IMPROVING STUDENTS' VOCABULARY MASTERY
BY USING COMPOSITE PICTURE

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Abstract

This study attempts to improve students' vocabulary mastery by using composite picture. This study was conducted by using Classroom Action Research. This study was conducted at the VII grade students of SMP Muhammadiyah 7 Wuluhan. The number of the subject of this research was 21 students. In completing the research, the researcher used vocabulary test and field note as the instrumens of collecting the data. By conducting the classroom Action Reseah that is teaching vocabulary using composite picture, it was found out that composite picture was able to improve students' vocabulary mastery. The result of this research has shown the progress in improve vocabulary mastery in each cycle. First cycle was 66% (less than 70, not achieved). The second cycle was 76% (achieved) which was higher than presentage score requirement. Based on the field notes, the students were more enjoy, enthusiastic during teaching and learning process in the second cycle than in the first cycle.

Key Words: Vocabulary Mastery, Composite Picture

INTRODUCTION

English has become the standard of communication in the world. It is important for everyone to learn English because it is used to communicate over the world and one of the problem commonly found in learning English is lack of vocabulary. A study of English includes four skills, they are writing, reading, speaking, and listening and also has components namely vocabulary and grammar.

Vocabulary as one of the language component is very important than the other components. It is impossible to master one of English skills without mastering vocabulary. Wilkins in Thornbury (2002, p. 13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If we are lack of vocabulary, it will be hard for us to understand English.

Vocabulary is not only learning about definition, but also learning

about the accuracy of meaning in sentences. According to Manurung in Mar'atul (2003, p. 13) the ability to speak, listen, read, and write English depends on the mastery of vocabulary and grammar.

Vocabulary is important in Language learning because without vocabulary we are not able to speak, produce or understanding what people say. In fact the VII grade students of SMP Muhammadiyah 7 Wuluhan in the 2018/2018 Academic year showed a gap between minimum score criteria with their English score. Their ability in speaking and writing is low because they don'thave enough vocabulary. Sometimes the students were less motivated to learn English or the teacher the media or method used by the teacher was less attractive.

Teaching English at first grade of junior high scjool especially vocabulary lesson is not easy because of their low mastery in English vocabulary. Megawati & Mandarani in Megawati (2016, p. 150) argue that the difficulties frequently faced by students when speaking English is the lack of English vocabulary.

In order to solve this problem, the teaching and learning process should be improved. The teachers should find ways or effective strategy to teach vocabulary that can make students interested in learning process. The teacher also must provide some suitable and fun media,

strategy and method that are expected to help students in improving their vocabulary. It is preferable if the teacher show realia i.e. the real object that can be found near the class or students' life, can be around school or teachers prepare them from their homes before teaching. Whenever, the rwalia are difficult to find or sometimes impossible to bring the object (animals, vehicles, or other big things) to the classroom.

Based on the problem explanation above the researcher was interested to carrying a research entitled "Improving Students' Vocabulary Mastery by Using Composite Picture at VII Grade Students of SMP Muhammadiyah 7 Wuluhan.

The formulation of this research can be formulated as " How can the use of composite picture improve the VII grade students' vocabulary mastery of SMP Muhammadiyah 7 Wuluhan in 2018/2019 academic year.

This research was conducted to found out "How was students' vocabulary mastery of SMP Muhammadiyah 7 Wuluhan improved by using composite picture.

Based on Hatch and Brown (1995, p. 218) term used to classify vocabularies are called parts of speech which include noun, verb, adejective, adverb, pronoun,

preposition, conjunction, and interjection. In this research, the researcher focuses on threee kind of vocabulary which are noun, verb, adjective. It is based on the material that is taught in the academic year which appropriate with the curriculum for VII grade students.

Picture plays an important role in English language learning. It is provides large of information that can be use by the students to express their ideas easily. Wright (1989, p. 22) the fucction of picture is to motivate learners to remind him or herwhat to say. He also states that picture contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.

Based on Wright (1989, p. 193) there are three kinds of picture namely individual picture, picture in series, and compposite picture. In this research, the researcher uses composite picture as the media in teaching and learning process. Wright (1989, p. 189) states that composite picture is a picture that has a lot of information. Composite picture is a single picture which show a scene (hospital, beach, street, canteen, station, market) in which a number of people can be seen doing things.

