IMPROVING THE 8TH GRADE STUDENTS' VOCABULARY ACHIEVEMENT BY USING PICTURE FILES AT SMP NURIS JEMBER IN THE 2011/2012 ACADEMIC YEAR

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Abstract : This research was intended to improve the 8th grade students vocabulary achievement and active participation in teaching learning process by using picture files. The research subject was the 8th grade studentsof SMP Nuris Jember because this school had only one single class of the 8th grade students and their mean score was 62.02 or 27.8% which was less then 70 as standart score of school. The data collection methods used were vocabulary achievement test and observation. The results of post test were analysedbyusing the formula $M = \frac{\Sigma x}{N}$ and $E = \frac{n}{N} x\ 100\%$.The action was considered successful if the students' mean score in vocabulary test was $\geq$ 70. The results of observation during the implimentation of the action were analysed by using the formula $E = \frac{n}{N} x\ 100\%$.The action was considered successful if the students' were active in the vocabulary learning process was $\geq$ 75%. The mean score in the scicle 1 was 67.8 or 55.6% and the result ofthe studens' active participation in cycle 1 was 68.05% it concluded that the action given in the first cycle had not been successful yet. As the result, we conducted cycle 2 with revising the clear and big picture, not only the teacher had picture files but students too, the teacher gave the text in each groupin cycle 2. The mean score in the scicle 2 was 72.9 or 77.8% and the result ofthe studens' active participation in cycle 2 was 81.95%. It was concluded that the action given in the second cycle showed improvement and successfully achieved the evaluation criteria of this research. Therefore, the actions were stoped because this classroom action research had already been successful both in the students' vocabulary achievement and the students' active participation.Some suggestions were proposed to the English teacher to apply picture files in teaching vocabulary so that help them easily understand the material taught.

Key Words: Vocabulary, Students' achievement, Picture Files.

INTRODUCTION

English is considered to be international language. Many people use it to communicate with other people around the world, as Bough and Cable (1993:4) state that English is one of the most important languages in the world, so that English plays an important role in many aspects as in education, politics, economics, technology, science and arts. In Indonesia, the students learn this language in order to equip

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themselves with the ability to develop English knowledge, or science. Regarding the teaching of English as a foreign language in Indonesia high schools, there are four language skills in English which the students should learn namely listening, speaking, reading and writing. Besides those four skills, there are also three language components, such as vocabulary, structure and pronunciation (BSNP, 2006:277). However, it is not easy for students to learn all of those skills and components, because they learn it as a foreign language.

Students need to master vocabulary first, In order to make them understand the material that the teacher has taught. As stated by Fardhani (2005:1 vocabulary is an important area of language, simply because words are tools of thought. It means that vocabulary is the basic thing in learning language so that the students should master vocabulary. The students are impossible to learn speaking, reading, listening, writing and structure, without having vocabulary. In addition, the students should have enough vocabularies as the basic requirement to master those four language skills. Thus, vocabulary plays a very important role in language learning.So, considering the importance of vocabulary as a way to improve the language skills, it is necessary for the students to enlarge their vocabulary storage. If they are able to master as many English vocabulary as possible, they will be able to do ordinary conversations, listening to English news and other program over the radio, reading and understanding English news item in newspaper and journals, enjoying simple poems, writing personal letters, application and report, etc.

Based on the preliminary study done by the researcher on October 7[th]and 14th,2011 at SMP Nuris Jember in the 2011/2012 academic year by interviewing the English teacher of the eighth grade students and by analyzing the school documents, it was found that the school has the achievement standard score in English subject that is 70. The eighth grade students were lack of motivation and they had difficulties in learning English. Since SMP Nuris Jember has only one single class of the eighth grade students, the researcher used this class as the subjects of the research. Based on the vocabulary test conducted by the English teacher, she said that the students still had problems in mastering vocabulary. It was proven by their vocabulary mean score that was 62,02 which had not reached standard score of *Standard Ketuntasaan Minimum*

(SKM) of 70. When the teacher was teaching the eighth grade students, the researcher was observing the class, and it was found that the students seemed to be unenthusiastic. 50% of the students focused on their own activities and 50% of them gave the responses to the teacher's questions in learning English during the teaching learning process.

