

Using Pop-up Pictures to Improve the Eighth Grade Students' Vocabulary

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Abstract: This Classroom Action Research was intended to improve the VIII-C students' participation and vocabulary achievement by using Pop-up Pictures at SMPN 1 Beji - Pasuruan. The research area was chosen by using purposive method. The data collection methods of this research were interview, observation, documentation, and vocabulary achievement test. The research participants were VIII-C students. This research was held collaboratively between the researcher and the English teacher. The research was done in two cycles while each cycle consisted of three meetings. The observation result in Cycle 1 showed that the average of the students' participation was only 65%. It increased to 77.5% the observation result in Cycle 2. Additionally, there were only 65% students who got score 70 in Cycle 1 and it was 77.5% students got score 70 or higher in the vocabulary achievement test in Cycle 2. It means that the objectives of the research were successful.

Keywords: Pop-up Pictures, Students' Participation, Students' Vocabulary

English is a language that is used in almost every aspect of life such as economic, business, technology, education including in communication. English is beneficial in socialize with all of people although they are from different countries. English seems to be the main tool of international communication. English is the medium of communication of the world knowledge, especially in such areas as science and technology (Chrystal, 2003:110). Thus, considering the importance of it, English as a compulsory subject is taught from junior high school up to university level.

English has four skills, namely listening, speaking, reading, and writing. In addition, English also has language components: pronunciation, vocabulary, and grammar. As one of the basic components of the four language skills, vocabulary

has to be mastered by the students. Learning vocabulary is the fundamental step to learn a foreign language (Basoglu and Akdemir, 2010). In learning English, vocabulary is one of the language components that plays important role, because by mastering vocabulary the students can produce many sentences easily either in the spoken or written form. The students needed to master a lot of vocabularies to achieve the language skills. Actually, they still experienced many difficulties to understand the English text and to answer the reading questions because they were lack of vocabulary. They did not know the meaning of words in the text because their knowledge about vocabulary was low. So, they had difficulties in memorizing and understanding the vocabulary, because it was influenced by their mother tongue.

Teaching English to the students is not easy because English is a second language and it is not the students' mother tongue. So, to teach English the teacher should be able to select the teaching learning method especially with teaching vocabulary. There are several ways in teaching vocabulary to the students such as using showing pictures, power point, flash card, songs, playing games, telling stories, and so on. It is a motivation for the students, in order to memorize the English vocabulary more easily. The varieties of teaching techniques are needed to be introduced to keep the interest of the students in teaching and learning process of vocabulary. Based on the preliminary study that was done by interviewing the English teacher of the eighth grade students on August, 10th 2015, the English teacher gave the researcher information about the English teaching and learning process at SMPN 1 Beji - Pasuruan. In relation to the vocabulary achievement, the eighth grade students had difficulties in answering questions, memorizing, and understanding the vocabulary. Then, the teacher also found some difficulties in improving the students' vocabulary achievement.

According to Thornbury (2007: 64), it is ideal to use picture in teaching young learners. Pictures can be used to explain the meanings or concept in a simple way. Thornbury (2007: 25) says that visualizing is the best way to teach new words for all subjects. It means that the teacher in teaching and learning process can use visual things as media namely Pop-up Pictures that can develop and motivate the students' to learn English easily including vocabulary. So, the students can visualize their ideas using the Pop-up Pictures given. Therefore, the researcher offered the types of pictures that were represented by using media namely Pop-up Pictures. Pop-up Pictures as one of the alternative media in teaching and learning process of vocabulary to improve the students' vocabulary achievement because Pop-up Pictures had pictures that rise-up, interesting, and colorful. By using Pop-up Pictures, the students could see like areal and alive picture than the pictures in general. It is because Pop-up Pictures provides the three dimensions.

