IMPROVING STUDENTS' VOCABULARY MASTERY BY USING PICTURE

(A Classroom Action Research to the Fifth Year Students of SD N 2 Ngaruaru, Banyudono in Academic Year of 2015/2016)

S1 THESIS

The Thesis is Presented as a Partial Fulfillment of the Requirement for Undergraduate Degree in English Education Study Program

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APPROVAL

TITLE : IMPROVING STUDENTS' VOCABULARY MASTERY BY USING PICTURE

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING PICTURE (A Classroom Action Research to the Fifth Year Students of SD N 2 Ngaru-aru Banyudono in Academic Year of 2015/2016)**

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment including the withdrawal or cancellation of my academic degree.

Klaten, 16 April 2016

Dwi Widayanti
1111202692

Motto

"Let's do the best for our live." (The writer)

PRESENTATION

This thesis is proposed to:

1. My beloved mother and my father who always care of me.

2. My beloved husband Sigit Kamseno, thanks for your support and love.

3. My beloved sons, Ade Risqi Wibiseno and Afnan Rifki Wibiseno. I do love you all.

4. My consultants, thanks for giving me valuable suggestion.

5. My teacher friends and my students in SDN 2 Ngaru-aru, thanks for chance to pass my thesis and thanks for the support.

AKCNOWLEDGMENT

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1. Prof. Dr. H. Triyono, M.Pd, the Rector of Widya Dharma University.
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6. Everybody who helps me in finishing the thesis.

Nothing is perfect, I realize that this thesis is far from being perfect. Therefore, I would like to accept suggestion and criticisms from the reader in order to make this thesis perfect.

Finally, I hope that this thesis will be useful for especially the English students and readers in general.

Klaten, 16 April 2016

Dwi Widayanti

TABLE OF CONTENT

LIST OF APPENDIX

LIST OF TABLES

ABSTRACT

Dwi Widayanti, NO: 1111202692. English Education Study Program, The Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2016. S-I Thesis: *IMPROVING STUDENTS' VOCABULARY MASTERY BY USING PICTURE (A Classroom Action Research to the Fifth Year Students of SD N 2 Ngaru-aru, Banyudono in Academic Year of 2015/2016).*

      The problem of the study isas follow: "Can the use of picture improve students' vocabulary mastery to the fifth year students of SD N 2 Ngaru-aru, Banyudono in academic year of 2015/2016?". The aim of the study is to verify if the students' mastery in vocabulary can be improved by using picture to the fifth year students of SD N 2 Ngaru-aru, Banyudono in academic year of 2015/2016.

      The subject of this research is the fifth grade students of SDN 2 Ngaru-aru, Banyudono, Boyolali, whereas the source of data is the process of teaching and learning vocabulary using picture, the teacher and the students as informant and documentation related to the research. In this research, the researcher uses research methodology the classroom action research. In classroom action research, the researcher presents the result of the study which consists of two parts namely: Cycle 1 and Cycle 2. In each part, some processes are 1) planning, 2) acting, 3) observing, and 4) reflecting. The techniques of collecting data used in this study are observation, documentation, test and interview. In analyzing the data, the qualitative data are presented to show whether or not there is improvement in vocabulary mastery.

      The result is that the students mean score on the first cycle is 72,16, there were 18 students who had score under the criterion of minimal competence and on the second cycle is 87,52, there were 6 students who had score under the criterion of minimal competence. The criterion of minimal competence (KKM) which was established by the teacher that was 75. It can be concluded that the use of picture can improve students' vocabulary mastery to the fifth year students of SD N 2 Ngaru-aru, Banyudono in academic year of 2015/2016.

Keywords: *improve, vocabulary, mastery, picture.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning language deals with learning vocabulary without a sufficient vocabulary, one can not communicate effectively or express his idea in both oral and written form (Fauziati, 2002:155). It means that learning a language cannot be separated from learning its vocabulary. It is important to introduce vocabulary as a basic step to the children in order to help them understand utterances and prepare them to learn English in the next level.

