

## THE USE OF PICTURES IN INCREASING STUDENTS' VOCABULARY MASTERY ON WRITING SKILL: AN ACTION RESEARCH AT THE FIRST GRADE STUDENTS OF SMPN 1 KAYANGAN IN ACADEMIC YEAR 2022/2023

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### Abstrak

This research is the use of pictures in increasing students' vocabulary mastery at the first Grade Students of SMP Negeri 1 Kayangan in Academic Year 2022/2023. The kind of this research is a classroom action research (CAR). The populations of this research were all students of the first grade student of SMPN 1 Kayangan that consists of 117 students. Meanwhile the subject research was VII c because they were less in mastery vocabulary, then the technique of collecting data was observation and test. In addition in analyzing the numerical data, the researcher gained the average students score in each cycle, the mean score of the first cycle was 5.73 and at the second cycle was 7.48, and the curriculum standar of Minimum Completeness Criteria (MCC) at the first cycle was 53.57% it had not reached yet the classical successful criteria, because the classical successful learning must be >60% and at the second cycle was 71.42%, so it can be said succes because 71.42% higher than >60. It can be concluded that the use of picture was able to increase the students' vocabulary mastery at the first grade students of SMPN 1 Kayangan in academic year 2022/2023.

**Key terms: Pictures, Vocabulary, Mastery, Classical, Criteria.**

### 1. Introduction

Vocabulary is one of the important components in English. By having ability everyone can access wide knowledge in improving the skill of writing. Mastering vocabularies for instance in English is very basic ability not only for the students but also for the English teachers in SMPN I Kayangan in order to arrange the idea on literacy side. As a main component, vocabulary is very needed to study. But now many students in SMPN I Kayangan are less to master and they feel difficulty to catch particularly in English studied. Therefore by the real condition the students always demand to study of vocabulary in all time seriously.

Meaning that if we want to study English particularly on writing aspect, the mastering of vocabularies should be known and reminding well. In other side learning English needs of practicing in daily life. Beside that there are some elements of language for instance vocabulary, Pronunciations,

punctuation. All of them have correlation each other when someone conducting a communication. River (1985; 125) has argued that acquisition of an adequate vocabulary will be able made the students learned comprehensible communication.

In the fact the students has difficulties in improving their English in everyday life. This thing is occurred by the lack of vocabulary mastery therefore it made the students feel difficult to understand what they read or listen. This phenomenon is found at SMPN 1 Kayangan, north Lombok, West Nusa Tenggara Province. Now days, It has 12 class; there are IV class VII, IV class VIII and IV class IX. Every class has 28 – 30 students. SMPN 1 Kayangan has four English teachers in teaching at the classroom. Based on those teachers, the result on study, the students in class VII has still less on the score; this can be shown at the result test of students, they are 59 – 60 this is under of KKM of



this school, and the KKM of English in this place are 70.

Based on the observation, it showed that a technique of teaching which used by the English teacher is a direct teaching (teacher oriented). By using this method, some students are seen not active in teaching learning process they just write and read the material given by teacher without asked to the teachers what their confusion. As a result, many students do not know the main of topic learned. Besides that, the difficulties in understanding of topic are caused by the teacher who does not use of picture in explaining the material. Meanwhile the teachers only explained, after that the students just write and copy of material, students still lazy to ask the teachers if they have a difficult on their comprehend of material, so that it made many students cannot answer the question from their teachers.

Relating to the problem above, the researcher assumes that, the teachers need to increase students' activity in teaching learning process on students' class VII by using a picture for instance in explaining a topic. This activity should has purpose to make the students' active in teaching learning process. By having that model, the students can involve each other. Based on the explanations above, the researcher is interested in conducting a research that entitled "The use of pictures in increasing student's vocabulary mastery: an action research at the first grade in SMPN I Kayangan at the first grade in academic year 2022/ 2023".

