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IMPROVING THE FOURTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT BY USING PICTURE FILES AT SDN BANGSALSARI 02 IN THE 2013/2014 ACADEMIC YEAR

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ABSTRACT

This research was intended to describe how the use of picture files can improve students' vocabulary achievement at SDN Bangsalsari 02 in the 2013/2014 academic year. This research used Classroom Action Research (CAR) as a research design which consisted of planning of the action, implementation of the action, observation and evaluation, and reflection. The research subjects of this research were the fourth grade students of SDN Bangsalsari 02 in the 2013/2014 academic year which consisted of 44 students. The data collection methods that were applied in this research were observation and vocabulary achievement test. In Cycle 1 showed that 67.05% of the students were indicated by students' active participation and 74.42% of students got score at least 70 in vocabulary achievement test. Meanwhile, in Cycle 2, 81.82% of students were indicated by students' active participation, while 88.64% of students got score at least 70 in vocabulary achievement test. Based on the results of the research, they were concluded that picture files could improve the fourth grade students' active participation and their vocabulary achievement.

Keywords: *classroom action reseacrh, picture files, students' active participation, vocabulary achievement.*

INTRODUCTION

Language is an important aspect of people in the world as a tool of communication. People can express their ideas, feeling and emotion to others by using a language. In Indonesia, English is used as a foreign language and taught at all school levels. English is taught as a compulsory subject at Junior High Schools and Senior High Schools, and as a local content subject at Elementary Schools. Young learners or Elementary school students are categorized as the beginners of English. To learn English, firstly they need to learn from the basic component of the English language, that is vocabulary. Hatch and Brown (1995: 1) define vocabulary as a list or a set of words in a particular language that individual speaker of a language might be used. It means that vocabulary is a number of words known and used by people to express their ideas, feelings, and thoughts and to communicate with other people. Therefore, without sufficient vocabulary, everyone cannot communicate effectively or express their ideas, feeling and thought.

Commonly, vocabulary is considered difficult by learners or students. To teach vocabulary to the children in Elementary school is not an easy way. Although vocabulary is not considered as skills like listening, speaking, reading, and writing but it really plays an important role in learning English to improve the four language skills. It means that by learning vocabulary, young learners are able to listen, to speak, to read and to write sentences easily. From the statements above, it can be concluded that vocabulary has to be the priority in the English teaching at Elementary school students as the English beginners.

Based on the result of the interview of the English teacher in SDN Bangsalsari 02 as the pre-liminary study, it was known that the learners faced difficulties in learning vocabulary, memorizing new words and their meanings. They also felt bored and lose motivation in learning English. It was

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caused by the English teacher's way to teach the vocabulary materials which were quite monotonous. In teaching vocabulary, the teacher wrote the new vocabularies with the meanings on the whiteboard, while the students just listened to the teacher's explanation. Then, the teacher asked the students to take a note and memorize the meaning of all the words. As a result, this situation made the classroom activities monotonous.

To overcome the problems above, the teacher used media in teaching vocabulary to make the students motivated and interested in learning it. The media that could be used to teach vocabulary to young learners were picture files. Picture files are one of interesting media that can motivate the learners in learning vocabulary because they cover with funny and colorful pictures. It is stated by Wright (1989: 2) that pictures are all right for beginners and for young people.

According to Karim and Hasbullah (1986: 4.1), picture files are the collection of pictures which are stacked orderly based on the classification, so these collections of these pictures are always available to use every time. It means that when we make the picture files, we can save it and sometimes we can use it again in the teaching English. Moreover, picture files are inexpensive, simple, and interesting that can help the teacher in the teaching learning process and make the students interested in the materials. Thus, picture files are effective media to be used by the teacher in teaching vocabulary. Further, how to make picture is very easy and simple. We can get pictures from many different resources, such as from books, magazines, newspapers, or we can even download them from the internet.

The problems of the research were (1) how can the picture files improve the fourth grade students' active participation in the teaching learning process of vocabulary at SDN Bangsalsari 02 in the 2013/2014 academic year?, and (2) How can the picture files improve the fourth grade students' vocabulary achievement at SDN Bangsalsari 02 in the 2013/2014 academic year?. The objectives of the research were (1) to improve the fourth grade students' active participation in the vocabulary teaching learning process by using picture files at SDN Bangsalsari 02 in the 2013/2014 academic year, and (2) to improve the fourth grade students' vocabulary achievement by using picture files at SDN Bangsalsari 02 in the 2013/2014 academic year.

RESEARCH METHODS

The design of this research was a classroom action research with the cycle model. Fraenkel *et al* (2011: 589) explain that an action research is conducted to solve a problem or to obtain information in order to inform the local practice. It was intended to overcome the students' problem with vocabulary to improve the fourth grade students' vocabulary achievement and their active participation in the vocabulary teaching learning process by using picture files.

This research was conducted collaboratively with the fourth grade teacher in all stages of this research collaboratively. This research was conducted in two cycles in which each cycle consisted of four activities. They were (1) *the planning of the action*, (2) *the implementation of the action*, (3) *observation and evaluation*, and (4) *data analysis and reflection of the action*..

The area of this research was at SDN Bangsalsari 02. It was determined by using the purposive method. A purposive method is a method used to determine the area of the research which is based on a certain purpose or reason (Arikunto, 2010: 183). The subjects of the research were the fourth Grade students of SDN Bangsalsari 2 in the 2013/2014 academic year which consisted of 44 students (one class of the fourth grade).

The data in this classroom action research covered primary data and supporting data. The primary data were collected by observation and vocabulary test, and the supporting data were collected by interview and documentation.