This classroom action research aimed at discussing vocabulary achievement of junior high school students at the VIII-C grade by using Pop-up Pictures. In addition, Pop-up Pictures had never been used by the English teacher in teaching vocabulary. Whereas, this media was not only practical to use in teaching and learning vocabulary but also had several features (3 dimensional, interesting, and colorful) that were expected to be a helpful teaching media for the students. It was also more interesting for the students that could make them participated in teaching and learning vocabulary achievement. The use of Pop-up Pictures was expected to provide convenient means of encouraging the students to learn new vocabularies. Considering the fact related to the students' condition, the researcher was interested in conducting the classroom action research entitled "Improving the VIII-C Grade

Students' Vocabulary Achievement by Using Pop-up Pictures at SMPN 1 Beji - Pasuruan.”

Research Method

This research was intended to improve the VIII-C grade students' vocabulary achievement by using Pop-up pictures as the teaching media. Therefore, the appropriate research design was a classroom action research with the cycle model. Elliot (1991: 69) defines action research as the study of a social situation, with a view to improve the quality of action. Thornbury (2002: 139) says that classroom action research is small-scale classroom research implemented by teachers and directed at improving learning outcomes. In short, a classroom action research is intended to solve a problem in a classroom, for example the problem encountered by the students.

In this research, the classroom action research was a research which was done collaboratively between the teacher and the researcher to solve the students' problem with vocabulary. However, the classroom action research was conducted collaboratively with the English teacher of the eighth grade students at SMPN 1 Beji - Pasuruan in carrying out the actions and doing reflection to improve the students' vocabulary achievement by using Pop-up Pictures. According to Elliot (1993: 70), there are four steps in conducting classroom action in this research. In each cycle they covered; (1) Planning of the actions; (2) Implementation of the actions; (3) Observation and evaluation; (4) Data analysis and reflection of the actions. Area determination method dialed with the place where the research was conducted. In this research, purposive method was used to determine the research area. (Fraenkel and Wallen, 2009: 112) say that it is a method employed in choosing the research area because of a certain purpose. Purposive method is a method that is

used to determine the area of this research, which is based on certain purpose or reason (Arikunto, 2006: 130).

In this action research, SMPN 1 Beji - Pasuruan was chosen as the research because of some reasons; (1) The VIII-C grade students of the school had problems with English vocabulary, it could be seen from their low mean score was 69 which was less than 75 as standard score of SMPN 1 Beji - Pasuruan. (2) The vocabulary teaching of nouns, verbs, and adjectives by using Pop-up Pictures had never been applied by the English teacher. (3) The Headmaster and the English teacher of SMPN 1 Beji - Pasuruan gave permission to the researcher to conduct this classroom action research at that school, because they also were wanted to solve the problem of the students in learning English vocabulary.

The subjects of this research were determined by using population method. Population is the entire research subject (Arikunto, 2010: 173). Research subject is the people with the means to take systematic action in an effort to resolve specific problems (Fraenkel and Wallen, 2009: 591). SMPN 1 Beji - Pasuruan had only one single class of the eighth grade students that had low mean score. The VIII-C grade students were chosen as the subjects because they still had problems with English vocabulary, and low mean score that was 69 (poor category) which was less than 75 as the standard score. This mean score was taken from the data of vocabulary test given by the English teacher in SMPN 1 Beji - Pasuruan. There were two types of data collection method that were applied in this classroom action research, namely; primary data and supporting data. The primary data was collected by using vocabulary test and observation, whereas supporting data was collected by using interview and documentation. The data collection method was used in this research would be explained in detail in the following parts.

In Classroom Action Research (CAR), observation was used as the primary data collection method to measure the students' participation during the teaching and learning process. Observation in this research was conducted to record the students' activities and responded in teaching and learning process. From of checklist was used as an observation of this research guided whole containing the students' participation in the teaching and learning process of vocabulary by using Pop-up Pictures. The checklist was used in collecting the data to observe whether they were active or passive during the teaching learning activities. The indicators would be observed were as follows: 1.