## 2. Research Method

In this research, the researcher used an action research design by Kemmis Taggart. This research focus on increasing students' mastery vocabulary by using picture, the design of classroom action research is as follow;

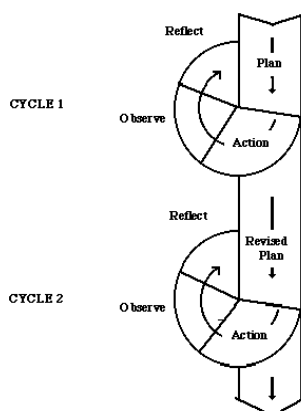


Figure 1 Classroom Action research from Kemmis Taggart:

### i. The Procedure of Research

Because this research is an action research, it includes some stages and cycles. As the researcher had mentioned in the previous chapter that this action research is based on Kemmis Taggart, it includes planning, action, observation and reflection or evaluation. This is a collaborative research, the researcher collaborates with the English teacher of SMPN I Kayangan class VII, that is follows:

#### Planning

In this step, the researcher prepare the instruments such as materials, syllabus, lesson plan, worksheet, learning scenario, technique and the instrument to observe and evaluate the teaching and learning process.

#### Acting

In this point, the researcher carried out the planned action. Researcher determines the strategy that is applied in the classroom, he change the teacher position in performing this research, while the teacher observe the condition and activities in the classroom setting.

#### Observing

In this phase, the researcher observed the activities occurring in the classroom, and made a note about all of activity while observe the students, teacher and school environments.

#### Reflecting

This stage is aimed to reflect an action based on the data collected. From the observations and tests that have been carried out and given to students, if deficiencies are found, they must be corrected in the next cycle, namely through planning, repeating actions, and re-observing.

### ii. Technique of Collecting Data

#### a) Observation

Observation is one way that can be done to collect data. As a researcher has mentioned in the previous chapter, observation is one of the way that must be utilized in classroom

action research because it is one of the stages in the classroom action research cycle.

#### b) Objective Test

This test is the most widely used by a researcher in measuring students' abilities in a subject of teaching, this can be due to the fact that objective tests cover almost all material and are easy to assess. There are several types of questions that the researcher uses, namely a test with 20 questions, where part A finds synonyms and antonyms consisting of 5 questions, part B, looking for meaning consists of 10 questions and part C finds an introduction consisting of 8 questions.

#### c) Documentation

The researcher uses documentation as a way to collect data which includes learning syllabus and program planning. Besides that, this activity is very helpful in supporting the data needed in research.

### iii. Data Analysis Technique

The data that the researcher was collected in this research are from observation and test. In analyzing numerical data, the researcher gains the average students score in each cycle, it is used to measure the students' vocabulary mastery, it uses the formula;

$$M = \frac{\sum X}{N}$$

Where:

M = Mean of score

$\sum$  = the sum of the score

X = Final score of individual

N = the sum of students

To know the class percentage, the researcher uses the formula:

$$X = \frac{\sum X}{N}$$

Where:

X = The total score of the student

$\sum x$  = The Students score

N = The number of the students

(Heaton, 1975)

After getting mean of students score per action, the researcher identified whether any improvement or not of students in mastering vocabulary. From pretest given students have average score in cycle 1 and 2. To analyze that the researcher uses the formula:

$$P = \frac{F}{N} \cdot 100\%$$

Where: P: The class percentage.

F: Total percentage Score.

N: Number of Students..

### 3. Result of Research

This section will explain the results of research conducted by English teachers. The form of research being conducted was classroom action research (CAR) in class VIII.4 students at SMP Negeri 1 Kayangan for the 2022/2023 academic year. This research was conducted to determine the improvement of English vocabulary mastery by using picture media. Furthermore, this research was carried out from April 21 to June 18, 2022/2023. Then, the research procedure consists of two cycles and several stages in collecting data. The data collected comes from the results of observations and evaluations of the questions that have been worked on by each student who is used as the research sample. As a result, from the 2 cycles that were applied then analyzed using the method described in the previous chapter. The following will describe the data that has been obtained in this study:

### 4. The Result of Students Pre-Test

Table 1: The analysis of students' score on pre-test in cycle 1

| No. | Subject | Raw Score | Score Mastery | Qualification |        |   |     |
|-----|---------|-----------|---------------|---------------|--------|---|-----|
|     |         |           |               | E<br>X        | V<br>G | G | P/F |
| 1   | AF      | 12        | 60            |               |        |   | F   |
| 2   | AM      | 10        | 50            |               |        |   | F   |
| 3   | AI      | 14        | 70            |               |        | G |     |
| 4   | AN      | 16        | 80            |               | V<br>G |   |     |
| 5   | AS      | 12        | 60            |               |        |   | F   |
| 6   | AY      | 9         | 45            |               |        |   | F   |
| 7   | BQ      | 13        | 65            |               |        |   | F   |

|                   |    |    |    |        |        |        |     |
|-------------------|----|----|----|--------|--------|--------|-----|
| 8                 | BU | 10 | 50 |        |        |        | F   |
| 9                 | DA | 11 | 55 |        |        |        | F   |
| 10                | DI | 10 | 50 |        |        |        | F   |
| 11                | DM | 9  | 45 |        |        |        | F   |
| 12                | DO | 12 | 60 |        |        |        | F   |
| 13                | DW | 16 | 80 |        | V<br>G |        |     |
| 14                | ES | 9  | 45 |        |        |        | F   |
| 15                | IL | 14 | 70 |        |        | G      |     |
| 16                | IR | 12 | 60 |        |        |        | F   |
| 17                | LF | 9  | 45 |        |        |        | F   |
| 18                | MC | 12 | 60 |        |        |        | F   |
| 19                | MY | 10 | 50 |        |        |        | F   |
| 20                | MA | 12 | 60 |        |        |        | F   |
| 21                | MI | 10 | 50 |        |        |        | F   |
| 22                | MN | 13 | 90 | E<br>X |        |        |     |
| 23                | NO | 11 | 55 |        |        |        | F   |
| 24                | NU | 13 | 90 | E<br>X |        |        |     |
| 25                | PU | 15 | 75 |        |        | G      |     |
| 26                | RA | 17 | 85 |        | V<br>G |        |     |
| 27                | RI | 11 | 55 |        |        |        | F   |
| 28                | YU | 12 | 60 |        |        |        | F   |
| <b>Total</b>      |    |    |    | 2      | 3      | 3      | 22  |
| <b>Percentage</b> |    |    |    | 7<br>% | 9<br>% | 9<br>% | 75% |

NOTE:

1. EX = Excellent
2. VG = Very Good
3. G = Good
4. P/F = Failed

Based on the table above, it can be seen that the 28 students who were given pre-test only 8 students (25%) are able to achieve the Minimum Completeness Criteria with the qualification consists of 2 students (7%) got excellent, 3 students (9%) acquire very good, and 3 students (9%) got good. While there are 22 students (75%) were not achieve the Minimum Mastery Criteria with the qualification poor or failed. This fact indicates that most of the students of the first grade students of of SMP Negeri 1 kayangan have problem in vocabulary. The problem are found is how to organize the word, how to translate the word and how to pronounce the word. So that the researcher was use the pictures to solve their problem.

Table 2: Analysis of students' score in cycle 1.

| N o. | Subjec t | Raw Score | Score Mastery | Qualification |     |   |     |
|------|----------|-----------|---------------|---------------|-----|---|-----|
|      |          |           |               | EX            | V G | G | P/F |

