Enhancing the Eighth Grade Students' Participation and Their Vocabulary Achievement by Using Individual Pictures at SMPN 3 Balung

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Abstract

This research was classroom action research with cycle model. It was intended to enhance the eighth grade students' participation and their vocabulary achievement by using individual pictures at SMPN 3 Balung. The primary data of this research were obtained from the students' scores of vocabulary test and the observation on the students' participation during the teaching and learning process. The data were analyzed by describing the percentage of the students who achieved the minimum score requirement. The results of this research showed that the student participated actively during the teaching and learning process. The students' vocabulary achievement also from 71,4% in the first cycle to 85,7% in the second cycle. That means that individual pictures could enhance the eighth grade students' participation and their vocabulary achievement in the vocabulary teaching and learning process at SMPN 3 Balung.

Keywords: Classroom action research, Individual pictures, Students' participation, Vocabulary achievement.

INTRODUCTION

English has become an important language for many people around the world. It is adopted and used for communication by native speakers and local speakers. English seems to be the main tool of international communication. As the basic component of the four language skills, vocabulary has to be mastered by learners. It is because without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002:13). By mastering vocabulary, the learners can produce many sentences easily. They can also communicate with other people fluently and express their opinions or ideas conveniently.

There are many ways to teach English to the learners, but the most important aspect to teach is building their motivation to learn English. Teacher can help their students in mastering vocabulary by giving interesting media in the learning process. The teacher can use pictures as the media to teach vocabulary to the students. Picture is a good medium to lead the learners to develop their enthusiasm in learning English.

Based on the preliminary study that had been done by interviewing the English teacher on 7th August 2014 to get information about English Language Teaching at SMPN 3 Balung, it was known that the students of grade VIII-E still had problems in vocabulary achievement. The English teacher of the eighth grade students had been employing a simple teaching activity such as giving explanations, doing exercises in the students' guide book or asking the students to memorize the word meaning, and the teacher used the things around the class only as the media to demonstrate and describe the material of the subject. As a result, the students were not interested in learning English, and they cannot easily increase their vocabulary because the activities were boring. Of course, it could not make them do the test well, so their average score was still low, especially class VIII-E which got the mean score 58 on vocabulary achievement.

The students' participation in the teaching learning process of vocabulary was not satisfactory, it could be seen that not all the students showed their involvement in joining the vocabulary class. It was required that 70% of the students should be actively involved during the lesson, but, it was only one-third of the students in the class who were active. The main problem was the teaching learning activity conducted was relatively monotonous. So, this situation made the students get bored to study English and tended to be passive in vocabulary class.

Dealing with the existing problem, the teacher and the researcher had agreed to conduct a Classroom Action Research (CAR) collaboratively to solve the classroom problem. The aims of this research were to enhance the eighth grade students' participation and their vocabulary achievement from less than 65 into ≥65. In this research, the researcher and the English teacher used individual pictures as the media of instruction in order to encourage the students to be more active in the vocabulary class.

Pictures are chosen because pictures have an important part in the teaching learning process. It is important because it can be the stimulus for the students to build their motivation during the lesson. Wright (1989: 2) states that it is important to have as a wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development and the resources must include pictures. It shows that pictures can be applied by the teacher in order to make teaching and learning process enjoyable and memorable.

Research using individual pictures as media in teaching vocabulary had been conducted by several researchers. Khoiruni (2013) showed that there was a significant effect of teaching vocabulary by using individual pictures. Another research done by Sudiyanto (2005) also showed that teaching vocabulary through individual pictures gave a good effect on the students' vocabulary achievement.

From the explanation above, a research entitled "Enhancing the Eighth Grade Students' Participation and Their Vocabulary Achievement by Using Individual Pictures at SMPN 3 Balung" was conducted.

