

**IMPROVING THE STUDENTS' ENGLISH VOCABULARY
BY USING VISUAL MEDIA AT THE FOURTH YEAR
OF SDN 1 KARTASURA IN 2010/2011 ACADEMIC YEAR**



RESEARCH PAPER

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by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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ACCEPTANCE

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ABSTRACT

This study is aimed at describing the students' English vocabulary improvement by using visual media and to describe the achievement of them in the test result. The result of this study hopefully will give contribution in learning English.

In this research, visual media are used to improve students' motivation and achievement in learning English. This research was carried out at SDN 1 Kartasura, especially in class 4A that consists of 23 students. To collect the required data, the writer did observation to know the students' motivation and gave test to know academic achievement of students. There were three cycles in this action research in which each cycle used post-test. He analyzed the data by comparing the result of pre-test and post-test. The results of pre-test and post-test were used to know the score of the vocabulary mastery. The mean of the achievement after the teacher did the action was 91.30 that belongs to excellent category. While, before the teacher did the action, the mean of the students achievement was 60 that belongs to poor.

Based on the research finding, it can be concluded that (1) visual media can increase the students' motivation in learning English. (2) Visual media can improve the students' English vocabulary in learning English. The students' score was getting better in each cycle. It indicated that the teaching-learning process was successful, both the researcher and the students gained the objectives.

Key Words: visual media, students' motivation, and students' academic achievement

INTRODUCTION

English becomes more important when the globalization starts to widespread throughout the world. Now, all of people in the world use English as a means of communication. The globalization era also influences the education at molphere, because the most books in education and scientific are written in English. This is impossible to Indonesian students to be able to take part in globalization if they do not have ability in English to communicate or to understand the education and scientific books that most of them are written in English. It should be concerned with the environment's condition and qualified teachers. The aim of teaching English at elementary school, junior high school, and senior high school is that students should have four language skills, they are listening, reading, speaking, and writing.

However, the effectiveness of using media has been provided in order to make students be interested in learning English. There are many kinds of instructional media that can be used in the classroom. Visual media are the instructional media mostly used, especially for children. *SDN 1 Kartasura* is one of the elementary schools that gives English to the students without using media. From an interview with the teacher before the research, it was found that there are several problems that are faced by the teacher and the students at *SDN 1 Kartasura*. Firstly, the teacher only use the text book and she do not use media to help them in teaching - learning process so that the students motivation in learning English is not satisfactory. Secondly, the students feel that English is very difficult. Thirdly, the teacher mostly uses the same technique in presenting materials so that the students are getting bored easily, so to solve the problems above the researcher does the study dealing with the use of visual media to support the English teaching - learning process in *SDN 1 Kartasura*.

Based on the phenomena above the writer is interested in conducting analysis of the use of visual media to improve the students English vocabulary. Considering the problem above, the writer is intersted in conducting a research entitled *Improving the Students's English Vocabulary by Using Visual Media for the Fourth Year Pupils of SD N 1 KARTASURA in 2010/2011 Academic Year*.

Based on the title, the writer tries to elaborate some theories related to the objecting of the study. They are Dwi Erningsih and Yavus Yildirim.

Erningsih (2009) conducted a study entitled *Improving Students' Vocabulary Mastery Using Outdoor Activities (an action Research at TK Pule II Selogiri Wonogiri)*. She focused her study on the effectiveness of outdoor activities as a means of improving vocabulary. Her finding shows that improving vocabulary using outdoor activities at *TK Pule II Selogiri Wonogiri* is more effective to improve the students' English vocabulary than the other methods in teaching learning process. The students could enrich their vocabulary more. They were relaxed in their learning and their English achievement was good.

Yavus Yildirim (2011) conducted a study entitled (Abstract) the Effectiveness of Using English Dictionary to Improve Students' Vocabulary Mastery A Case of Year Eleven Students of Semesta Senior High School 2009/2010. He focused his study on the effectiveness of English dictionary as a means of improving vocabulary. His finding showed that improving vocabulary using English dictionary can improve the students' ability in mastery vocabulary. By using English dictionary the students are brought into amusing situation leaning English and more enthusiastic in learning and they fell relaxed.

In this study however the writer studies the same object, but in different subject, the study focuses on improving the students's English vocabulary by using Visual Media for the fourth year students in *SD N I Kartasura*.

RESEARCH METHOD

Research method is an important part in a research. By selecting an appropriate method, the research can be conducted properly. This chapter contains type of the research, object of the research, subject of the research, data and source of data, method of collecting data, and technique for analyzing data.

