

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

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ABSTRACT

This research Includes an experimental research which consists of four stages; Planning, action, observation and relection. The subjects of this study are students of class VIII E SMP Negeri 4 Tolitoli academic year 2016 / 2017. This research used 17 students as a sample from score this study can be seen from the average value of each value pre test and post test. Where the score pretest in this study. The result of the test showed that the students' mean score in post test 84.88 is high than pretest 51.25. The researcher found that the T-table is 2,131 was identified at 15 the significance level is 0,05 and T counted Is 14,977, it meant that the Tcounted was higher than Ttable and the hypothesis is accepted. The researcher concluded that using picture can increase vocabulary mastery of VIII Grade students at SMP Negeri 4 Tolitoli through Picture. Based on these results, the researcher draw the conclusion that the media pictures can improve the mastery of vocabulary in the students of class VIII E SMP Negeri 4 Tolitoli academic year 2016 / 2017. From facts, the authors suggest English teachers to be more creative which to make students more active and enjoy in learning English. The researcher also suggest to students to emphasize themselves for more enterprising learning more actively ask questions and to seek more knowledge.

Keywords: Increasing Students Vocabulary Mastery, using Pictures.

ABSTRAK

Penelitian ini Meliputi Penelitian Eksperimental yang terdiri dari Empat tahap; Perencanaan, tindakan, observasi dan releksi. Subyek penelitian ini adalah siswa kelas VIII E SMP Negeri 4 Tolitoli tahun ajaran 2016 / 2017. Penelitian ini menggunakan 17 siswa sebagai sampel dari skor penelitian ini dapat dilihat dari nilai rata-rata masing-masing nilai pretest dan posttest. Dimana skor pretest dalam penelitian ini. Hasil pengujian menunjukkan bahwa nilai rata-rata siswa pada posttest 84,88 lebih tinggi dari pretest 51,25. Peneliti menemukan bahwa tabel T adalah 2.131 diidentifikasi pada 15 tingkat signifikansi adalah 0,05 dan T-hitung adalah 14,977, artinya T-hitung lebih tinggi dari T-tabel dan hipotesisnya diterima. Peneliti menyimpulkan bahwa dengan menggunakan gambar dapat meningkatkan penguasaan kosakata siswa kelas VIII di SMP Negeri 4 Tolitoli Melalui Gambar. Berdasarkan hasil tersebut, peneliti menarik kesimpulan bahwa gambar media dapat meningkatkan penguasaan kosakata pada siswa kelas VIII E SMP Negeri 4 Tolitoli tahun ajaran 2016 / 2017. Dari fakta tersebut, penulis menyarankan guru bahasa Inggris untuk lebih kreatif yang untuk membuat siswa lebih aktif dan menikmati dalam belajar bahasa

Inggris. Peneliti juga menyarankan kepada siswa untuk menekankan diri mereka pada pembelajaran yang lebih giat. Lebih aktif mengajukan pertanyaan dan mencari lebih banyak pengetahuan.

Kata kunci: Meningkatkan Penguasaan Kosakata Siswa, menggunakan Gambar.

1. Introduction

English is an important language that is used by people in the world. By learning English, people can communicate to the other people around the world, because it is a global language. Today, it is also called as the target language that has to be taught in schools as Indonesian's curriculum. English language study is an increasingly prominent part of education everywhere, not only high school students are required to study language but also the middle school. The purpose of studying English is to make learners to be able to communicate in.

Therefore, the student is hoped to improve their ability in English. In improving the students' ability in English the teachers must think how to make them mastery for their purpose. Vocabulary is part or component of communication that consist with a group of words. In mastering of it is very helpful when learning foreign language. It would facilitate also for learners to comprehend the subject learn in which is English.

There are many approaches, methods, and techniques that can be used by the teacher. One of the techniques that can be used by the teacher to increasing the students' vocabulary mastery in English is picture. Pictures are an educational tool in the form a picture that include the word to help vocabulary mastery. The picture on the flash cards grouped in several series: animals, fruits, colors, shapes, alphabets, numbers, profession and so on. Through picture, there are so many advantages for students and teachers in learning process. Students can be more motivated and challenged. A picture is provide language practice in various skills of speaking, writing, reading, and listening. Pictures also encourage the students to interact and communicate. By providing pictures as a media in teaching vocabulary to students. The researcher hopes that it will make them feel something pleasant and different from what they used to get in the class.

