



**IMPROVING THE CLASS VIII-E STUDENTS' VOCABULARY
ACHIEVEMENT THROUGH PICTURES AT SMPN 2 PANTI JEMBER**

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English
Education Program of Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

By

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THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2014

CONSULTANT'S APPROVAL

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STATEMENT OF THESIS AUTHENTICITY

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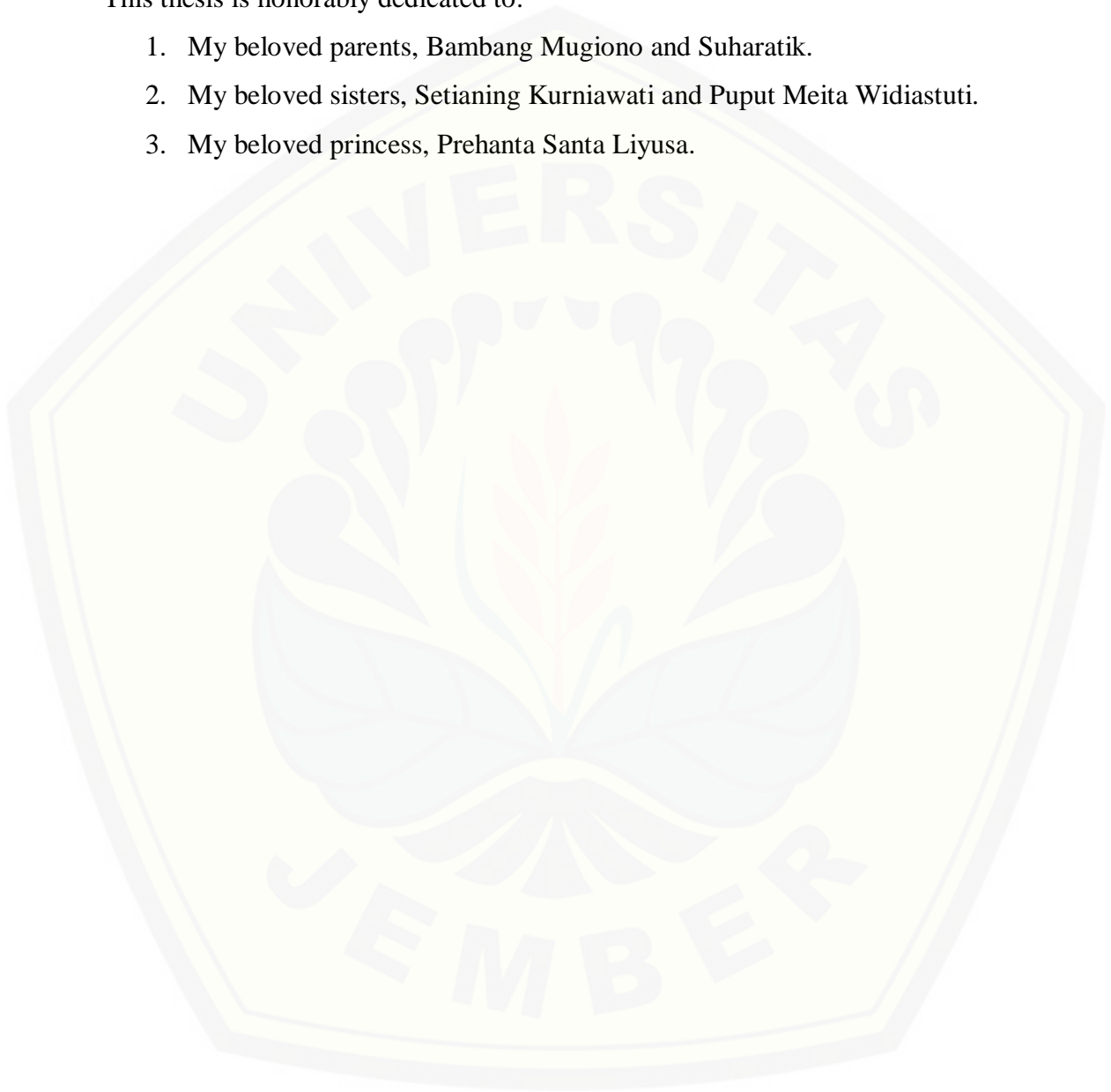
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Bambang Mugiono and Suharatik.
2. My beloved sisters, Setianing Kurniawati and Puput Meita Widiastuti.
3. My beloved princess, Prehanta Santa Liyusa.



MOTTO

“Teaching is the best experience”



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Praised to Allah SWT, the most Gracious and the most Merciful who always gives me his blessings, so I can accomplish this thesis entitled, “*improving the class viii-e students’ vocabulary achievement through pictures at smpn 2 pantjember*”.

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6. The Principal of SMPN 2 Pantjember, the English teacher, the administration staff for their participation in this research,
7. My friends who have supported and helped me to finish this thesis. I will miss the time we spent together,