Vocabulary plays an important role in language learning. Learners can not hold speaking without vocabulary. It is the basic element of English subject. They will not have skill in English without mastery of English vocabulary. It is because of vocabulary mastery is the key to the students' understanding to what they hear and read, and to communicate successfully with other people. According to Hornby vocabulary is the term of words which make up a language and range of words to know, or used by a person trade, profession, and so forth (1986: 959).

English is one of languages that we use to do communication in the world. As an international language, English is the tools of communication for other people all over the world. We should know and understand about that language in daily life. English is used in many activities like: politics, economics and social life. It is now becoming a necessity to have effective communication skills and resources. In this case, knowing about English role

in the world today is important; students must be fluent and acceptable with English communication skills, both oral and written. It means English is a foreign language which is very important to be taught starting from elementary school until university level.

There are four skills that we that we learn in study English, such as listening, speaking, reading and writing. All of them must support by vocabulary that can help us in apply of the skill. Vocabulary is a based to transferring our information to another. Vocabulary is all the words that a person knows or uses; all the words in a language; list of words with their meaning, especially in a book for learning foreign language. It means vocabulary is important to learn to support our ability in learning English especially for elementary school's student.

Vocabulary is an aspect that the teacher must teach to the learners in teaching English as a foreign language. The common problem for the student in mastering English is vocabulary. If the student does not have many vocabularies, they will have difficulty in communicating with English language. In other words vocabulary is important in doing communication both of spoken and written.

The problem in the SDN 2 Ngaru-aru, Banyudono, Boyolali, based on phenomena in the class is there are many students who get difficulty in mastering vocabulary. It can be seen from the following phenomena. The first, the students are not enthusiastic in learning the material . The second, the students are not enthusiastic in learning English and do not feel enjoy with

the habit because they were forced to master vocabulary with a lot of memorizing. They cannot answer them perfectly. That mistake is caused by translation method in teaching vocabulary. The last, environment and family factors also influence such as they come from village, and they only study English in school. So the average value of the class is still below standard based on KKM (Minimal Completeness Criteria). From those problems, now the teachers are demanded to create some strategies which can explore the student's vocabulary. One of the strategies that can be used to teach vocabulary is using picture strategy.

Using picture is the use of images for improving the vocabulary learning. The implementation of using picture is "Teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning". English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable. Pictures can also help learners with abstract words, as associating the word with a concrete object which makes vocabulary easier to remember. So student interesting to studying English especially vocabulary mastery.

In addition, in teaching learning process, an English teacher for the elementary level plays a very important role, because he/she is the most important person in the classroom. He/she can support the success of the teaching and decisions to be made. Each decision involves a challenge to the skills or accessing a new situation and coming up with new problems.

Furthermore the efficiency of the use of media depends on how well a teacher determined and manipulated the good media for children.

Based on phenomena above, the writer conducts an action research entitled **IMPROVING STUDENTS' VOCABULARY MASTERY BY USING PICTURE (A Classroom Action Research to the Fifth Year Students of SD N 2 Ngaru-aru, Banyudono in Academic Year of 2015/2016)**

B. The Reason for Choosing the Topic

The reason and consideration why the writer has chosen the topic are as follow:

1. The students are not enthusiastic in learning the material.

2. The teacher uses monotoniuous technique in English class and is lack of facility to improve the students vocabulary of SD N 2 Ngaru-aru, Banyudono in academic year of 2015/2016.

3. The environment and family factors also influence such as they come from village, and they only study English in school.

C. The Limitation of the Study

In order to make the problem in this study clear, this study focuses on improving students' vocabulary mastery by using picture to the fifth year students of SDN 2 Ngaru-aru, Banyudono in academic year of 2015/2016.

D. The Problem of the Study

Based on the background of the study the problem that is discussed in this study is " Can the use of picture improve students' vocabulary mastery

to the fifth year students of   SD N 2 Ngaru-aru, Banyudono in academic year of 2015/2016?".

E. The Aim of the Study

In this study, the writer's aim is to verify if the students' mastery in vocabulary can be improved by using picture to the fifth year students of SD N 2 Ngaru-aru, Banyudono in academic year of 2015/2016.