Those problems with vocabulary need to be solved to improve their vocabulary achievement one of the media of teaching vocabulary can help the students improve their interest and motivation is picture files. Those media can be used in the form of visualmaterials. The examples of visual materials are pictures, graphics, diagrams, maps, etc. However, this research only focused on teaching vocabulary by using media from the visual materials namely pictures, which vocabulary arranged on certain classification that was called picture files. The main concern in this research was the use of picture files which facilitated the vocabulary learning, promote friendly environment in the classrooms and promoted opportunities to the students to be more active in the vocabulary teaching learning process. Furthermore, using the picture files could bring the advantages for the teacher because she could find and use of the picture for the teaching learning process easily (Wright, 1989:212).

The use of picture files in teaching vocabulary has many advantages. According to Thornbury (2007:64),in teaching young learners, it is ideal to use picture files. Pictures can be used to explain the meanings or concept in a simple way. It is just the same as picture files which present the meaning of the words completed by their picture. Thornbury (2007:25) says that visualizing is the best way to teach new words for all subjects.It means that teacher can use visual things such as picture files in increasing the students' interest and motivation todevelop their vocabulary achievement. They can show the representative picturein which the picture provides a clear definition and illustration. It will also create more interactive classrooms atmosphere, in which the students provide active responses to enrich their vocabulary. In line with this idea, concrete experiences with picture files also facilitate concept development. It is important to give students actively involved in their environment and teach them to be active participants in the teaching and learning processes.

Picture files which have been designed for teaching language can show representative objects in which the objects are not likely to be familiar to the students whose idea in this researched, the students just saw the objects but they could see the

words after they guessed the pictures in the media of picture files. The English teacher hopes that the use of picture files as visual media can improve the students' participation in the vocabulary activities class. Hence, it will enable them to speak, read, listen, and write English fluently. Thus, the use of picture files is very important in the vocabulary teaching learning process, especially in EFL or ESL classroom to increase the students' responses in the vocabulary teaching.

Based on the research findings, the objectives of this research could be formulated as follows: (1) To improve the 8th grade students' vocabulary achievement by using picture files at SMPNurisJember in the 2011/2012 academic year. (2) To improve the 8thgrade students' active participation during teaching learning process of vocabulary by using picture files at SMPNurisJember in the 2011/2012 academic year.

RESEARCH METHOD

The research design of this research was classroom action reseach which is applied with cycle model, because the aim of this research was improving the students' vocabulary achievement through reading fairytale. According to Elliot (1991:69), the action research is a study of social situation, with a paradigm or a view that is aimed to improve or increase the quality of certain phenomena. In addition, McMillan (1992:12) writes that a classroom action research is a type of applied research with the purpose of solving a specific classroom problem or making a decision at a single local site. Further, Bogdan and Biklen, (1992:223) define action research as a systematic collection of information that is designed to bring about the social change.

This research was conducted at SMP Nuris Jember in the 2011/2012 academic year and the subject was the 8th grade students which consicted of 36 students. This class was chosen because according to the English teachers of grade eight of SMP Nuris Jember, this class had problems dealing with vocabulary. Their average mean score of English was low (62.02) because they were lack of vocabulary and interest in learning English lesson. The collaboration of this research focused on identifying analysing, and formulting research problems, planning the actionand observation, carrying out the action, and doing the reflection and evaluation of the implementation of the action. This action was implemented in cycles.

The data collection method includes test, interview, and documents. The data of this research was divided into primary data and secondary data. The primary data consisted of the students' score was collected by a vocabulary achievement test. Then, the secondary data were collected by interview and documentation. The sources of documentation were taken from the school documents and the interviewee was the English teacher of the 8th grade at SMP Nuris Jember in the 2011/2012 academic year.

The test was to measure student's English achievement in vocabulary by using picture files. As Hughes (2003:11) states that the purpose of the achievement test is to measure how successful an individual student, group of students, or the courses themselves achieve the objectives. Further, Heaton (1991:25) claims that the scoring of the test can be in the form of subjective test and objective test. This research used objective test in the form of multiple choices, completion test and matching test. This test was chosen because there was no judgment from the examiner to the students' vocabulary test result. Besides, by using this kind of test, the test was easier to scored, analyzed and could give reliability. In addition, Arikunto (2010:135) states that a good test should have validity and reliability. A test is said to be valid if it measures accurately what is intended to be measure. Meanwhile, a test is considered reliable if it gives consistent result whether the same test is administered at different time (Fraenkel and Wallen, 2000:128)

In this research, the researcher collaborated with the English teacher constructed the test items that were used to measure the students' vocabulary achievement. The test was used in the form of multiple choices with four options to measure the students' vocabulary achievement. The test was given in the cycle after doing the action. It consists of 20 items including questions for gaining word meaning. Each item in the test was scored 5 points, so the total score of the test item is 100. The time allocation in doing the test was 2 X 40 minutes.