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, October 1st 2014

Septian Bagas Triyanto

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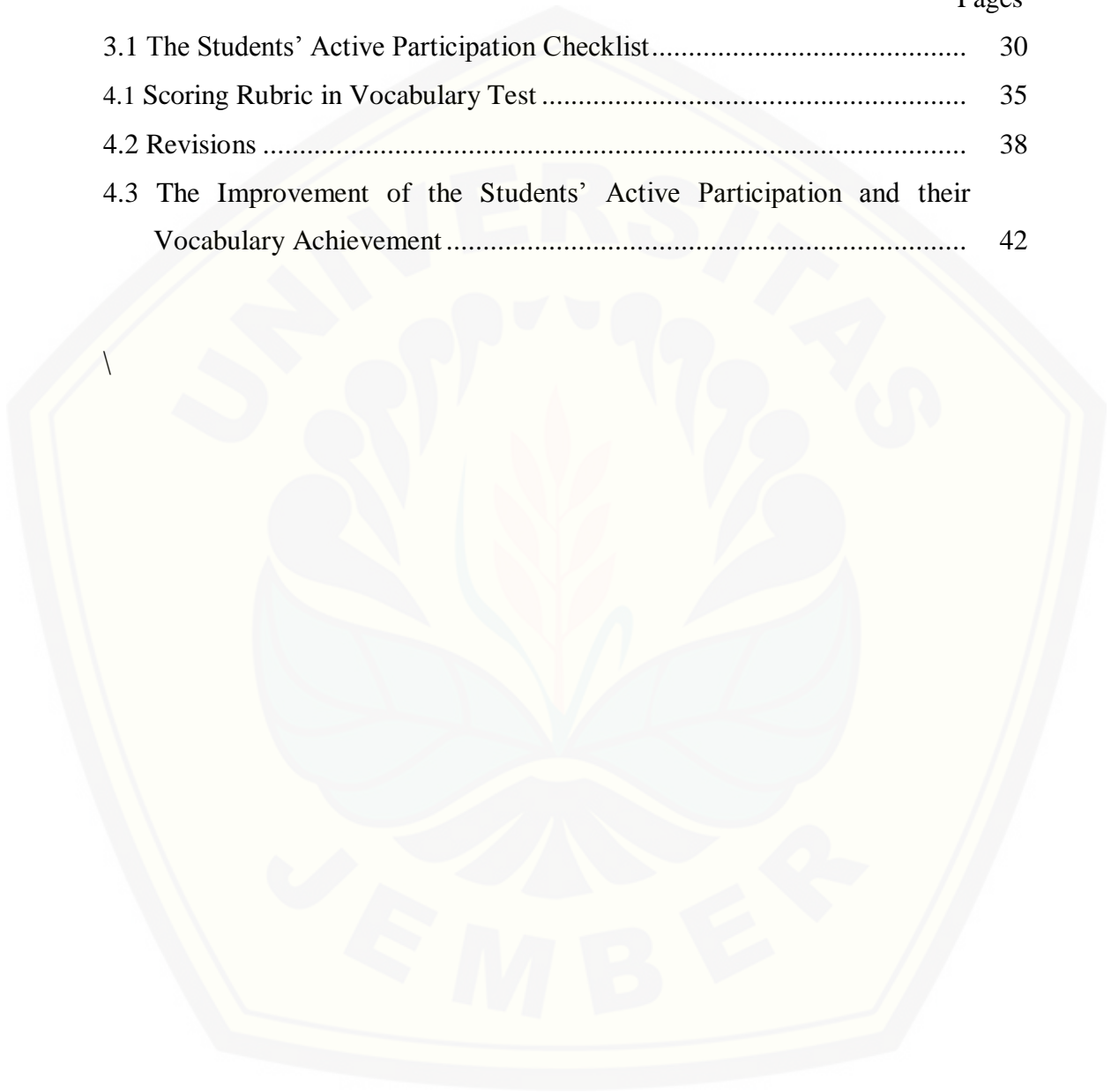
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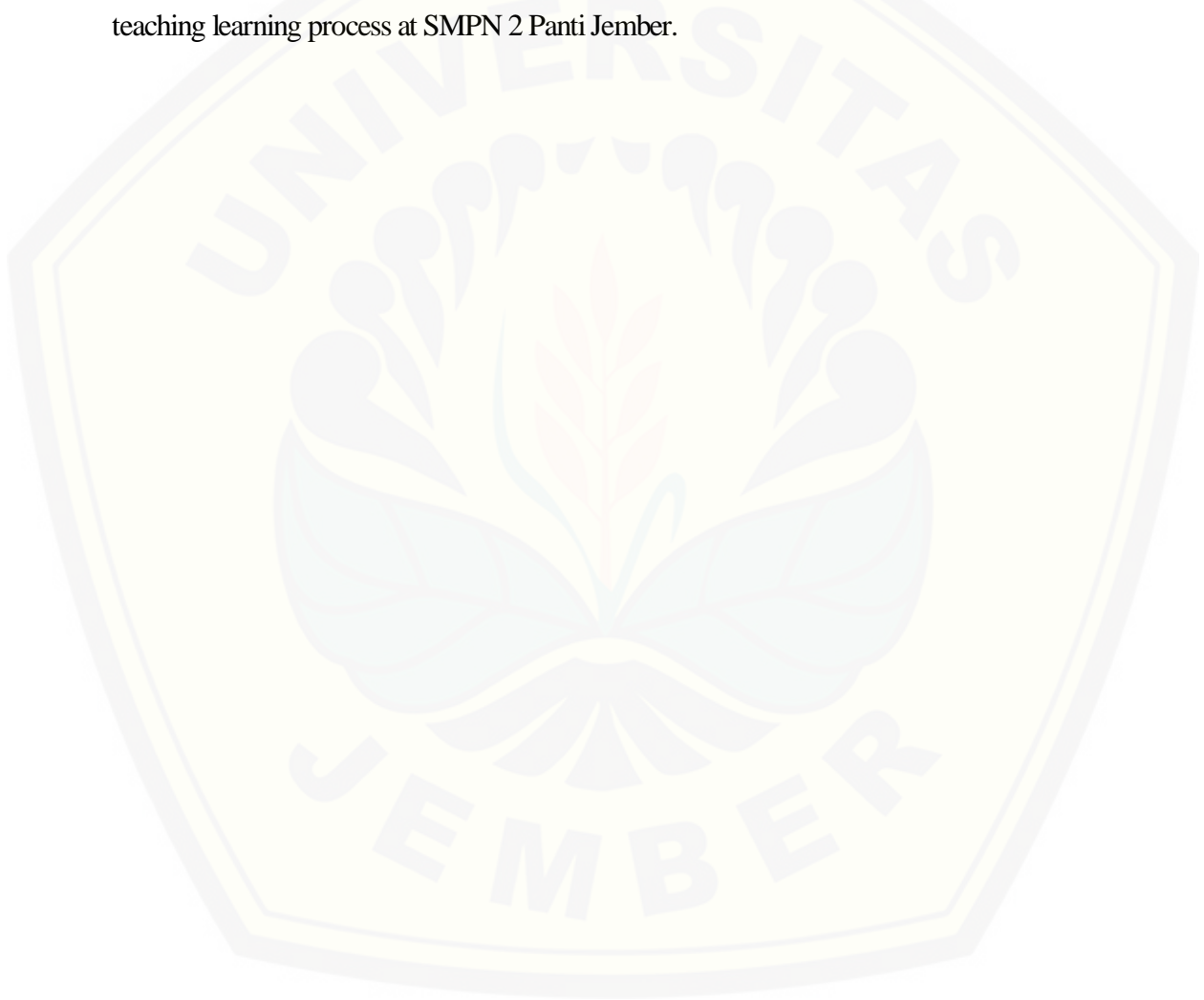
SUMMARY

Improving Class VIII-E Students' Vocabulary Achievement Through Pictures at SMPN Panti 2 Jember; Septian Bagas Triyanto, 070210491140; 2014:46 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to improve the eight grade students' vocabulary achievement at SMPN 2 Panti Jember in the 2013-2014 academic year. Based on the preliminary study in the form of interview with the English teacher, eight grade students of that school experienced difficulties in learning vocabulary. The teacher said that most of students' difficulties was memorizing and understanding the vocabulary, especially in VIII-E class. Besides, the English teacher said that the students' active participation in the teaching learning process was low. Considering the problems above, this research was undertaken to overcome the student's problem by using individual and composite pictures as a media in teaching vocabulary.

This Classroom Action Research was done collaboratively with the English teacher and it was carried out in two cycles, each cycle consisted of three meetings included the vocabulary test. In this research the actions were considered successful if 75% of the students were active in each indicator of the observation stated in the checklist and also if 65% of the students achieved at least 70 of the vocabulary test. In the first cycle, the result of observation in the form of the students' active performance was 68,4% students who were active in the first meeting and 76,3% in the second meeting. This shows that there were an improvement of the students' active participation in the first meeting to the second meeting but in average it did not achieve the target criteria. In addition, the result of vocabulary test in the first cycle was 73,6% of students who achieved at least 70. This shows that the result of the actions did not achieve the target. Therefore, the second cycle was necessary to overcome the problem in the first cycle.