F. The Use of the Study

In writing this study, the writer hopes that the result of the research will be useful for:

1. The researcher and the reader can develop the model of English teaching learning especially in teaching vocabulary.

2. The teacher can overcome difficulties in improving the students' vocabulary mastery.

G. The Clarification of the Key Terms

The key terms used in the title of this study can be explained as follows:

1. Improving

Improving in action research means there is an improvement of continuous teaching and learning quality, both in result and its' process which happen at the same time (Mulyasa, 2009: 8). From this definition, it can be firmed up that improving is to make better or to increase the value or good qualities of something or someone. Therefore, improving here means making the student's vocabulary mastery become better by using picture in process of learning.

2. Vocabulary Mastery

Vocabulary is the important thing for the students in the process of acquiring, learning, mastering, and using languages they learn. Allan (1990:132) states that vocabulary is an important aspect in all language teaching. The students must continuously learn words as they learn structure and as they practice the sound system. Harmer (2005:153) states that if language structure makes up the skeleton of language, than vocabulary that provides the vital organs and the flesh. While according Hocket in Fauziati (2002: 156) vocabulary is the easiest aspect of a second language to learn and that it hardly requires formal attention in the classroom, for this study, vocabulary mastery means the achievement of the fifth year of SDN 2 Ngaru-aru academic year of 2015/2016.

3. Picture

According to Hamalik (1989: 85) picture media is a media that can not be projected, available anywhere, and easily to be found out. Such a media can be used as learning media for each picture has its own meaning.

H. The Organization of the Study

The study organization is presented in order to give the direction of the study arrangement. It also gives a brief description to the readers.

Chapter one is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature, it consists of theory of vocabulary, pictures as media of teaching and learning English, teaching and learning in elementary school and treatment hipotesis.

Chapter III is research method. It consists of the meaning of research method, the strategy of the research, the data and source of the data, the technique of collecting the data, the technique of analyzing data and the research procedure of the study.

Chapter IV is research finding and discussion. It consists of the data analysis, and the discussion of the research findings.

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of the study shows that using picture technique in teaching vocabulary can overcome the students' problem effectively. Based on the research result and discussion, the reseacher can conclude that the use of picture can improve students' vocabulary mastery in fifth year students of SD N 2 Ngaru-aru, in academic year 2015/2016 . It can be proven by the improvement of students' skill of the students' scores. The average result of the pre-observation and cycles shows the significant improvement. The average of pre-observation score is 59.02, cycle 1 is 72,16 and cycle 2 is 87.52. This score indicates that there is improvement in students' vocabulary mastery. Using picture technique is appropriate to be applied to the students who have passive characteristic. Because it can make students more active and give full attention to the teacher in teaching learning process. So it can be concluded that the use of picture can improve the students' vocabulary mastery in the fifth year students of SD N 2 Ngaru-aru, in academic year 2015/2016 .

B. Suggestion

The researcher tries to propose some suggestions in the end of this chapter. Hopefully, these suggestions will be useful and meaningful for the teacher, students, and other researchers.

1. To the teacher

a. Teacher should learn and be creative to find the way of how to teach vocabulary using effective method.

b. Teacher must also give knowledge, motivation and explanation about the importance of vocabulary in English communication or universal communication.

c. Teacher should relate the using picture with other techniques such as picture, game, and the other fun techniques in order to avoid monotonous teaching and make the students interested in learning.

2. To the students

a. Students understand that vocabulary is important in English communication, the student should be trained or practiced to vocabulary mastery.

b. Students are expected to be active and memorize the vocabulary, so that they can follow the class activities. Because vocabulary is considered as an important thing in learning language, the students should develop their vocabulary mastery to be successful in teaching learning process.

3. To the other researchers

a. The other researchers are expected to develop this research based on their own view and their different materials or teaching aid to imply this method.

b. The result of the study can be used as an additional reference or further research with different discussion.

4. Informal School

a. The result of the study can be used as evidence that can increase their dedication for surrounding society especially in Ngaru aru, Banyudono, Boyolali, it can take part in Indonesian education development in generally.

b. The result of the study can be used as reference of the headmaster to decide what are good for the future school in the increasing inside and outside factors that can influence in the learning process, such as the English learning.

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