In this research, the writer and the English teacher did the classroom action research (CAR). The object of this research is the use of visual media in teaching learning process used by the fourth year students of *SDN I Kartasura in*

2011/2021 academic year. In this research, the subject of the research is the English teacher and the fourth year students of SDN 1 Kartasura in 2011/2012 academic year. The data are taken from primary data and secondary data source. The primary data of source is the result of the teaching activities to the students in SDN 1 Kartasura in 2011/2012 academic year. Secondary data are data taken from other researcher; usually it is in the form or note, or the historic report that is not published. In this research, the researcher takes the data from primary data and secondary data source. First, the writer visited *SDN 1 Kartasura* and met the headmaster and asked his permission to do the classroom action research. Then, he met the English teacher to discuss the classroom action research that would be done. He went to the class to identify the problem area and investigate the problem.

In this research, writer uses test and observation to collect the data.

1. Test

It was conducted twice. Pre-test is held before the researcher taught students using visual media and post-test is held after the researcher taught student using visual media.

2. Observation

The researcher observed the fourth year students at *SDN 1 Kartasura* activities during the teaching learning process.

The techniques for analyzing data are:

1. Describing the procedure at teaching English using visual media in *SDN 1 Kartasura*.
2. Comparing the motivation of the students having some indicators. By using visual media, the researcher hopes the motivation of the students increase. The target of the indicators achieved by students is 5 indicators.
3. Comparing pre-test and post-test using base line as follows:

91-100	: Excellent
81-90	: Very Good
71-80	: Good

61-70	: Fair
51-60	: Poor
41-50	: Very Poor
0-40	: Failed

(Arikunto, 1998: 238)

4. Comparing the students' score from the English test that was given before carrying out the experiment (pre-test) and after carrying out the experiment. In this study, the researcher conducted a written test. In scoring the test, the students' score is counted with the following formula:

$$S = R/N \times 100$$

Where:

S= the score

R= the total number of correct answer

N= the total number of items

As an example, assuming that a pupil makes 9 correct answers, out of 10 items, thus the score will be

$$S = 9/10 \times 100$$

$$= 0,9 \times 100$$

$$= 90$$

5. Describing the improvement of the students' English vocabulary before and after using visual media to the students.
6. Drawing Conclusion.

RESEARCH FINDING AND DISCUSSION

Research Finding

The main point of this chapter is to describe the implementation of teaching English by using visual media to increase the students' motivation and academic achievement, to answer the problem statements stated in Chapter 1, the research findings were based from the analysis of data taken from the process of

teaching learning English by using visual media (flashcards and real objects) during the action research.

1. The Implementation of Teaching English by Using Visual Media.

The purpose of the implementation of teaching vocabulary by using Visual media at the fourth year student of *SDN 1 Kartasura* is improving the students' competence to memorize all the vocabulary taught by the teacher. Media is an important aid that is used by the teacher in teaching learning process. In this research, the researcher and the teacher tried to use a media as an aid to teach English, that is visual media.

To measure the students achievement in learning vocabulary, the research gave the namely pre test and post test. Every test consists of ten items. It was given to measure how the students could memorize the meaning of the pictures. In teaching learning process, the researcher found the students difficulties in learning vocabulary. He also found problems in every teaching action. When the problems were found in action one, the problems were solved in action two and so on.

Based on the observation the students had a great motivation to learn English. When their teacher gave explanation of material, they looked happy. Moreover when their teacher asked them to be quite, and they do it. They were quiet in a moment, so the teacher asked the students to give some questions if they did not understand. They were many students try to answer the questions. The students were very active and they looked enjoy the lesson.

There were some causes of the problem above, namely:

- 1) They feel English is difficult.
- 2) Teaching English without media makes the students feel bored.

Because of those problems, the researcher tried to use visual media to teach English. Before the researcher started to teach English by using visual media, the researcher gave the pre-test to measure the English achievement of students. To conduct this pre-test, the researcher prepared worksheet which contains some lists, such as: name, students' number, time

allocation, and some questions they must answer on that paper. After preparing the pre-test, the researcher formulated the procedures of classroom activities during pre-test in the class. The procedures of pre-test are as follows:

1). Opening

The teacher came to the classroom and greeted the students. Before conducting the pre-test, the teacher introduced himself and explained the purpose of the teacher came to their class. The teacher explained and gave pre-test to know the academic achievement of English lesson of the students and the teacher gave the information about the kind of test, how to answer the question and time allocation. Then the teacher checked the attendance list.

2). Doing Pre-test

The teacher prepared worksheets used by the students to do the pre-test. The procedures are as follows:

- a.) The teacher gave worksheet to each student.
- b.) The teacher explained how to answer the question based on the information on the paper.
- c.) The teacher asked the students to do the task individually.
- d.) The teacher collected the result of pre-test which had been done by the students.