In the second cycle, the result of observation in the form of students' active participation in the first meeting was 73,6% who were categorized active and 84,2% in the second meeting. The result of vocabulary test in the second meeting was 81,5% of students who achieved the standard score at least 70. It means that the actions in the second cycle achieved the success criteria of the research. Finally it could be concluded that pictures could improve the students' vocabulary achievement and the students' active participation in the teaching learning process at SMPN 2 Panti Jember.



I. INTRODUCTION

This classroom action research investigates the use of picture to teach vocabulary. Pictures as the teaching learning media have the advantages of making the concept clearer so the students are able to comprehend the reading text or the vocabulary used in the text.

This chapter discusses some aspects that deal with background of the research, problems of the research, objectives of the research, and significances of the research. Each aspect will be explained respectively in the following section.

1.1 The Background of the Research

Language as communication is needed to communicate, share ideas, and give information to others. There are many languages in the world and one of the most popular languages is English. It is the most popular language used in many countries and becomes one of the major world languages. English is the language of diplomacy and international communication, business, tourism, education, science, computer, technology, media and internet. There are many knowledge books written in English. Not only books are written in English, but also newspapers, articles, magazines, etc. By mastering English well, we can study many knowledge books written in English and acquire higher knowledge in many aspects. English is very important today since it is a language that most of the people use in the world.

English is an important subject in schools for countries that consider English as a second language or English as a foreign language. Goodwyn (1992:1) states that English is a subject that is very important. Recently, English is not only used to communicate in daily life, such as among friends, family, but also in many fields, such as in trade field, science and technology, diplomacy, etc. Considering the important role of English, many people try to find ways to master English. In Indonesia, English becomes the first foreign language taught as one of the compulsory subjects in junior high schools, senior high schools to university level.

Recently, the English teaching in Indonesia becomes more important because English is also taught to the students of playgroup, kindergarten, and elementary schools as an introduction subject to learn. There are four language skills and three components of English that must be taught to the students in learning English. The four skills are listening; speaking, reading and writing, and the three components are grammar, vocabulary, and pronunciation.

Sukarno (1997:1) states that vocabulary is not included in the four skills but it is the basic of those skills. It means that to achieve the four language skills, students need to have sufficient vocabulary. The more vocabulary the students own, the more possible they have language competence (Tarigan, 1989:2). For example, students can speak fluently in speaking class if they are rich of vocabulary. It shows that vocabulary plays very important role in assisting the students to use and understand English appropriately. If students do not master adequate vocabulary, they will face problems in expressing and transforming their ideas, thoughts, and feelings in the spoken and written form. On the contrary, if students master adequate vocabulary, it will give a chance to them to develop their English as well as possible.

According to Napa (1991:6), vocabulary is one of the components of language and there is no language exists without words. Moreover, Langan (2001:452) states that a good vocabulary is a vital part of effective communication. Based on these statements, it can be said that learning English as a target language can be useless if the students do not understand the words or vocabulary at all. In fact, one of the difficulties of most Indonesian students in learning English is acquiring its vocabulary (Budi, 2005:9). They cannot memorize the new vocabulary well, whereas vocabulary is one of the essential language components, besides structure and pronunciation, which should be mastered by the students.

Based on the preliminary study through classroom observation which was done at class VIII-E of SMPN 2 Panti Jember on Monday, February 10th 2014, during the teaching practice program, it was found that the students' knowledge of English vocabulary was very low. It was proved by most of the students who could

not mention the meanings of simple words, such as 'bed', 'wash', 'awesome', 'know' and 'now'. Moreover, the students had difficulties in mastering new vocabulary. They tended to forget the new vocabulary they have just learned. They could not memorize the new vocabularies and the meanings well. The teacher told to the researcher that in some meetings, the teacher asked the students about the words which had already been discussed, but the result was disappointing. Most of them could not answer the researcher's questions. For example, most of the students did not know the meaning of the word 'find', although it had been explained several times, especially in the previous meetings. Besides, it was found that most of the students of class VIII-E were passive during the teaching learning process. Most of them were reluctant to answer the researcher's oral questions. Only few students who participated actively in the teaching learning process. It can be said that the result of classroom observation at class VIII-B during the teaching practice program showed the students' passive participation and low vocabulary achievement.

Based on the result of interview with the English teacher of class VIII-E, it was known that she used "LKS Cerah Teguh Karya" and "English in Focus" text book as the teaching material, a whiteboard and a board marker as the media in teaching English. She never used any other media in the English teaching learning process. After explaining the lesson, she asked the students to do the exercises from the students' worksheet (LKS Cerah Teguh Karya) or "English in Focus" text book. She admitted that the students often faced difficulties in doing the exercises because they were lack of vocabulary. She said most of the VIII-B class students were low achievement learners since they tended to forget the new vocabulary they have learned. In this interview, the teacher also admitted that the students' participation in the teaching learning activities was passive because there were only a few students of the class who gave responses to the teacher's oral questions in each meeting. There were only 20 students out of 38 of class VIII-E who could be categorized as active students. It means that only 53 % of class VIII-E students who were active and 47% of them were passive during the teaching learning process. It can be concluded that

the result of fact finding through the classroom observation during the teaching practice meeting and the result of interview with the teacher showed the same facts that class VIII-E students had passive participation and low vocabulary achievement.

The result of data and interview above were supported by the result of the vocabulary diagnostic test that was done. The result of the diagnostic vocabulary test showed that the vocabulary test mean score of class VIII-E students was 60 whereas the English minimum requirement standard score of SMPN 2 Panti Jember is 70. There were 17 students of VIII-E class got ≥ 70 in the vocabulary test and 21 students got < 70 in the vocabulary test. It means that only 45% of the students achieved the standard score and 55 % of them failed. Therefore, the teacher agreed to conduct a classroom action reserach to solve this problem collaboratively with the researcher by using media.

Using media in the teaching and learning process is very important. As stated by Goodwyn (1992:2) that the majority of media education is, and should be seen as part of English. Arsyad (1996:15) argues that media are teaching aids that influence the climate, the condition, and the environment of learning created by a teacher. It can increase the students' interest to join the class. That is why, the ability to use teaching media is one of the competences that every teacher must have. Pictures are one of the teaching media that can be used in the teaching learning process by teachers. Pictures are teaching media which are useful to help the success of the teaching learning process (Wright, 1989: 2-4). Further, Rohani (1997:76) confirms that through pictures, the explanation about information, message, and ideas will come up in the students' memory for a long time. In conclusion, pictures can attract the students to pay more attention to the objects or other matters that they have not seen before, and they give good experience and understanding about the learning materials.