Then, the observation was done during the teaching of vocabulary by using picture files in each meeting of each cycle. It was used to gain the primary data for knowing the students' improvement during the teaching and learning process. Furthermore, the observation guide in the form of checklist was used to record the students' active participation in the class. As Arikunto (2010:204) states that the most effective way in observation is by using checklist as the instrument. A checklist contains

some indicators observed in the classroom. The indicators in the checklist that were observed were as follows: (1) Paying attention to the teacher is explanation about vocabulary by showing picture files; (2) Answering the questions given by the teacher about vocabulary in picture files; (3) Doing the vocabulary exercises related to the use picture files; (4) Using the vocabulary picture files in contexts.

Meanwhile, the collected data from observation in each cycle were analyzed in the percentage to find the students' active participation during the teaching learning process by using picture files. The percentage was obtained from the number of the students who did three or more indicators of observation divided by the total number of the students (subjects) and multiplied by 100% (Ali, 1993:186). The criteria used to evaluate the success of this action research were: 1) The mean score of the vocabulary test in each cycle was at least 70 and 75% of the students got at least good score category ($\geq$70) in the vocabulary test, and 2) 75% of the students participated actively in the vocabulary teaching learning process in every meeting.

The last activity in this classroom action research was reflection. It was done with the English teacher by discussion to reflect the results of observation and vocabulary test in every meeting of the cycle. It was intended to know the weaknesses and the strengths of the actions in each cycle. The result of reflection was used as a guide to revise the lesson plans of the first cycle to produce the lesson plans in the second cycle.

RESEARCH FINDINGS AND DISCUSSION

This research has two findings. The first result indicated that the use of picture files could improve the 8th grade students' vocabulary achievement at SMP Nuris Jember. The second finding indicated that the use of picture files in teaching reading could improve the 8th grade students' active participation in the teaching learning process of vocabulary at SMP Nuris Jember. Picture files could gain the students interest and motivation because they are fun and fascinating. The action given in the first cycle had not been successful yet. So the researcher continued to the second cycle by revising some necessary aspects to improve the students' vocabulary achievement and their active participation during teaching learning process in the classroom.

This classroom action research was completed in two cycles in which each cycle covered four stages of activities, namely planning the action; implementing the action; observing and evaluating; and analyzing the data and reflecting the action. Each cycle was conducted in two meetings and one meeting more for conducting vocabulary test. The data about the students' vocabulary achievement were collected by administering the vocabulary achievement test after the actions given. There were two kinds of evaluation done in this research: process evaluation and product evaluation. The process evaluation through observation was conducted to evaluate the students' participation in the vocabulary teaching learning process by using picture files. Observation was used to monitor the process of teaching vocabulary by using picture files and the students' active involvement in the classroom. Then, product evaluation was done by administering the vocabulary test in the third meeting after the action done.

The results of this research were as follows: the students' English mean score improved from their previous mean score that was 62.02 to 67.8 after being taught vocabulary by using picture files in the first cycle. In the first meeting in cycle 1, there were 24 of 36 students (66.7%) who actively participated in the teaching and learning vocabulary by using picture files. In the second meeting, there were 25 students or **69.4%** of 36 students who were active participation during the teaching and learning vocabulary by using picture files. In the second cycle, the result of vocabulary achievement test mean score that was 72.9 (28 students or 77.8% of the students got the score at least 70 or higher). The score was improved from cycle 1 the mean score which was 67.8 to 72.9 in cycle 2. In the first meeting in cycle 2, there were 28 students (77.8%) of 36 students who actively participated in the teaching and learning process of vocabulary by using picture files. In the second meeting, there were 31 students or 86.1% of the 36 students who actively participated during the teaching and learning of vocabulary by using picture files. It means that the result of vocabulary achievement test and students' active participation in cycle 2 achieved the target research.

