is a word typically denotes property of object, person, places, etc. An adjective can be divided into three types based on their meaning, such as physical qualities of color or shape, psychological qualities of emotion, evaluating qualities.

Altenberg & Vago (2010) argues that adverb provide extra information about the action in a sentence, adjective and about other adverb. For example: I live here. There are some types of adverb as follow: (1) adverb of manner, (2) adverb of place, (3) adverb of direction, (4) adverb of time, (5) adverb of duration, (6) adverb of frequency, and (7) adverb of degree.

Generally, some experts distinguish two types of vocabulary; active and passive. Harmer (1991) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able use. While the second term refers to the words of which the students will recognize when they meet them. But of which they will probably not be able to pronounce. Active vocabulary is the words that the students understand, can pronounce correctly and use constructively in speaking and writing. On the other hand, passive vocabulary is the words that the students recognize and understand when they occur in context, but of which they cannot produce correctly themselves.

In addition, In Webster New world Dictionary of American English, (1994) we can see that picture is an image or likeness of an object person or scene produce on a flat surface

especially by painting, drawing or photography. There are several kinds of picture. The first, Individual picture are single picture of person, subject or activities. Individual pictures usually teach vocabulary in order to introduce the words. Secondly, Pictures series is a number of elated composite pictures which are linked to form a series of sequences. Pictures series usually teacher present writing subject from the beginning until the end. It is like story presented in chronological order. They are helped to write a simple composition by looking at the picture. The last, Composite picture is a picture that describes a story or something. These pictures are most appropriate for whole class teaching rather than individualized.

According to Sulaiman, (1985), pictures are the easiest aid you get and very important to learn because they give a concrete description about the problem described. Pictures make people grasp the idea or information clearly even clearer than words, which are expressed spoken or written.

Moreover, Hiebert and Kamil (2005) state the vocabulary is not a developmental skill or one than can be seen as fully mastered. The expansion and elaboration of vocabulary is something that extends across a lifetime.

2. Method of the Research

The research design used by the researcher in this research is pre-experimental method. That involves one group pretest-posttest design. The reason of the researcher to chose pre-experimental research design because she wanted to know the effectiveness of students vocabulary by using picture in teaching vocabulary mastery. After conducting several meetings, the students were tested again in post-test to measure the students' vocabulary comprehension achievement after conducting the treatment. The sample of this research was grade VII^B students of SMP N 4 Tolitoli, in academic year 2016/2017. The total numbers of sample were 19 students.

3. Finding and Presentation

3.1 The Result of Pretest

Pretest was administered to the students before the students got treatment. the result of pretest can be seen at the table bellow:

Table 1. The Result of Pretest

NO	NAME	OBTAIN SCORE	TOTAL SCORE (X)	RATE
1	SHL	24	60	Failed
2	SMI	18	45	Failed
3	RSF	24	60	Failed
4	RNL	21	52	Failed

5	JRN	23	58	Failed
6	AIN	25	62	Failed
7	SR	8	20	Failed
8	ANS	30	75	Successfull
9	YS	22	55	Failed
10	RHT	18	45	Failed
11	WHI	18	45	Failed
12	AYD	21	52	Failed
13	RNI	9	22	Failed
14	AMN	27	68	Failed
15	AS	18	45	Failed
16	KRA	22	55	Failed
17	DS	25	62	Failed
18	HAN	20	50	Failed
19	SRI	23	58	Failed
SUM(Σ)		396	989	

Based on the data above it can be seen that there were 18 students got fail category and 1 students were get success category. It means that students need some treatments to develop the presentation score and category.

3.2 The Result of Posttest

The post test was conducted on thursday, 10 Mei 2017. Before giving the post-test the researcher told students that they had showed a great improvement, even though they had to do the posttest individually and the researcher made them sure that they could mastery the vocabulary. The result of posttest can be seen as follow:

Table 2. The Result of Pretest

NO	NAME	OBTAIN SCORE	TOTAL SCORE (X)	RATE
1	SHL	35	88	Successfull
2	SMI	20	50	Failed
3	RSF	39	98	Successfull
4	RNL	23	58	Failed
5	JRN	31	78	Successfull
6	AIN	34	85	Successfull
7	SR	35	88	Successfull
8	ANS	39	98	Successfull
9	YS	33	82	Successfull
10	RHT	31	78	Successfull

11	WHI	23	58	Failed
12	AYD	29	72	Successfull
13	RNI	28	70	Failed
14	AMN	33	82	Successfull
15	AS	24	60	Failed
16	KRA	23	58	Failed
17	DS	35	88	Successfull
18	HAN	39	98	Successfull
19	SRI	39	98	Successfull
SUM(Σ)		593	1487	

Based on the table above, the researcher found that the most of the student got success score. Total of the students who got failed score was 6 students. And the student who got successful score was 13students.

The posttest above concluded that the treatment applied; pictures was effective to develop the students' mastery vocabulary. The data indicated that students score of posttest higher than pretest.

4. Conclusion

Based on the implementation of teaching by used pictures and the data obtained that the students have increased their vocabulary mastery. The data pretest shown 18 students got fail and 1 students got success while in posttest 13 the students got success. It shown the treatment that has given to the students works effectively.

Furthermore, testing hypothesis also shown that test significance t-count was lower than t-table and the hypothesis could be accepted. It means that, the use teaching pictures is effective in increasing thestudents vocabulary mastery.

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