Researcher took SMP Negeri 4 Tambun because she found some problems concerning the mastery English vocabulary students was low. The students had difficulty in remembering, understanding and using vocabulary. It made them less interested of English. Therefore, the researcher believed that using a picture made the students easily and motivated to learn, practice the language clearly and had wide vocabulary. It made the students more interested the lesson because it was clear and colorful.

Vocabulary is very important for communication since it is one of the language components. By mastering the vocabulary, students will have good ability in using the four languages skill: listening, speaking, reading and writing. Napa (1991: 1) defines vocabulary as follow:

The fact that vocabulary is the component of language and that no language exist without words: words are signs or symbol for ideas. They are means by which people exchange their thought. The more ideas we should have so we can communicate the ideas more effectively. Based on the statement above, vocabulary is the basic element of English use to identify things, ideas, opinion, argument, and feeling both orally and written. If someone lack vocabulary, he or she will get difficulty to express his or her ideas. With reference to this the students who want to express ideas productively through speaking or writing need to master a great number of words.

Vocabulary is an important element of a language. It is the amount of words that individual can use in a language use process, (Hatch and Brown 1995). Acquiring vocabulary is a very important tool to master a language. It is impossible to learn a language without vocabulary, as Zimmerman (1997) argues that: Vocabulary is central to language and of critical importance to the typical language learner. Words may

also be difficult to teach because their meaning may change depend on the words they are attached with, Penny (1997). While from the other perspective, this element of language is defined as the amount of words taught in a foreign language teaching process. Those words can be in the form of receptive and productive forms. A receptive form of vocabulary refers to the words that students know and understand when they are in context, but they cannot produce them correctly. While, productive vocabulary here means the amount of words that the students understand and use constitutively either in speaking or writing. As an inference, vocabulary is the amount of words used in spoken and written language which are understood either in meaning or pronunciation that equips language learners with the ability to use language both oral and writer language. 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: 17) Expresses “Vocabulary is the best learnt when someone feels that a certain word is needed”. Wallace (1989: 24) states, “Vocabulary proficiently affects not only the students reading skills, but also their listening, speaking and writing skills as well. In listening, their vocabulary influences how much they understand whatever they listen”. The statement means that the most influential English component to be learnt is vocabulary because it can affect the students’ ability in mastering other English components and even English skills.

Vocabulary is needed for communicate according to Huckin (1997: 5), Vocabulary as central to language and of critical importance to the typical language learner. It means that the students must learn the vocabulary as the language center. The students will not be able to use the language without sufficient vocabulary, then as students take advantage of time when learning vocabulary. Productive vocabulary is the vocabulary that people actually use to speak and write. Whereas, Haycraft (1978). Henry Guntur Tarigan (1989: 2) argues, “Semakin kaya perbendaharaan kata yang dimiliki oleh seseorang, maka terampil pula orang itu berbahasa”. We can see in our daily life that people who use a language should choose many suitable words when they speak. Conversation will stop if they do not have any suitable words when they speak. Allen (1988: 5) who states, “Through research the scholar are finding that lexical problems frequently interfere with communication break down when people do not use the right words”.

This problem can be solved by answering the research *Can the use of pictures increase the students’ vocabulary mastery at SMP Negeri 4 Tambun?* The result of this research is expected can give contributions to the students, teachers, and further researcher.

2. Method of the Research

The researcher employed pre-experimental research design that involved one group pre-test and post-test. The pre-test was conduct before giving treatment. Then the researcher using media picture. After conducting several meetings, the students were tested again in post-test to measure the students’ vocabulary mastery using picture after conducting the treatment. The sample of this research was grade VIII^e students of SMP N 4Tolitoli, in academic year 2015/2016. It was determined by applying purposive sampling. The total numbers of sample were 17 students.

3. Findings and Discussion

3.1 The Result of Pretest

The pretest was conduct on Tuesday, 25 April 2015. Before giving the pretest test the researcher told students that they, this inteded to know students’ vocabulary mastery. And then the researcher give test was picture for answer question in test picture on time 60 minutes

The result of pretest can been seen at the table bellow :

