# USING PICTURE FILES WITH STAR STRATEGY TO SEVENTH GRADE STUDENTS' VOCABULARY MASTERY

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## Abstract

Vocabulary is one of the essential aspects of learning English. Many students have problem to master vocabulary when they want to learn English. This research aims at finding out the way of using picture files with STAR strategy to enhance the seventh grade students' vocabulary mastery at MTs Wahid Hasyim Kunir in 2018/2019 academic year. In this research, the researcher used classroom action research (CAR). This research was done in two cycles which included of planning, acting, observing and reflecting. The subject of the research was the seventh grade students at MTS Wahid Hasyim Kunir consisting of 18 students. The research instrument used were vocabulary test and observation checklist. This research found that in the first cycle, the test result of the test was only 62% or 8 of 18 students who get ≥ 65, and 38% or 10 of 18 students ≤ 65 that did not achieve the target score, and the average result of students' active participation was 39%. It showed that the requirement of at least 65% students' active participation did not achieve the target criteria that were 65%. Thus, the first cycle was failed, then the researcher did the next cycle. In the second cycle, the result of the test was 66% or 12 of 18 students could get ≥ 65 and 34% or 6 of 18 students got ≤ 65 and the average result of students' active participation was 67%. It showed that the requirement of at least 70% students' active participation in teaching learning of vocabulary mastery through discussion starter web had been fulfilled. It indicated that the result of observation cycle 2 had been achieved the target requirement that was ≥ 65%. The result of vocabulary test and observation checklist was successful, and it did not need to continue to the next cycle.

**Key words**: Picture Files, STAR strategy, Vocabulary Mastery

## Introduction

Nowadays, English becomes more important that is needed by the most countries in the world. Since it is an international language, it has become the way to get through the international communication in globalization era. It is spoken by many people all over the world. English is also a key to open doors to scientific

and technical knowledge. It plays some important roles in many aspects of life including economics, politics, and especially in education. As a result, English has become a compulsory subject which should be taught to the students in every school. It is taught from the level of kindergarten, elementary school, up to the other higher levels of schools.

Vocabulary is the foundation to build languages which plays an important role in communication. It is a list of words that speakers of a language use (Hatch and Brown, 1995, p.1). Vocabulary is one of important aspects in teaching language because it links the four skills of speaking, listening, reading and writing altogether. By mastering vocabulary, they will be able to express their ideas into spoken and written English, understand the other basic competences well, and the target language skills could be learned easily.

The problem faced in MTs Wahid Hasyim, that is the English teacher said that most of the seventh grade students face some difficulties in learning English. The main reason for this condition was the lack of vocabulary. Most of the students got difficulties in learning all of skills because of their weaknesses in mastering vocabulary. In MTs Wahid Hasyim, the teacher used picture media to teach English especially in vocabulary lesson. She gave the list of many vocabularies related to the materials given in the form of pictures to the students to be learnt. By this way, the students would get difficulties in remembering the meaning of the words presented. They could not memorize the meanings well and the

materials of the lesson which had been explained would be easier to be forgotten. If these conditions happened, teaching and learning process would not run effectively and made the students lack of vocabulary competence.

The problems faced by the students above needs to be solved to improve their vocabulary mastery. They also need to be helped to learn vocabulary so that they can memorize the meanings easily. The researcher can use teaching strategy and teaching media, one of the teaching strategy which is STAR (Select, Teach, Activate, and Revisit) the students more interest and active to learning vocabulary. So, the researcher hope this strategy also can make the students' creativity is risen. One of the teaching media which is believed to help the students to improve their vocabulary mastery is picture files. The media belong to visual materials namely pictures which are collected and classified based on certain categories or themes (Karim and Hasbullah, 1986, p.4). It is one of interesting media that can encourage the students to learn vocabulary because they contain funny and colorful pictures. Picture files can be representatives of the real objects which provide illustrations and their clear definitions.