Classroom action researches by applying pictures were done by many researchers in the teaching of English. Neaty (2011, ii) in her research found that pictures could be used to improve the students' vocabulary achievement at SMP

Nurul Falah Ciputat. In that research she found that 86,6% of the students' vocabulary achievement improved and 72,9% of the students actively took part in the classroom. Meanwhile, Ifat (2011, 31) also found that using pictures could be used to improve the students' vocabulary achievement. The observation result in SMPN I Pontang, Serang Banten showed there was 86,11% of the students' vocabulary achievement improved and the students' active participation also improved significantly.

However, in this present research, the researcher was interested in doing a classroom action research by using individual and composite pictures to improve the students' mastery of vocabulary. The focus of the research was large vocabulary. Those were nouns, verbs, adjectives and adverbs.

Based on the explanations above, a classroom action research was conducted to improve the students' vocabulary achievement. The title of the research is *“Improving Class VIIIE Students' Vocabulary Achievement through Pictures at SMPN 2 Panti in Jember”*

1.2 The Problems of the Research

Formulating the research problem is important in a research. Based on the background of the research above, the problems of this research were stated as follows:

1. How could the use of individual and composite pictures improve the class VIIIE students' active participation in the teaching learning process of vocabulary at SMPN 2 Panti in the 2013/2014 Academic Year?
2. How could the use of individual and composite pictures improve class VIIIE students' vocabulary achievement at SMPN 2 Panti in the 2013/2014 Academic Year?

1.3 The Objectives of the Research

Related to the research problem, the objectives of this research were as follows:

1. To improve the class VIIIIE students' active participation in the teaching learning process of vocabulary at SMPN 2 Panti in the 2013/2014 Academic Year.
2. To improve the class VIIIIE students' vocabulary achievement through individual and composite pictures at SMPN 2 Panti in the 2013/2014 Academic Year.

1.4 The Significance of The Research

This research results are expected to give a benefit to the English teacher, the students and future researchers.

1.4.1 The English Teacher

The results of this research are expected to be useful for the English teacher as information and input to know the students' vocabulary achievement. Besides, the information can be used as a consideration to develop the teaching of vocabulary by using individual and composite pictures to improve the students' mastery of vocabularies and active participation.

1.4.2 The Students

The results of this research could be used as a guide for the students to enlarge their vocabulary dealing with nouns, verbs, adjectives, and adverbs more easily by using individual and composite pictures.

1.4.3 Future Researchers

The results of this research can be used by other researchers as information or a reference to conduct a further research dealing with the use of pictures to enrich the students' vocabulary mastery by using another research design with different level of subjects at different schools.

II. REVIEW OF RELATED LITERATURE

This chapter deals with theoretical review related to the problem. They are the student's mastery of vocabulary, definitions of vocabulary, types of vocabulary, pictures as media in teaching vocabulary, the advantages of using pictures in vocabulary, types of pictures, the use of pictures to improve the student's mastery of vocabulary, the procedures of teaching vocabulary using pictures and action hypothesis.

2.1 The Students' Mastery of Vocabulary

Vocabulary is very important in communication. Communication itself is built up by a number of sentences or utterances. In fact, people should have enough vocabularies to produce those utterances. Moreover, people understand what others say if they have sufficient vocabularies. Hornby (1995:1331) says that vocabulary means a total of words which with rules combining them to make up a language.

Students' effort in understanding something with a full attention and comprehension will result in a good achievement. Hornby (1995:3) says that achievement is something achieved or done successfully with an effort. It can be said that vocabulary achievement is the number of words that is successfully mastered by the students with effort to be used in communication.

The vocabulary achievement in this research deals with the result of vocabulary achievement test of class VIII-E of SMPN 2 Panti Jember. The students' vocabulary test scores were considered as the outcome of their efforts in learning vocabulary by using individual and composite pictures covering nouns, verbs, adjectives and adverbs.

2.2 The Definitions of Vocabulary

There are some definitions of vocabulary proposed by experts. William (1970:17) defines vocabulary as words or sequence of letters that convey a meaning in the language. In line with this, Hatch and Brown (1995:1) state that vocabulary is a list or a set of words of particular language which is used by its speaker. Similarly, Hornby (1995:131) says that vocabulary means a total number of words which make up a language. From these statements, it can be assumed that vocabulary is an important aspect to build up a language in communication.

According to Fardhani (1994:1), vocabulary is an important area of language because it is a tool of mind for expressing ideas and feelings. By having broad collection of words, people can express their ideas or feelings smoothly. On the contrary, lack of vocabulary will result in lack of meaningful communication.

In this research, vocabulary refers to a number of English words which have an important role to develop the skills of listening, speaking, reading, and writing. It can be said that vocabulary is the key to master those skills in learning English as a foreign language. By having sufficient vocabulary, students will be able to understand the content of either written or spoken text. The more students possess the vocabulary, the more opportunity they are involved in the English teaching learning process actively. In other words, a good storage of vocabulary is essential to succeed in language learning. This research used large vocabulary that will be discussed in the following parts.

2.3 The Classification of Vocabulary

William (1970:14) states that vocabulary is divided into two categories, they are:

1. Large vocabularies that cover nouns, verbs, adjectives, and adverbs.
2. Small vocabularies that cover prepositions, conjunctions, articles and interjections

In this research, the researcher focuses on the large vocabularies as the teaching material, because the English curriculum states that they are vocabulary materials taught to the second grade students of Junior High School. The following part will review each type of large vocabulary.

1. Nouns

Hatch and Brown (1995:12) state that a noun refers to a person, a place or a thing. Then, Kon (1991:3) divides nouns into:

a. Countable and uncountable nouns

Countable nouns are nouns which can be counted. The examples: a pen, a book, many televisions. We use a, an, a few, several, many, some, plenty of, a lot of and a large number of with countable nouns.

Uncountable nouns are nouns which cannot be counted. The examples: a little water, plenty of ice, a large amount of rice. We use a little, much, some, plenty of, a lot of, a large amount of with uncountable nouns.

b. Proper nouns

Proper nouns are special names of people, animals, things or places. Proper nouns always begin with capital letters. The examples: Pip, River Nil, National Monument.

c. Collective Nouns

Collective nouns are the names used for a number of people, animals or things which are collected together and taken as a whole. These are the list:

People : a class of pupils, a crew of sailors, a staff of servants, a band of musicians, a team of players, a gang of thieves.

Things : a library of books, a bunch of grapes, a set of stuffs, a suit of clothes, a suite of furniture, a group of islands

Animals : a nest of ants, a swarm of bees, a flock of birds, a flock of sheep, a troop of lions, a pack of wolves.

d. Singular and Plural Nouns

A singular noun is a noun that stands for one person, thing, animal or place. The examples: cow, glass, woman, baby, bus, piano, son, house, farmer, watch, lady, bamboo, radio.

A plural noun is a noun that stands for more than one person, thing, animal or place.