|                   |    |    |    |     |     |         |     |
|-------------------|----|----|----|-----|-----|---------|-----|
| 1                 | AF | 11 | 55 |     |     |         | F   |
| 2                 | AM | 12 | 60 |     |     |         | F   |
| 3                 | AI | 17 | 85 |     | V G |         |     |
| 4                 | AN | 17 | 85 |     | V G |         |     |
| 5                 | AS | 15 | 75 |     |     | G       |     |
| 6                 | AY | 12 | 60 |     |     |         | F   |
| 7                 | BQ | 13 | 65 |     |     |         | F   |
| 8                 | BU | 14 | 70 |     |     | G       |     |
| 9                 | DA | 12 | 60 |     |     |         | F   |
| 10                | DI | 12 | 60 |     |     |         | F   |
| 11                | DM | 11 | 55 |     |     |         | F   |
| 12                | DO | 14 | 70 |     |     | G       |     |
| 13                | DW | 17 | 85 |     | V G |         |     |
| 14                | ES | 12 | 60 |     |     |         | F   |
| 15                | IL | 14 | 70 |     |     | G       |     |
| 16                | IR | 14 | 70 |     |     | G       |     |
| 17                | LF | 12 | 60 |     |     |         | F   |
| 18                | MC | 13 | 65 |     |     |         | F   |
| 19                | MY | 18 | 90 | E X |     |         |     |
| 20                | MA | 14 | 70 |     |     | G       |     |
| 21                | MI | 18 | 90 | E X |     |         |     |
| 22                | MN | 14 | 70 |     |     | G       |     |
| 23                | NO | 18 | 90 | E X |     |         |     |
| 24                | NU | 14 | 70 |     |     | G       |     |
| 25                | PU | 14 | 70 |     |     | G       |     |
| 26                | RA | 16 | 80 |     | V G |         |     |
| 27                | RI | 13 | 65 |     |     |         | F   |
| 28                | YU | 13 | 65 |     |     |         | F   |
| <b>Total</b>      |    |    |    | 3   | 4   | 9       | 12  |
| <b>Percentage</b> |    |    |    | 9%  | 12% | 38<br>% | 41% |

Based on the criteria above, it can be mentioned that the students who were given the post-test there are only 19 students (59%) are able to achieve the Minimum Completeness Criteria with the qualification consisted of 3 students (9%) got excellent score, 4 students (12%) got very good, and 12 students (38%) got good. While there are 13 students (41%) were not achieve the Minimum Mastery Criteria with the qualification poor or failed. Is means that the first grade students of of SMP Negeri 1 kayangan had increase by using pictures from 25% to 59%. The students had ability in how to pronounce the word and translate the new words.

Table 3: Analysis of students' score in cycle 2.

| N o. | Subj ect | Raw Score | Score Mastery | Qualification |     |   |     |
|------|----------|-----------|---------------|---------------|-----|---|-----|
|      |          |           |               | EX            | V G | G | P/F |
| 1    | AF       | 13        | 65            |               |     |   | F   |
| 2    | AM       | 14        | 70            |               |     | G |     |
| 3    | AI       | 17        | 85            |               | V G |   |     |
| 4    | AN       | 18        | 90            | EX            |     |   |     |
| 5    | AS       | 18        | 90            | EX            |     |   |     |
| 6    | AY       | 13        | 65            |               |     |   | F   |
| 7    | BQ       | 14        | 70            |               |     | G |     |
| 8    | BU       | 15        | 75            |               |     | G |     |

|            |     |    |    |     |     |     |     |
|------------|-----|----|----|-----|-----|-----|-----|
| 9          | DA  | 13 | 65 |     |     |     | F   |
| 10         | DI  | 14 | 70 |     |     | G   |     |
| 11         | DM  | 13 | 65 |     |     |     | F   |
| 12         | DO  | 15 | 75 |     |     | G   |     |
| 13         | DW  | 17 | 85 |     | V G |     |     |
| 14         | ES  | 15 | 75 | EX  |     |     |     |
| 15         | IL  | 15 | 75 |     |     | G   |     |
| 16         | IR  | 15 | 75 |     | VG  |     |     |
| 17         | L.F | 13 | 65 |     |     |     | F   |
| 18         | MC  | 14 | 70 |     |     |     | F   |
| 19         | MY  | 19 | 95 | EX  |     |     |     |
| 20         | MA  | 18 | 80 |     | V G |     |     |
| 21         | MI  | 19 | 95 | EX  |     |     |     |
| 22         | MN  | 15 | 75 |     |     | G   |     |
| 23         | NO  | 18 | 90 | EX  |     |     |     |
| 24         | NU  | 15 | 75 |     |     | G   |     |
| 25         | PU  | 15 | 75 |     |     | G   |     |
| 26         | RA  | 16 | 80 |     | V G |     |     |
| 27         | RI  | 14 | 70 |     |     | G   |     |
| 28         | YU  | 13 | 65 |     |     |     | F   |
| Total      |     |    |    | 5   | 5   | 11  | 5   |
| Percentage |     |    |    | 19% | 19% | 43% | 19% |