**Method**

In this research, the researcher used classroom action research (CAR). This research was done in two cycles which included of planning, acting, observing and reflecting. This research was done in two cycles which included of planning, acting, observing and reflecting. This research aims to know

whether discussion starter web can improve students' vocabulary mastery and active participation. According to Arikunto (2010, p.131) Classroom Action Research (CAR) is a study of learning activities in the form of the action, which deliberately appears and occurs in a class. This means that CAR is a study used by the researcher in a class or in the school where she or he cooperatively teaches the students by focusing on the improvement of learning process and practice.

This classroom action research will be done in a cycle model consists of four stages those are: 1. planning the action, 2. implementing of the action, 3. observing the classroom, 4. reflecting of the action. The second cycle will be done whether the result of the first cycle doesn't achieve the target of the score that is 62.

The planning stage means before doing the research the researcher prepares the lesson plan and the material that will be used. The material chosen is descriptive text. Implementing means that how the researcher does the strategy in teaching and learning process. Observing is done during the teaching and learning process using the research instrument. The last stage is reflecting which means in this stage the researcher and the observer will analyze the activity and calculate the data. The data found is students vocabulary score and the result of observation checklist. To measure those three data uses this following formula: $E = \frac{n}{N}$ x 100% (Adapted from Ali: 1993, p.186).

This research is done cooperatively by the English teacher as the observer. To know whether the result of the students' vocabulary mastery and active participation have been achieved or not, the criteria of the success is 65 % of the total students fulfill the vocabulary standard score. From the process aspect, a student is considered as active students if she/he meets at least three criteria from five indicators provided in the observation checklist. Then, the action can be successful if at least 65 % students involved in teaching and learning process.

The research instruments used in this research are vocabulary test and the observation checklist. The vocabulary test is in the form of multiple choices that consist of five options. The observation checklist has five indicators to know whether the students are considered as active or passive students.

**Result and Discussion**

In cycle 1, there were three meetings in the first cycle. The first cycle was held on 17th of June until 19th of June 2019 at 09.00 – 10.20 for each meeting. This cycle covered four stages of activities namely (1) Planning, (2) Acting (3) Observing and (Reflecting). The material chosen is explanation text. The result of students' vocabulary is only 62% or 8 of 18 students, who get $\geq$ 65, and 38% or 10 of 18 students who get $\leq$ 65 that did not achieve the target score. Then, the researcher continues to the next cycle.

The researcher and the observer did reflection cooperatively. There was some revision to do in the research done in cycle 1. The revision done is provided in the table below:

| The activity in cycle 1 | The activity in cycle 2 |
| --- | --- |
| The researcher did not allow students to use dictionary. | There searcher allowed students to use dictionary |
| The researcher gathered students in a group of discussion STAR strategy based on the theme | The researcher directly gathered students in a group of discussion with to create the discussion web. |
| The researcher often used English. | The researcher used bilingual in explaining the lesson and giving instruction |

After doing the revision in the lesson plan, the cycle 2 was implemented. There were three meetings in cycle 2. The first meeting was done on 20th of June until 22nd of June 2019 from 07.00 – 08.20 in every meeting. The second cycle covered four stages of activities namely (1) Planning, (2) Acting (3) Observing and (4) Reflecting. In this cycle, some activity was almost the same, but it still there was some different instruction those were the theme given, group divided and the use of dictionary.

By modifying the activity, the result of the test was 66% or 12 of 18 students could get $\geq 65$ and 34% or 6 of 18 students got $\leq 65$. This showed that some students could achieve the target score. It was $\geq 65$ students achieved the target score. It showed that using picture files with STAR strategy can improve students' vocabulary mastery. In this cycle, the result proved that the percentage score had fulfilled the criteria of success.

## Conclusion

From the discussion above it can be concluded that teaching vocabulary by using picture file with STAR strategy can enhance students' vocabulary mastery by real object and provide illustration. It makes students more active, more enthusiastic, and easier to understand the meaning of words. The result of this action research in two cycles had also verified the action hypothesis that use of picture files with STAR strategy can enhance vocabulary mastery of the seventh grade students at MTs Wahid Hasyim Kunir in the 2018/2019 academic year.

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