The list below shows how plural nouns are formed:

- 1) By adding (-s). Son-sons, house-houses
- 2) By adding (-es to noun ending with -s, -sh, -ch and -x). Glass-glasses, kiss-kisses
- 3) By adding (-es to some nouns ending with -o). Buffalo-buffaloes, potato-potatoes
- 4) By adding (-s to some nouns ending in -o). Bamboo-bamboes, banjo-banjos
- 5) By changing (-y into -ies). Baby-babies, lady-ladies
- 6) By adding (-s to some nouns ending in -y). Monkey-monkeys, valley-valleys
- 7) By changing (-f or fe into -ves). Loaf-loaves, thief-thieves
- 8) By changing the inside vowels. Man-men, goose-geese
- 9) By adding (-en). Ox-oxen, child-children.
- 10) Some nouns have their singular and plural alike. Sheep-sheep, fish-fish
- 11) Some nouns are used only in the plural. Scissors, gloves, eyes and shoes.
- 12) Some plural forms are commonly used in the singular. News, politics and economics.

In this research, singular and plural nouns were used as the vocabulary material taught by using individual and composite pictures.

2. Verb

Hatch and Brown (1995:222) say, “Verbs are words that denote action”. Then, Thompson and Martinet (1986:105) state that there are two classes of verbs, namely:

a. Auxiliary Verbs.

An auxiliary verb helps other verbs to form some tenses. An auxiliary verb helps the main verb to make a statement, to give a command or to ask a question. The examples: is, are, was, were, have, been, has, should, must, did, and so on.

b. Ordinary Verbs

There are two kinds of ordinary verbs. They are Regular and irregular verbs.

1). A regular verb is a verb that forms its simple past by adding “-d” or “-ed” to the infinitive. These are some examples of regular verbs:

Infinitive	Simple Past
play	Played
close	Closed
open	Opened
see	Used

2). Irregular verb is a verb that does not have a fixed rule to form its simple past. Here are some examples of irregular verbs:

Infinitive	Simple Past
write	wrote
send	sent
see	saw
sink	sunk

In this research, regular verbs were used as the material of vocabulary taught by individual and composite pictures.

3. Adjectives

Certain adjectives are typically used to describe particular nouns (Hatch and Brown, (1995:228). Further, Alter (1991:95) classifies adjectives into six kinds as follows:

- a. Qualitative : good, bad, stupid, clever, excellent, and so on.
- b. Quantitative : many, much, plenty, hundred, thousand, and so on.
- c. Possessive : my, his, her, your, our, its, and their.
- d. Demonstrative : this, that, those, and these.
- e. Distributive : each, every, any, some, and so on
- f. Interrogative : whose, which, what, and so on.

In this research, the adjectives of qualitative were used as the material of the vocabulary taught by individual and composite pictures.

4. Adverbs

Hatch and Brown (1995:222) point out, “Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns”. Further, Alter (1991:108) classifies adverbs into five kinds:

- a. Manner : politely, boldly, bravely, softly, loudly, and so on.
- b. Place : here, there, wherever, everywhere, out, and so on.
- c. Time : now, then, soon, already, after, before, and so on.
- d. Degree : very, quite, almost, too, so, even, simply, just, fairly and so on.
- e. Frequency : always, never, continually, seldom, generally, once, twice, sometimes and so on.

In this research, the adverbs of manner were used as the material of the vocabulary taught by individual and composite pictures.

2.4 Pictures as Media in Teaching Vocabulary

Lecturing is used to explain the material in the teaching and learning process. To make the teaching learning process becomes more interesting and fun to the students, teachers should combine the teaching learning process not only lecturing but also using media. Miller (2007:3) argues that teachers of English to the second language learners know that language learning is enhanced by engaging multiple senses - sound, sight, and touch in classroom instruction. It is about 90% the result of the study of a student is got from the sense of sight (Baugh in Arsyad, 2006 :10). So, the use of media in the teaching and learning process is suggested. Then, Arsyad (2006:16) states that beside to motivate the students' interest, media help students to increase their achievement, they give an interesting and trusted material, they make the material easier to understand, and they bring the obvious information. One of the media suggested is pictures. Pictures connect spoken and printed words to known

objects. In addition to their practical function of conveying information, pictures are fun and interesting.

A picture is a painting, drawing or a photograph. It represents real objects or something in mind. As stated by Hamalik (1980: 43) a picture is something formed visually into two dimensions as the result of our feeling or mind. Rohani (1997: 21) adds that pictures are visual media which are reproduction of real things in the form of photograph or painting. According to Arsyad (2006: 113), pictures are visual aids which involve photographs, paints and sketches that can represent human beings, places, or any other objects. Furthermore, Collin (2003: 719) states that a picture is a visual representation produced on a surface, such as in a photograph or painting.

Teachers use pictures to attract the students' interest in the material given and motivate the students to take part in the teaching and learning process. Besides, pictures can help the students focus their mind and attention during the lesson. As stated by Wright (1989:212) that using pictures will bring advantages for the teacher because he can find and use the pictures for the teaching learning process easily.

2.5 The Advantages and Disadvantages of Using Pictures in Teaching Vocabulary

2.5.1 The Advantages of Using Pictures in Teaching Vocabulary

Pictures are one of some kinds of teaching media that can be used by the teacher in the classroom. Since it can increase students' motivation and interest to study English, it is very useful to use pictures as media of teaching and learning process. Wright (1989:2) states that things we see play an enormous part in affecting us and giving us information. We predict, deduce and infer, not only from what we hear and read, but from what we see around us and from what we remember having seen. Furthermore, Wright (1989:10) adds that pictures can play an important role in motivating students, contextualizing the language they are using, giving them a reference and helping to discipline the activity.

In addition, Wright states that pictures can motivate the students and make them want to pay attention and want to take a part. Pictures contribute to the context in which the language is being used. They bring the world into classroom. Pictures can also stimulate and provide information to be referred in discussion of lesson (1989:17). The followings are the functions of pictures based on Hamalik (1989:63).

1. Pictures are concrete. Through pictures, students can see clearly what is being taught or discussed in the classroom. Something can be explained by using pictures instead of words.
2. Pictures can solve space and time. It means that picture can explain or give information about the things or objects located far away from our places. For examples, the picture of Danau Toba can be brought and studied in America, or if we want to study or see the Greenwich Mean Time, we do not need to go to London, we can see it from pictures.
3. Pictures are easy to get and cheap.

Then, Levie and Lentz (in Arsyad 1997:16) add about the functions of pictures as follows:

1. Pictures attract students' attention to concentrate on the lesson given. Pictures can make the students enjoy and guide them to concentrate on to the lesson which will be taught. So, the possibility in memorizing the lesson is higher and the lesson becomes interesting and memorable.
2. Pictures can make the students enjoy in the learning process. Pictures or visual symbol can excite the students' emotion and behavior.
3. Pictures can quicken the realization of the goal in understanding and remembering the information or message provided in the pictures.