The result of the students' active participation in the vocabulary teaching learning process were analyzed by using the following formula which was adapted from Ali (1993: 186):

$$E = n/N \times 100\%$$

Notes:

E = The percentage of the students who actively participate in the vocabulary teaching learning process.

n = The number of students who is categorize as active students

N = The number of the students (subjects)

Meanwhile, the results of the observation in each meeting of the cycle about the students' vocabulary achievement scores in Cycle 1 and Cycle 2 were analyzed quantitatively by using the formula below which was adapted from Ali (1993: 186):

$$E = n/N \times 100\%$$

Notes:

E = The percentage of the students who get score at least 70 ($\geq$ 70) in the vocabulary test.

n = The number of students who get score at least 70 ($\geq$ 70).

N = The number of the students (subjects)

RESEARCH FINDINGS AND DISCUSSION

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This research was done in two cycles in which each cycle had 3 meetings. The first and the second meetings were conducted to teach vocabulary by using picture files. The indicators of the observation were (1) paying attention to the teacher's explanation, (2) asking the questions to the teacher, (3) answering the teacher's oral questions, (4) doing the vocabulary exercises individually, and (5) doing the vocabulary exercises in group work. The students were categorized as the active students if they did at least 4 indicators of observation. However, the students were categorized as the passive students if they did 1 to 3 indicators of the observation. Next, the third meeting was held to give vocabulary achievement test. The criteria used as the main consideration to determine the success of the actions were as follows: (1) 75% of the students actively participate in vocabulary teaching learning process by using picture files, and (2) 75% of the students can get score $\geq$ 70 in the vocabulary test.

The percentage of the result of the observation of the students' active participation in Cycle 1 was 67.05%. Moreover, the result of students' vocabulary achievement test showed that 32 students of 44 students or 74.42% of the students got score $\geq$ 70 in the vocabulary test. It means that the percentage of students' active participation and vocabulary achievement test did not achieve the target of the research yet. It might happen because there were some weaknesses influenced. They were as follows: 1) In the vocabulary teaching learning process by using picture files, the teacher did not write the words related to the pictures on the whiteboard. The teacher just asked the students to look at the pictures and repeat the pronunciations after the teacher. It made the students could not memorize the words well, 2) the teacher only showed the picture files in front of the class. It made the students in the back row could not see the pictures well. Therefore, the students were noisy in the vocabulary teaching learning process and disturbed the other students, 3) The picture files and the words were small that was 23 cm x 18 cm, so the students could not see the pictures clearly. Therefore, the students could not memorize the vocabularies well.

Thus, the researcher conducted Cycle 2 by revising weak aspects happened in Cycle 1. The revisions were (1) the teacher wrote the words related to the pictures on the whiteboard so that the students could see the pictures and the words, and memorize them, (2) the teacher not only showed the pictures in front of the class but also showed them on the left, right and back row to the students to make them concentrate on seeing the pictures. Therefore, they could understand and memorize the words, and (3) The researcher made the picture

files and the words on the pictures bigger than before. That was 31 cm x 22 cm so the students especially in the back row could see the pictures clearly and pay attention to the teacher's explanation.

Furthermore, having conducted the action in Cycle 2, the result of the students' observations and vocabulary test showed improvement. The average percentage of the students' active participation in Cycle 2 was 81.82%. Further, the result of students' vocabulary test also reached the standard score of the research. There were 39 of 44 or 88.64% students who got score $\geq$ 70 in the vocabulary test in Cycle 2. Thus, the result of the observations in Cycle 2 of the students' active participation achieved the target criteria of the research that was 75% of students actively participated in the teaching learning process of vocabulary by using picture files and the result of the vocabulary achievement test in Cycle 2 achieved the target criteria of the research that was 75% of the students got score $\geq$ 70 in the vocabulary test.

By considering the results of the observations of the students' active participation and their vocabulary achievement test in two cycles, it could be said that picture files could improve the fourth grade students' active participation in the teaching learning process of vocabulary at SDN Bangsalsari 2 in the 2013/2014 academic year, and picture files could improve the fourth grade students' vocabulary achievement at SDN Bangsalsari 2 in the 2013/2014 academic year.

CONCLUSION AND SUGGESTIONS

According to the results of the actions given to the students in two cycles, it could be concluded as follows. (1) Picture files could improve the fourth grade students' active participation at SDN Bangsalsari 02 in the 2013/2014 academic year. (2) Picture files could improve the fourth grade students' vocabulary achievement at SDN Bangsalsari 02 in the 2013/2014 academic year.

The improvement could be seen from the results of the students' active participation and their vocabulary achievement test in two cycles. The improvement of the students' active participation could be seen from the results of the observation that improved from 67.05% in Cycle 1 to 81.82% in Cycle 2. Then, the improvement of the students vocabulary achievement could be seen from the results of the vocabulary test that improved from 74.42% in Cycle 1 to 88.64% in Cycle 2.

The research' results showed that the use of picture files could improve the students' active participation and their vocabulary achievement. By considering the results, it is suggested that the

English teacher of SDN Bangsalsari 02 apply picture files as the media in the vocabulary teaching learning to improve the students' active participation and their vocabulary achievement. The teacher can collect interesting, funny and colorful pictures from the books, magazines, newspapers or from downloading in the internet. For students, it is suggested to learn and to enlarge their vocabulary and their vocabulary mastery by using picture files. For future researcher, It is suggested that it can be used as a source to conduct a further research dealing with the use of picture files by using different language skills and components, and using the same or different research design with different subjects and schools for example, in the experimental research design.

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