The students' participation in answering the teacher's questions correctly; 2. The students participation in doing the vocabulary exercises; 3. The students' participation in discussing their answer clearly with the whole class; and 4. The students' participation in mentioning ideas that related with Pop-up Pictures. The students' participation was categorized active if they fulfilled at least three indicators. This research would be successful if most of the students (about 70% the students) were participated involved in the teaching and learning process of English vocabulary.

In this research, the questions of the interview were about the English curriculum that was used, the students' vocabulary problems, how to overcome the problems, techniques or methods that were used by the English teacher. The interview was conducted in the preliminary study with the English teacher of the VIII-C grade students of SMPN 1 Beji - Pasuruan which had a purpose to collect the supporting data. Guided interview was used to get information that was needed. A list of questions was used as the interview guide during the process of the interview.

Research Results

The primary data of this research were collected by using guided vocabulary test conducted on November 11st 2015. The test was done to measure the students' vocabulary achievement after first and second actions given. The vocabulary test items contained nouns (14 items), verbs (13 items), and adjectives (13 items). So, the totally vocabulary test items were 40 items. Time allocation for doing the test was 40 minutes. The result of the students' vocabulary test was calculated by using the percentage formula to determine the proportional of each type of test item.

The use of Pop-up Pictures in this research could improve Class VIII-C students' participation and vocabulary achievement. The result of observation of Cycle 1 in the first meeting showed that 52.5% of students were involved participation in teaching and learning process of vocabulary by using Pop-up Pictures. Meanwhile, in the second meeting showed that 58.9% of the students involve participation in the teaching and learning process of vocabulary by using Pop-up Pictures. In Cycle 2, the first meeting showed that 71% of the students who were participated in teaching and learning process, and in the second meeting showed that 76.3% of the students involve participation in the teaching and learning process of vocabulary by using Pop-up Pictures. It meant that, there was improvement of students' participation in Cycle 1 meeting 2 that was 58.9% to Cycle 2 meeting 2 that was 76.3%.

Moreover, in Cycle 1 65% of 40 the students got scores ≥ 75 on vocabulary test. The criterion of success of this research was determined by at least 70% of the students got scores ≥ 75 . It meant that the action of Cycle 1 were successful. Meanwhile, in Cycle 2 still continued to know improvement the result of students' participation and the result of the students' vocabulary. The results of the students'

vocabulary achievement test in Cycle 2 showed that 77.5% of 39 students or 31 students got scores ≥ 75 . It meant that there was also any improvement from Cycle 1 to Cycle 2 as much 12.5% of the students who got scores ≥ 75 .

Discussion

From the result above, it could be concluded that the use of Pop-up Pictures in the vocabulary teaching and learning process could improve the students' participation and the result of vocabulary achievement. Pop-up Pictures are three-dimensional scene that rises up when the picture is opened. So, Pop-up Pictures have 3 dimensional which saw like areal or alive than the picture in general. It is because Pop-up Pictures provides the three dimensions.

Pop-up Pictures the students could be translated an abstract idea into more realistic forms and they could be better obtained. Then, Pop-up Pictures was good and helpful for the students to make students more active in the class and improve the vocabulary achievement. Thus, the result of this action research in two cycles proved the action hypotheses as follows: The use of Pop-up pictures could improve the VIII-C grade students' vocabulary achievement at SMPN 1 Beji - Pasuruan. The use of Pop-up pictures could improve the VIII-C grade students' participation in teaching and learning process of vocabulary at SMPN 1 Beji - Pasuruan.

Conclusion

Based on the results of the data analysis and discussion, using Pop-up Pictures could improve the VIII-C grade students' vocabulary achievement at SMPN 1 Beji - Pasuruan. Therefore, the English teachers at the school should use Pop-up Pictures as alternative media for teaching vocabulary to improve students' participation and the students' vocabulary achievement. Besides, the future researchers who have the

similar problems should use these results as a reference to conduct another research dealing with improving the students' vocabulary achievement by using Pop-up Pictures with different skills or different levels of the research subjects.

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