2.5.2 The Disadvantages of Using Pictures in Teaching Vocabulary

Beside those advantages, using pictures in teaching learning process also has disadvantages. According to Vernon, S. Gerlach and Donald P. (277) there are three main points, those are:

1. Students pay attention on the picture more than on learned material.
2. It takes time and costs much to provide attractive pictures.
3. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

Based on the information above, there are some different opinions from the experts. However, the researcher had discussed it with the English teacher how to solve the problem, one of them is to make small groups and give the composite and individual pictures to each group so that all the students can see and observe the picture clearly.

2.6 The Types of Pictures

According to Wright (1989:193-201), there are three kinds of pictures namely individual pictures, composite pictures, and picture in series. Those three kinds of pictures will be explained as follows:

2.6.1 Individual Pictures

Individual pictures are pictures of single objects, persons, activities, etc. As stated by Wright (1989:193) that individual pictures are pictures of single objects. It means that individual pictures are pictures which provide one single picture of objects, persons, or activities inside. It contains one thing, object, and one activity inside the picture. The followings are some examples of individual pictures:



Picture 1

(Taken from: biglearning.org)



Picture 2

(Taken from: biglearning.org)



Picture 3

(Taken from: biglearning.org)

All of those pictures are individual pictures. Picture 1 is a chair, picture 2 is a man who has lunch and picture 3 is a sleepy man.

Individual pictures can be used to teach vocabularies. Picture 1 is a chair belongs to noun. Picture 2 is a man who has lunch. It belongs to verb. The last picture is an adjective. The man on the picture is sleepy. We cannot use all the individual pictures to teach vocabularies. So, the teacher should be selective in choosing the individual pictures that are appropriate to be used to teach vocabularies easily.

2.6.2 Composite pictures

According to Yunus (in Fitriyah, 2009:14), composite pictures are large and single pictures, which show a scene, a hospital, a beach, a canteen, a railway station, a garden, a street, etc, in which we can see a number of things or people. Wright (1989:98) adds that a composite picture is a picture which has a lot of information or detailed information. It means that a composite picture gives us much information, such as people doing different activities or a landscape showing a lot of objects, etc.

The following pictures are the examples of composite pictures:

1.



(taken from : www.detailenglish.com)

2.



(taken from: www.tx.english-ch.com)

The pictures above show many objects. Picture 1 shows objects in the living room. Picture 2 shows objects in the garden. In this research, the researcher used composite pictures in teaching vocabularies beside using individual pictures. Those two pictures above could be used to teach vocabularies. For example in Picture 1, we can find many vocabularies of nouns, verbs and adjectives. For example; chair and

table (noun), stand (look) and clean (adjective). In Picture 2, we see many vocabularies of nouns, verbs and adjectives. For example “the old man is standing beside his car”. The researcher also used composite pictures to teach vocabularies because they contain much information about the vocabularies. They can facilitate the students to see many things in the pictures related to daily life. Besides, composite pictures could easily explain about vocabularies and make the students experience themselves in understanding vocabularies by looking at the pictures given by the teacher.

2.6.3 Picture in series

Wright (1989: 201) states that picture in series show sequences of pictures. It means that picture in series are pictures that tell about the activities that are sequences. The main function of the picture in series is to tell a story or sequences of events. In this research, the researcher would not use picture in series to teach vocabularies because they are more suitable to teach speaking or writing in the genre of narrative text than to teach vocabularies. It is in accordance with the main function of picture in series that is to tell a story. The followings are the examples of picture in series that tells about the story of Sangkuriang:



(Taken from: biglearning.org)

Sangkuriang

A long time ago, lived Dayang sumbi. She had a son, his name was Sangkuriang. Because of disobedience, Dayang sumbi cast away Sangkuriang.

After many years in exile, Sangkuriang met a beautiful girl and wanted to marry her. But he didn't know that girl was Dayang Sumbi. But she realizes that he was Sangkuriang before wedding day. So, she wanted to prevent the marriage, she asked Sangkuriang to build a dam on the river and a large boat to cross the river before sunrise. When Dayang Sumbi knew that his tasks almost completed, she asked her workers to spread silk clothes east of city to impression sunrise. Sangkuriang was fooled, and upon believing that he had failed, kicked the dam and the unfinished boat, resulting in severe flooding and the creation of Tangkuban Perahu from the hull of the boat.

2.7 The Procedures of Teaching Vocabulary Using Pictures

Teaching vocabulary using pictures to improve students' vocabulary achievement in this research was conducted in few steps. In this research, adapted from Widianoro (2012, 20), the procedures of teaching large vocabulary by using individual and composite pictures were as follows:

a. Showing pictures to the students

In this step, the teacher showed a composite picture to the students. The teacher let the students see and observe the pictures showed, and then the teacher asked some leading questions related to the topic.

b. Explaining about large vocabularies by using individual and composite pictures.

In teaching vocabulary by using individual and composite pictures, the teacher explained large vocabularies to the students by showing some individual and composite pictures one by one to the students.

- c. Asking the students to make a group of four.

In this step, the teacher gave a narrative text in each group and asked the students to find large vocabularies from the text given. Narrative text was chosen because that is the material for second semester in eighth grade.

- d. Asking the students to do the tasks given based on the pictures provided.
- e. Reviewing the material taught by showing the individual and composite pictures again.

Before closing the class, the teacher reviewed the material taught by showing the individual and composite pictures again to the students by giving some oral questions to reinforce the students' understanding.

2.8 Action Research Hypothesis

Based on the literature review and the research problems, the hypotheses of this classroom action research were formulated as follows:

1. The use of individual and composite pictures could improve the VIII-E students' active participation in the vocabulary teaching learning process at SMPN 2 Panti Jember in the 2013/2014 academic year.
2. The use of individual and composite pictures could improve the VIII-E students' vocabulary achievement at SMPN 2 Panti Jember in the 2013/2014 academic year.

III. RESEARCH METHODOLOGY

This chapter presents the discussion about the research methods used in this research. It covers research design, area determination method, subject determination method, data collection methods, research procedures, and the operational definition of the terms.