RESEARCH METHODS

The research design of this research was classroom action research (CAR) which was conducted to enhance the eighth grade students' participation and their vocabulary achievement by using individual pictures at SMPN 3 Balung. Elliot (1991: 69) defines action research as the study of a social situation, with a view to improve the quality of action within it. Additionally, Thornburry (2002: 139) says that classroom action research is small-scale classroom research implemented by teachers and directed at improving learning outcomes. The design of this classroom action research was adapted from the cycle model proposed by Lewin in Elliot (1991: 69). Concerning with the research implementation, each cycle covered four activities, namely: the planning of the action, the implementation of the action, classroom observation and reflection of the action.

In this research, the action was conducted collaboratively with the English teacher of the eighth grade students at SMPN 3 Balung. The subjects of the research were the students of the VIII-E class at SMPN 3 Balung in the 2014/2015 academic year. They were taken by using purposive method. The minimum standard score requirement was 65.

The data in this research was gathered by administrating a vocabulary test and by observing the class in each cycle. Based on the way of scoring, the vocabulary test in this research used objective test in the forms of multiple-choice.

This research was conducted in two cycles. The students' scores in cycle 1 fulfilled the standard score requirement, so that the actions were continued to the cycle 2 to know the consistency result of the students' vocabulary achievement. The activities of the research used the following procedures: the first step was doing the preliminary study by interviewing the English teacher of the eighth grade students at SMPN 3 Balung to get the supporting data. The second step was planning the action (constructing the lesson plan, the instrument for observation and test materials). The third step was implementing and observing the action (teaching vocabulary through individual pictures and observing the action). The fourth step was giving vocabulary achievement test. The fifth step was analyzing the results on the observation and vocabulary test. The sixth step was reflecting the results of the observation and vocabulary achievement test.

RESEARCH FINDINGS

This research was conducted in two cycles to know the consistency result of the cycle 1 that fulfilled the target minimum score requirement. In cycle 1, it showed that the average result of the students' participation was 54.5% and the percentage score of vocabulary achievement test was 71.4%. It meant that the result of observation and some students' scores getting less than the target score. It was because some problems that influenced them. They were as follows:

No	Cycle 1 problems	The reflection in cycle 1
1.	The teacher and the researcher divided group based on the students' number.	The teacher and the researcher gave permission for the students to make 7 groups based on their wants.

2.	The students did not want to make a note about the important point because they were lazy in making a note.	Telling the students that the one who did not make a not about the important point, would get minus score from the teacher.
3.	The students did not do the vocabulary tasks cooperatively.	Telling the students that the one who did vocabulary tasks would get high score, while the other students who did not do vocabulary tasks would get minus score from the teacher.

In cycle 2, it was revealed that the average result of the students' participation was 77.1% and percentage score of vocabulary achievement test was 85.7%. It showed that the result of vocabulary test and observation improved. Some factors influenced the results of students' participation and vocabulary test in the second cycle were as follows:

1. The teacher and the researcher gave permission for the students to make 7 groups based on their wants.

2. Telling the students that the one who did not make a not about the important point, would get minus score from the teacher.

3. Telling the students that the one who did vocabulary tasks would get high score, while the other students who did not do vocabulary tasks would get minus score from the teacher.

DISCUSSION

The result of data analysis in this research proved that the use of individual pictures could enhance the eighth grade students' participation and their vocabulary achievement at SMPN 3 Balung. It could be seen from the results of the vocabulary test in Cycles 1 and 2 that showed the enhancement. Besides the enhancement on the students' vocabulary achievement through the use of individual pictures also improved their participation in teaching learning process of vocabulary. It was because individual pictures could attract the students' attention in teaching learning process of vocabulary. In accordance with this, during the teaching and learning process of vocabulary by using individual pictures, the students showed more attention to the lesson and showed good responses through active participation, in which the responses increased in every meeting.

Those results proved the theories which state that the use of individual pictures could enhance the students' active participation and their vocabulary achievement. It was relevant with the theory of Wright (1989: 2) that it is important to have as a wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development and the resources must include pictures.

Based on the result above, it could be said that teaching vocabulary by using individual pictures could improve the eighth grade students' participation and their vocabulary achievement. Hence, the results of the action research in cycles 1 and 2 proved the action hypotheses that the use of individual pictures could improve the students' participation and their achievement in teaching learning process of vocabulary at SMPN 3 Balung.

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