In this pre-test, the writer scored the students' work by using formula:

$$S = \frac{R}{N} \times 100$$

S: the score

R: the total number of correct answer

N: the total number of items

In getting the test result, the researcher found that the students had been difficulties in understanding of the materials that they had learnt. They looked confused when they analyzed the question. In this case, the researcher made conclusion that the students have limitation in understanding material that is taught by the teacher. The result of pre-test shows that the score average is 60.

Based on the pre-test result, the score of the students is low. It can be seen that the result of the test is considered “poor” in the level of interpretation (see technique of analyzing data). Therefore, the researcher implemented action research by using visual media to increase motivation and academic achievement. This research consists of three cycles that comprise two meetings. Every cycle in this research consists of series of steps namely planning, implementing, observing, and reflecting.

By observing the situation of teaching learning process in three cycle, the writer is convinced that the students are not bored anymore. It was indicated by their attitudes that always tried to join the teaching-learning process. When the teacher proposed some questions, they were enthusiastic in answering, although their answer was sometimes incorrect, but it didn't matter since the activity of learning become an interesting activity for them.

Besides, the writer also conducted post-test to know the students' achievement after the second treatment. The result of post-test III shows that the score average is 91,30. Based on the data above, the writer concluded that the second cycle run well and gain successful criterion. The mean of this cycle is 91,30 as an “excellent criteria”.

2. The Students' Vocabulary Improvement by Using Visual Media

The subject of this study is 23 students of class “A” SD N 1 Kartasura. To know the improvement of the students vocabulary mastery the writer compares the result of the pre-test and post-test to get the mean score.

After estimating the result of pre test, post test I, post test II, and post test III, it can be seen that teaching vocabulary by using visual media is effective to develop students vocabulary mastery. It is shown by the

differences between the score of pre test, post test I, post test II, and post test III. In pre test the highest score is 80, the lowest score is 40. And the mean score is 60. In post test I the highest score is 90, the lowest score is 60. And the mean score is 74,13. In post test II the highest score is 95, the lowest score is 60. And the mean score is 81,72. In post test III the highest score is 100, the lowest score is 80. And the mean score is 91,30 which means that there is improvement of the students' vocabulary mastery before and after they are taught by using visual media.

DISCUSSION

In teaching vocabulary to the students in Elementary school, the writer uses visual media. The teacher prepared visual media which can be used to teach and after that the teacher prepared the material that was appropriate with the students level and choose the interesting materials. Visual media is one of the alternatives used to make the students interested in learning vocabulary that is flashcards and real objects, so the students get new materials. Flashcards and real objects are media used by the students to improve new vocabulary, their meaning and how to pronounce of the word. The teacher uses it because it can make the students have a chance to practice their vocabulary. The researcher found that all of students look very enthusiastic in learning vocabulary. They seriously look for new vocabulary and consult it with dictionary. Based on the observation the writer found that the variety of materials used to teach in the classroom helped the teacher handle the students and reduced the students boredom.

In the research finding, the result of students achievements showed that visual media in teaching vocabulary could develop the students vocabulary mastery. After analyzing the result of the pre test, post test I, post test II, and post test III, it can be seen that visual media can improve the students English vocabulary in the classroom.

Finally, the students could learn English vocabulary easily, happily and enthusiastic to follow teaching learning process through visual media, because the media used to learn vocabulary is interesting and it gives new experience for the

students in learning English. Therefore, the students become active and not feel afraid to learn English.

CONCLUSION

Based on the research result, which aims to improve the students' motivation and achievement using visual media (flashcards and real objects), the researcher draws some conclusions as follows: Using visual media (flashcards and real objects) in teaching learning English can improve students' motivation. In this action research, all of characteristics of motivated students are achieved, namely: students are motivated to do exercise, students struggle to answer questions which are given by teacher, students ask question if they don't understand about teacher's explanation, students are active to join the class to get high score, students always do exercise as well as possible, students enjoy the lesson although they don't understand the lesson, and students effort to understand the material although they get difficulties, and the result of each cycle is described as follows: at the first cycle, the highest score for pre-test is 80 and the lowest score is 40. The mean is 60 as a "poor criteria" in the level of interpretation. After treatment (first cycle), the highest score is 90 and the lowest score is 60, the mean is 74.13 as a "good criteria" in the level of interpretation. Then, at the second cycle, the highest score is 95 and the lowest score is 60, the mean is 81.52 as a "good criteria" in the level of interpretation. At the third cycle, the highest score is 100 and the lowest score is 80, the mean is 91.30 as an "excellent criteria" in the level of interpretation. Moreover, the third cycle gives the satisfactory result since in this cycle the successful target criterion is achieved. Thus, it can be said that the use of visual media in learning English can improve the students' English vocabulary.

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