Table 1. The Result of Pretest

No	Initial	Translate	Matching Test	Total	Individual score	Classification	Category
1	ASDI	15	14	29	58	Poor	Failed
2	AFS	15	10	25	50	Very Poor	Failed
3	SYR	17	8	25	50	Very Poor	Failed
4	FDL	21	9	30	60	Poor	Failed
5	NZR	12	8	20	40	Very Poor	Failed
6	HND	18	10	28	56	Poor	Failed
7	M.AGS	15	14	29	58	Poor	Failed
8	HNNI	16	14	30	60	Poor	Failed
9	HSTR	16	13	29	58	Poor	Failed
10	SKR	13	7	20	40	Very Poor	Failed
11	NRA	13	12	25	50	Very Poor	Failed
12	ART	17	13	30	60	Poor	Failed
13	AST	15	10	25	50	Very Poor	Failed
14	TPF	20	10	30	60	Poor	Failed
15	KRN	10	10	20	40	Very Poor	Failed
16	AWLD	9	6	15	30	Very Poor	Failed
AVERAGE SCORE					820		

Based on the data above it can be seen that there were 8 students got very fail category and 8 students were get fail 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 conduct on Monday, 10nd of mei 2017. Before giving the post test the researcher told students that they had showed a great improvement, even thought they had to do the post test 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 Posttest

No	Initial	Translate	Matching Test	Total	Individual score	Classification	Category
1	ASDI	25	15	40	80	Good	Successful
2	AFS	26	16	42	84	Very Good	Successful
3	SYR	27	16	43	86	Very Good	Successful
4	FDL	25	15	40	80	Very Good	Successful
5	NZR	19	15	34	68	Fail	Failed
6	HND	29	19	48	96	Excellent	Successful
7	M.AGS	24	18	42	84	Very Good	Successful
8	HNNI	28	16	44	88	Very Good	Successful
9	HSTR	25	19	44	88	Very Good	Successful
10	SKR	28	20	48	96	Excellent	Successful

11	NRA	25	18	43	86	Very Good	Successful
12	ART	27	19	46	92	Excellent	Successful
13	AST	23	18	41	82	Very Good	Successful
14	TPF	27	19	46	92	Excellent	Successful
15	KRN	25	18	43	86	Very Good	Successful
16	AWLD	25	10	35	70	Fail	Failed
AVERAGE SCORE						1358	

Based on the data above it can be seen that there were 14 students got success category and 2 students were get fail category. It means that some of the students have improvement. The posttest above conclude that the treatment applied; picture was effective to develop the students' mastery vocabulary. Furthermore, from the data it can be seen that some the students got success. The data indicated that students score of posttest higher than pretest.

4. Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know whether the use of scanning technique could improve students' reading comprehension of grade VIII at SMP N 3 Tolitoli or not.

The first step of this research was pretest. In pretest data, the researcher got vocabulary mastery is scores of each student as sample. Based on the score, the researcher found that the most of the students got veryfailed score. Total of the student who gotvery failed score was 8 students and the student who got failed score was 8 students. The percentage of the data in the pretest were 51.25% .withtotal scores the students 16.

The second step of this was treatment. It was done in six meetings. Researcher taught the students as sample of this research by using media picture. This media was applied in order to train students could comprehend well vocabulary mastery.

Treatment conducted for three meetings time. First meeting, the researcher divided students in 6 groups, then the researcher gave a selection of pictures to each groups, then the researcher asked students to guess the picture.then the researcher gave examples how to pronounce them through picture.then the researcher gave them 15 minutes to memorize the pictures until they could mastery the vocabulary. Then the researcher took. Then they have 30 minutes to write as many of the names as theyremembered.

Second meeting, same with the first meeting, and for memories

After all of the treatment conducted in this research, the researcher conducted the posttest, the researcher got the data based on students' score. The researcher found that the most of the student got success score. Total of the students who got failed score was 2 students. And the student who got successful score was 14 students. The highest percentage of the data in the posttest were84.88% with 16 students.

The description of the data collected through media picture had significant increase. It also was supported by mean score of the students in pretest was 51.25, and the mean score of students in posttest was 84.88 . The value of t-test was high than t-table ($14.977 > 2.131$). Based on t-test, the researcher could conclude that there was significant increase between the result of pretest and posttest. It means that students' vocabulary mastery got increase. This implies that media through was one of the some effective ways to develop the students' mastery vocabulary.

5. Conclusion

Based on the result of the data analysis, it can be concluded that the students' vocabulary mastery after giving them some treatment by using pictures was developed. In other words, the vocabulary mastery of the first year students of SMP Negeri 4 tambun in academic year 2016-2017 was developed. This was proved by the significant difference between mean score of the result of pretest and posttest. Where the mean score of pretest was, It was lower than the mean score of posttest. Based on the above result of analysis, final conclusion can be drawn that the use of pictures in teaching english was effective to develop the students' vocabulary mastery.

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