3.1 Research Design

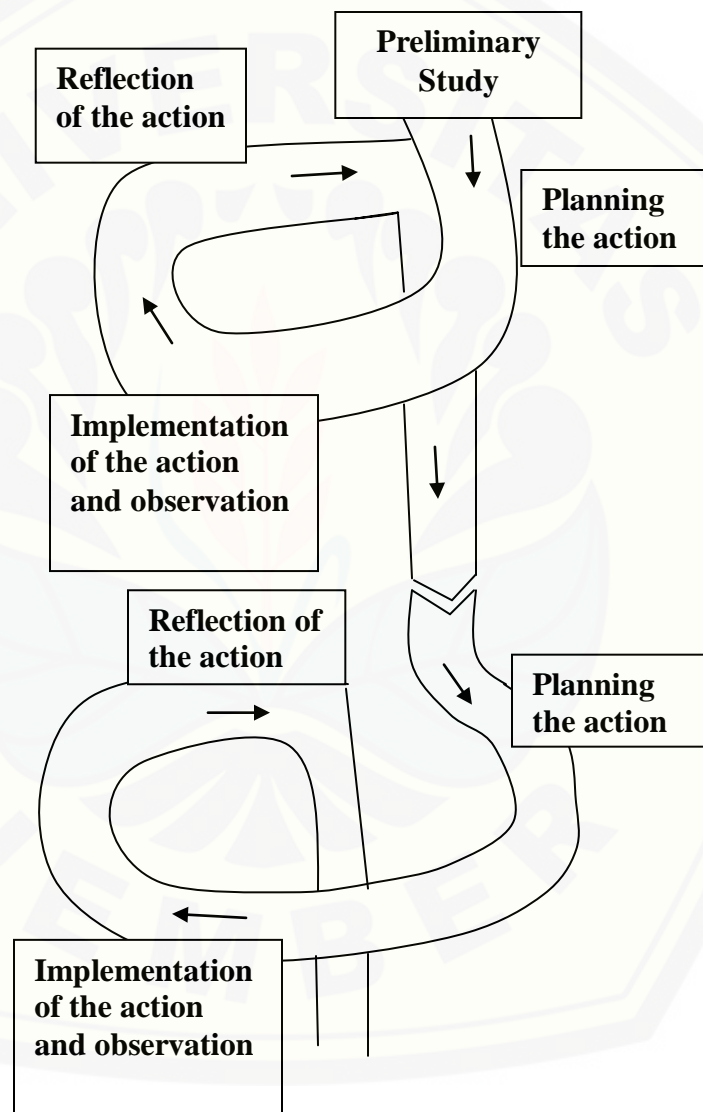
The design of this research was a classroom action research. The action research is the study of social phenomenon or the target group, and the result of the study can directly be applied to the research target (Arikunto, 2010:129). Then, McMillan (1992:12) states that a classroom action research is a specific type of applied research that its purpose is to solve a specific classroom problem or make a decision at a single local site. It means that applying an action to improve and solve a certain problem at a certain area is the aim of the research. The classroom action research was intended to improve the eighth grade students' vocabulary achievement by encouraging them to be active in the teaching learning process.

The action of the research was conducted in the cycle model. Lewin (in Elliot, 1991:69) states that the action cycle consists of four stages, they are: (1) planning the action, (2) implementing the action, (3) observing the class and evaluating, (4) analyzing the data and reflecting the result of the action. The next cycle would be conducted if the result of the action in the first cycle did not achieve the target evaluation criteria. If the result of the action in the first cycle achieved the target, cycle 2 would be conducted to know if the result of the first cycle was consistent or not.

The research was conducted collaboratively with the English teacher of SMP Negeri 2 Pantj Jember. As stated by Arikunto (2010:129) that the main characteristic of classroom action research was the participation and collaboration between the researcher and the member of the target group that is the English teacher of SMP Negeri 2 Pantj Jember. The collaboration was on finding and formulating the research

problems, constructing the lesson plans, doing observation and evaluation, and analyzing the data and doing reflection after the action.

The design of the research followed the cycle model by Kemmis and Mc Taggart. It is illustrated in the following diagram (Diagram 1.1), adapted from Kemmis (in Arikunto, 2010:132).



(Adapted from Kemmis (in Arikunto, 2010:132))

The design of the research is described as follows:

1. Doing a preliminary study by interviewing the English teacher of SMP Negeri 2 Panti Jember to get the first-hand information in order to identify the problems in teaching vocabulary and to get the supporting data.
2. Planning the action by constructing the lesson plans and vocabulary test for the first cycle.
3. Setting the criteria of success of the action with the English teacher.
4. Implementing the action of the first cycle that is teaching vocabulary by using individual and composite pictures, and monitoring the action by observing the subjects' participation in the teaching learning process in the classroom of the first cycle. The observation will be done by the English teacher while the researcher is conducting the action.
5. Giving vocabulary test to the subjects after the action given in the first cycle.
6. Analyzing the result of the vocabulary test in the first cycle and the result of the observation.
7. Reflecting the results of the observation and the results of vocabularies test in the first cycle descriptively.
8. The result of the first cycle did not fulfill the research target criteria, the researcher continued the action to the second cycle by revising some weak aspects of the action that made the result in the first cycle failed.
9. Constructing the lesson plans for the second cycle by revising the lesson plan of the first cycle, mainly the weak aspects.
10. Implementing the action in the second cycle based on the revised lesson plans.
11. Monitoring the action by observing the subjects' participation in the teaching learning process in the second cycle. Giving vocabulary test to the subjects after the actions given in the second cycle.
12. Analyzing the results of the vocabulary test in the percentage and the result of the observation to find the percentage of the students who were active in the vocabulary teaching learning process.

13. Reflecting the results of the observation and the results of vocabularies test in the second cycle descriptively.
14. The result of the second cycle fulfilled the target evaluation criteria thus the action was stopped.
15. Drawing a conclusion to answer the research problems.

3.2 The Operational Definitions of the Terms

The terms that were necessarily to be defined operationally in this research were pictures and vocabulary achievement.

3.2.1 Pictures

Pictures in this research, means a kind of visual media that are used as media in teaching vocabulary to improve the students' vocabulary achievement. There are three kinds of pictures, namely individual pictures and composite pictures. Individual pictures are single pictures of objects, persons, or activities. Composite pictures are pictures with a lot of information. Picture in series shows sequences of pictures. In this research, individual and composite pictures were used as the media in teaching vocabulary of nouns, verbs, adjectives and adverbs in the contexts.

3.2.2 Vocabulary Achievement

Vocabulary achievement in this research refers to the number of words covering nouns, verbs, adjectives, and adverbs that have been mastered by the students after learning vocabulary by using individual and composite pictures in the first and second meeting in two cycles. The students' vocabulary achievement was shown by their scores of vocabulary achievement test that was conducted in the third meeting of each cycle.

3.3 Area Determination Method

The purposive method was used to determine the area where the research was conducted (Arikunto, 2010:183). A purposive method is a method in which the determination of research area is based on the specific purpose. SMP Negeri 2 Pantj Jember was chosen as the area of this research because of some reasons. First, as informed by the English teacher in the preliminary study, the eighth grade students of SMP Negeri 2 Pantj had problems in mastering vocabulary. Second, the students have never been taught vocabulary by using individual and composite pictures. Third, the permission was given by the Headmaster to conduct this classroom action research at SMP Negeri 2 Pantj Jember. The last reason was that the teacher agreed to conduct this action research collaboratively with the researcher. Thus, it was possible to obtain the required data of this research.