Based on the criteria above, it can be seen that 28 students who were given a post-test there were 11 students (81%) are able to achieve the Minimum Completeness Criteria with the qualification consisted of 5 students (19%) got excellent score, students (19%) got very good, and 14 students (43%) got good. While there are 5 students (19%) were not achieve the Minimum Mastery Criteria with the qualification poor or failed. It means that the first grade students of SMP Negeri 1 Kayangan had increased by using pictures from 25% to 81%.

### Reflecting

There are 59 % of the students or 19 students got the score of minimum criterion in cycle 1, and 81 % of the students or 26 students got the score passed the Minimum Completeness Criteria in cycle 2 after the implementation of pictures. The students have achieved the criteria of success 70%. Therefore, it is not needed to be revised. From the result in cycle 1 and cycle 2 of the quantitative data the researcher presents the students' score as follows:

| Test     | Students mastery | Number of students | Qualification | Percentage |
|----------|------------------|--------------------|---------------|------------|
| Pre-test | 90-100%          | 2                  | Excellent     | 7%         |
|          | 80-89%           | 3                  | Very good     | 9%         |
|          | 70-79%           | 3                  | Good          | 9%         |
|          | ≤69%             | 24                 | Poor/Failed   | 75%        |
|          | 90-100%          | 3                  | Excellent     | 9%         |
|          | 80-89%           | 4                  | Very Good     | 12%        |

|         |         |    |             |     |
|---------|---------|----|-------------|-----|
| Cycle 1 | 70-79%  | 12 | Good        | 38% |
|         | ≤69%    | 13 | Poor/Failed | 41% |
| Cycle 2 | 90-100% | 6  | Excellent   | 19% |
|         | 80-89%  | 6  | Very Good   | 19% |
|         | 70-79%  | 14 | Good        | 43% |
|         | ≤69%    | 6  | Poor/Failed | 19% |

Based on the table of quantitative data above described that 28 students of SMP Negeri 1 Kayangan at the first cycle showed that 8 (25%) students were success with the qualifications 3 (9%) students were excellent, 4 (12%) students were very good, and 12 (38%) students were good. Beside that 13 (41%) students were poor or failed. Then at the second cycle showed that 26 (81%) students were successes in the qualifications 6 (19%) students were excellent, 6 (19%) students were very good, and 14 (43%) students were good. And 6 (19%) students were poor or failed.

### 5. Conclusion

First grade students of SMP Negeri 1 Kayangan have problem on vocabulary mastery, most of them are not able to achieve the Minimum Mastery Criteria as shown by the result of pre-test of cycle 1, where 28 students only 8 students (25%) are able to achieve the Minimum Mastery Criteria with the qualification consisted of 2 students (7%) got excellent, 3 students (9%) got very good, and 3 students (9%) got good. While there are 23 students (75%) were not achieve the Minimum Mastery Criteria with the qualification poor or failed. After the pictures had been conducted on both cycle 1 and 2 with different material of each cycle, the result of students' tests raised up. Where in cycle 1 the result of students' raised up from 25% on pre-test to 59% in cycle 1 after the technique was applied. While 13 (41%) of students were failed. And then in cycle 2, the result of students' tests raised up 25% in pre-test to 81% in cycle 2 after the technique were applied. While 6 (19%) of the students were failed. So the technique applied in this classroom action research has significantly increase students' vocabulary mastery or in other word the technique applied had been successful.

Furthermore, the students responded on the pictures used by the teacher in teaching vocabulary are: All of the students were very agreed and interested in the use of pictures.

Most learners pointed out that it was very useful to make easier remember the vocabulary for them. During teaching and learning process the students gave good responses towards the use of pictures. This can be seen from their active participation and enthusiasm in teaching learning process.



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