The results showed the use of picture files in teaching vocabulary could improve the 8th students' vocabulary achievement as well as their active participation during the vocabulary teaching learning process at SMP NurisJember. This finding supported the theory by Scott and Ytreberg (1992:108) that the lesson will be much easier and much

exciting for the students if the teacher uses the picture piles optimally to help the students understand the material taught. In other words, picture files could help the teacher deliver information to the students and they also understood and got the information easily because the teacher showed the picture files while teaching the materials to the students. This was because picture files provided the students concrete and direct experience with the language, especially in learning vocabulary.

Based on the result of implementation of the actions, it could be pointed out that teaching vocabulary by using picture files could improve the students' vocabulary achievement. In general, the students' vocabulary achievement and their active participation can be described as follows.

In the first cycle, the result of the students' vocabulary achievement had not achieved the percentage required in this research that was 75% of the students could get the score of the vocabulary test at least ≥70. The results showed that there were only 55.6% of the total students got scores at least 70. In the second cycle, some aspects were revised in order to improve the students' vocabulary achievement.

When the teaching and learning of vocabulary by using picture files was conducted in the first meeting, there were some students who acted badly and did not paid much attention to the lessons. They did not want to listen to the teachers' explanation and participate well in the classroom. To overcome the problems the researcher asked the teacher to help her did some approach to them. As the result, in the second meeting the students showed their full attention to the teacher's explanation and participated well during the teaching and learning process. Besides, they also gave positive response for all the picture files. They liked all the stories given during the actions.

Then, the second cycle was conducted to the students by revising the teaching technique and some aspects which occurred in the first cycle in order to improve the students' vocabulary achievement. In the vocabulary teaching learning process, the English teacher and the researcher asked the students to bring their own dictionary which could help them to find the meaning of the difficult words found in the text. Next, in the activity of vocabulary exercise, the teacher asked the students to work in group in order to share the knowledge with their groups in answering the questions. This strategy allowed the students to practice either individually or in group in formulating their ideas

and provided an opportunity to the students to share their knowledge with others (Dennis, 2012). Besides that, in order to make the students more interested in the activity of vocabulary exercise, the researcher and the English teacher had chosen distribute more interesting picture files. It was hoped that the revision made could make the students enhance their interest in the product of teaching vocabulary. After conducting the actions in the second cycle by revising some necessary aspects, the students' vocabulary achievement improved. The percentage of the students who got good score category in the vocabulary test was 86.1%. It was higher than the percentage required in this research that was 75%.

Further, the improvement of the students' vocabulary achievement in the second cycle was also followed by the improvement of their active participation in the vocabulary teaching learningby using picture files. Based on the classroom observation, it was revealed that there were 77.8% of the students who were actively involved in the teaching learning activity in the first meeting and there were86.1% of the students who were actively involved in the teaching and learning activity in the second meeting. In other words, they actively participated in the vocabulary teaching learning activities by using picture files. In fact, it could be concluded that the use of picture files could help the students to develop their vocabulary achievement.

CONCLUSION AND SUGESTIONS

Based on the results of vocabulary test after the actions were given in two cycles, it could be concluded that the teaching of vocabulary by using picture files could improve the students' vocabulary achievement as well as their active participation in the classroom.

The use of picture files could make the students improve their vocabulary achievement. The improvement could be seen from the mean score of the students' vocabulary test that increased from 67.78% in cycle I to 72.9% in cycle II. The percentage of the students who got scores at least ≥70 in cycle I was 55.6% of the students. While, in the second cycle, the percentage improved to 77.8%. Therefore, the criterion percentage required, 75% of the research subjects who got scores at least ≥70 was fulfilled.

Besides, the students vocabulary achievement, their active participation also improved. The students were more active in the vocabulary teaching learning process by using picture files. The improvement of the students' active participation was shown from the results of the observation in cycle I, the average of the students' active participation was 68.05%, while in cycle II, the average of students' active participation was 81.95%. They were actively participated in the vocabulary learning activities by using picture files. The results had successfully fulfilled the criterion of success that was at least 75% of the students did at least two of three indicators being observed. In other words, the students actively participated in the teaching learning process of vocabulary by using picture files.

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