3.4 Subject Determination Method

The subjects were defined as a group of elements or cases, whether individuals, objects or events that confirm to specific criteria and to which we intend to generalize the result of the research (Mc. Millan, 1992:69). In this classroom action research, the purposive method was used to determine the subjects of the research. The subjects of this research were Class VIIIIE students of SMP Negeri 2 Pantj in the 2013/2014 Academic year. There are six classes of the eighth grade students of SMP Negeri 2 Pantj. They are 8A, 8B, 8C, 8D, 8E, and 8F. The researcher chose class 8E grade as the subjects of the research because their vocabulary mean score was lower than the other classes, they had problems in mastering vocabularies, and they were still passive in teaching learning process.

3.5 Data Collection Methods

The methods that were used in collecting the data were vocabulary test and observation. The detail explanations of the data collection methods are presented in the following parts.

3.5.1 Vocabulary test

In this research, vocabulary test was used to measure the students' vocabulary achievement by using individual and composite pictures. It was intended to get the primary data about the scores of the students' vocabulary achievement. The kind of test was achievement test in the form of objective test. According to Hughes (2003: 12), achievement test is divided into two kinds, namely final and progress achievements test. In this research, progress achievement test was implemented to measure the students' vocabulary achievement by using individual and composite pictures. It was given to the students in every cycle after the action given. There were 40 items of vocabulary questions that the students should do in 70 minutes. There were three parts of the test namely part I, II, III. Part I consisted of 20 items and each item was scored 1 point. Part II consisted of 10 items and each item was scored by 3 points. Part III consisted of 10 items and each item was scored 5 points. The way of scoring the result of vocabulary test as follows:

$$E = \frac{n}{N} \times 100$$

Note:

E : the score of the students' vocabulary test

n : the score obtained by the students' in the vocabulary test

N : the maximum score of the vocabulary test

According to Hughes (2003:22), a good test should have a good validity and reliability. A test is said to be valid if it measures accurately what it is intended to measure. Content validity was used in this test. A test is said to have content validity

if its content constitutes a representative sample of the language skills, structures, etc (Hughes, 2003:25). In this research, the vocabulary test was constructed based on the material stated in the 2006 Institution Based Curriculum for the eighth grade students and the indicators of vocabulary to be measured and it was consulted to the English teacher of SMPN 2 Panti Jember and the research consultants before it was administered to the subjects of the research. Beside its validity, a good test should be reliable, that shows the similar result although it is conducted at different times. It is said that the test that has content validity is considered to be reliable as well. Since this vocabulary test used content validity, it was also considered reliable. Therefore, the reliability test was not established.

3.5.2 Observation

In this research observation was used to get the main data about the students' active participation and the students' vocabulary achievement. The detail will be explained in the research procedures below.

3.6 Research Procedures

This research was done in the cycle model, in which each cycle had four stages of activities, they were (1) the planning of the action, (2) the implementation of the action, (3) observation and evaluation, and (4) data analysis and reflect of the action. Each stages of the activity will be discussed in the following part.

3.6.1 The Planning of the Action

The planning of the action was done at the beginning of the research procedures. It was preparation that would be done before implementing of the action. There were several activities that were done before conducting the action, they were as follows:

- a. Preparing the materials and the media of individual and composite pictures that were used in teaching vocabulary of nouns, verbs, adjectives and adverbs.

- b. Constructing the lesson plans for the first cycle (meeting 1 and meeting 2).
- c. Constructing the observation guide in the form of checklist containing the indicators of the students' participation in the vocabulary teaching learning process.
- d. Constructing the vocabulary test in the first cycle after the actions given in the third meeting.
- e. Setting the evaluation criteria of the success of the action.

3.6.2 The Implementation of the Action

The action was done during the school hours based on the schedule of the English subjects of the eighth grade students of SMP Negeri 2 Panti. The action was done in the cycle. Cycle 1 was conducted in three meetings: the first and the second meeting were the meetings to teach vocabularies by using individual and composite pictures and the third meeting was the meeting to conduct vocabulary test. The first action in each cycle was done by the researcher and the second action of each cycle was done by the English teacher. The second cycle was conducted since the results of the action in the first cycle did not achieve the target evaluation criteria by revising some problems that made the first cycle fail.

3.6.3 Observation and Evaluation

a. Observation

The observation was done during the teaching learning process of vocabulary that was based on the schedule of the English lesson of class 8B students of SMP Negeri 2 Panti Jember. According to Arikunto (2010:199), observation was the activity to monitor or observe the subjects investigated using all our senses. The function of observation in this research was to record the students participation during the teaching of vocabulary using individual and composite pictures.

In observing the students' active participation during the implementation the action, the systematic observation was used. It was observation which was done by

using the observation instrument in the form of checklist. The researcher gave a tally in the column of the instrument where the indicators of the students' participation occur. The observation checklist is described in the following table.

Table 3.1 The Students' Active Participation Checklist

No	Name	Indicators				Total care	Category	
		1	2	3	4		Active	Passive

Notes:

1. The students pay attention to the teacher's explanation.
2. The students raise their hands to answer the teacher's oral questions.
3. The students answer the teacher's oral questions.
4. The students do the vocabulary exercises by using individual and composite pictures.

Notes:

- a. The students were classified as active if they could do three to four indicators of the observation checklist.
- b. The students were classified as passive if they performed only one or two indicators of the observation checklist.

b. Evaluation

The evaluation was conducted in order to know whether or not the teaching of vocabulary by using individual and composite pictures could improve the students' vocabulary achievement, and their active participation. In this research, there were two kinds of evaluation that was done, namely process and product evaluation.

Process evaluation was conducted during the teaching learning process of vocabulary by using individual and composite pictures to evaluate the students' participation.

The product evaluation carried out at the end of each cycle in the form of vocabulary test after the actions given to the subjects. It was done to measure the eighth grade students' vocabulary achievement after they were taught vocabulary by using individual and composite pictures.

c. Criteria of success of the action

There were three criteria used to evaluate the success of this classroom action research. First, the action was considered to be successful if the mean score of the students' vocabulary test was at least 70 or more and at least 75% of the students got score 70 or more in the vocabulary test. Second, the action was considered to be successful if at least 75% of the students fulfilled at least three of four indicators of the observation checklist. If the results of the test and observation in the first cycle had not achieved the target evaluation criteria, the action would be continued to the second cycle by revising some weak aspects of the action in the first cycle.

3.6.4 Data Analysis and Reflection of the Action

a. Data Analysis Method

The results of the vocabulary test in each cycle (Cycle 1 and 2) were in the form of the students' scores of vocabulary test that were analyzed quantitatively by using the percentage formula.

The percentage of the students who got score ≥ 70 was counted by the following formula:

$$E = \frac{n}{N} \times 100\%$$

Note:

E : the percentage of the students who got score ≥ 70 in the vocabulary test

n : the number of the students who got score ≥ 70 in the vocabulary test

N : the number of the students (subjects)

The percentage of the students' active participation in the teaching learning process of vocabulary by using individual and composite pictures was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Note:

E : the percentage of the students who were active in the teaching learning process of vocabulary by using pictures

n : the number of the students who were active in the vocabulary teaching learning process by using pictures

N : the number of the students (subjects)

(Adapted from Hadi 1989:37)