In this research, the researcher adapted they ways to use composite picture in teaching vocabulary from Wright (1989, p. 22-25), they are :

1. Sound and tells the meaning. In this step, the teacher shows the composite picture in the class and pronounces the word at the same time. The students will see the picture and get the meaning immediately. Example, when the teacher teacher sounds the word "Car", the teacher explain the meaning and show students the picture of car.
2. Repetition. In this step, the teacher ask the students to repeat the word that they get from the lesson. This step will help students to pronounce and remember the meaning of the words.
3. Recombination. The teacher ask simple questions about the next object/activities in the picture (what is the girl going to do ?)
4. Written form. The teacher guide the students to write or list events/objects in the picture. This step will help the students to know and understand how to write the words correctly.
5. After that the teacher ask the students to identify the scene, object, and activities in the picture and write or make list individually.

There is a previous study, it found that there is significant effect on the students' reading comprehension achievement who was taught using composite picture. It proves that use composite picture as the media in teaching and learning process can give contribution in

students' reading achievement. It means that the use of composite picture also improve the students' vocabulary mastery through reading. From the result of previous studies above, the researcher wants to solve the problems appear by implementing team ga-mes tournament in her research. By the use of the Composite picture , the researcher hoped the students' vocabulary mastery would improve and they are able to be involved actively in teaching and learning process and also be able to generate a huge desire to find a new knowledge and motivation to be active learners more confidence in learning English.

METHOD

The researcher choose VII grade students of SMP Muhammadiyah 7 Wuluhan as the subject of the research. This school was choosen because of two reasons. First, as informed by the English teacher in preliminary study which was conducted on April, 9th 2019, the VII grade students of SMP Muhammadiyah 7 Wuluhan had problem in speaking and writing because they don't have enough vocabulary. Second, composite picture had never been applied in teaching and learning activity.

This research is classified as Classroom Action Research. According to Arikunto (2014, p. 130) classroom action research is accuracy against the activity that is carried out intentionally and it takes place in the class. In addition, Ary (2010, p. 514) states that action research is a process to improve education by incorporating change and involves educators working together in improving their own practice. This classroom action research was done in a cycle model. Lewin in Arikunto (2014, p. 131) explains that there are four stages to do action research in cycle namely Planing, Acting, Observing, and Reflecting. If the result in the first cycle unsatisfied or did not reach the target score that is 70, we need to continue to the next cycle. On the other hand, if the result of cycle 1 has shown the satifying result from the implementation of Composite picture, it does not need to continue to the next cycles. The subject of this thesis is VII grade students of SMP Muhammadiyah 7 Wuluhan which consisted of 21 students.

The instrument of the research used to collect data are vocabulary test and field note. Instrument of the research can be described as a tool used by researcher for collecting data in research. According to Arikunto (2014 : 192), instrument is tools at the time of research using a method. He also states that test is series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups.They are needed , in order to get the data for the researcher. The criterion of succes for vocabulary

test is 70% of students achieved the target score that is 70.

In this research, the researcher used content validity. The content validity test will be valid if the material and the items of the test are based on the curriculum. In this case, the materials of the test items appropriate with the materials for the first grade of Junior High School in K-13. According to Arikunto (2014, p. 211) validity is a measurement that indicates the validity level of instrument. Validity is the mosst important consideration in developing and evaluating measuring instrument (Arikunto, 2014, p. 225).

Result and Discussion

After doing the vocabulary test in cycle 1, it resulted the precentage of students' score, there were 14 of 21 students or 66% students who reached the target score that is ≥ 70. In cycle 2, the precentage of students' score, there were 16 of 21 students or 76% students who reached the target score. The result of field notes showed that there were some improvement both teacher and students.They can discuss with their friends and also the teacher, it make them have good interaction, confidence and enjoy in the class. Most of the students are willing to come forward and present their findings about the picture in front of the class confidently.
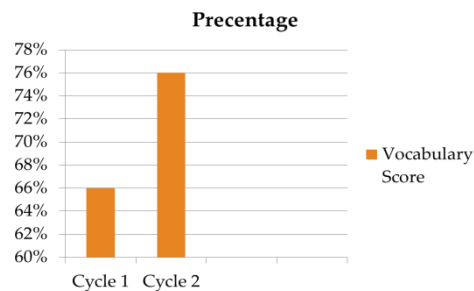
From the result above, the researcher realize that Composite picture has answered the problems mentioned above, it can be interpreted that Composite picture was able to improve students' vocabulary mastery. The researcher also realize that this thesis is still far from being perfect. However, Hope-fully this thesis will be useful for future researcher and general readers.

Conclusion

Based on the data result, after implementing the action in cycle 1 and cycle 2, it could be reported that that the use of Composite picture can improve students' vocabulary mastery at VII grade students of SMP Muhammadiyah 7 Wuluhan in the 2018/2019 academic year by pronouncing and identifying people, animal, and things that they see from the Composite picture.

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