IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH GUESSING PICTURE : A CLASSROOM ACTION RESEARCH AT THE FIFTH GRADE OF SD N 1 DUKUH BANYUDONO BOYOLALI IN 2012/2013 ACADEMIC YEAR

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APPROVAL

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Abstract

This research aims at (1) describing the application of Guessing Picture in teaching and vocabulary process, (2) describing the improvement student's vocabulary mastery through Guessing Picture. This research was implemented in SD N I Dukuh Banyudono Boyolali at the fifth class (Elementary School students), using action research. The methods of collecting the data are observation, interview, documentation (examining), and test. The researcher that Guessing Picture can improve vocabulary mastery. To analyze the data, the researcher compared the results of each cycle and post-tests by using descriptive comparative and critical analytic technique. The action was done in two cycles with four steps each. The result of the research can be described below: (1) The implementation of Guessing Picture can improve the students interest,motivation and involvement in the learning process;(2) The implementation of Guessing Picture can improve the students' vocabulary easy mastery/achievement of the test conducted after each cycles, the Achievement by two steps: oral and written. after the first cycle and two cycles in implementing Guessing Picture in teaching vocabulary, the students become able to interest and cooperative in learning vocabulary. The students' motivation to practice and the students' achievement of vocabulary is improved. It can be seen from the result of the students' activities during the action and the students' vocabulary achievement. The mean of pre-test is 59,03, post-test 93,61 and the improvement result of the implementation is 28,50%. Most of the students said that they love this method. They could easily learn English vocabulary. The students' knowledge and confidence was improved. Thus, it makes them can master vocabulary correctly. The students can do the post-test better than pre-test. So, using Guessing Picture is successful to improve the students' vocabulary mastery.

Key words: vocabulary mastery, guessing picture.

A. INTRODUCTION

Learning language deals with learning vocabulary. It is a basis to communicate and important for acquisition process (Krashen, 1981:12). It means that learning a language cannot be separated from learning its vocabulary. According to Coady and Huckin (1997:5) state that vocabulary is central of language and of critical importance to typical language learner. Without a sufficient vocabulary one cannot communicate effectively or express his ideas in both oral and written forms.

Teaching English to Elementary school is not easy and it needs more patience. The process of teaching children or young learner is different from the process of teaching adults. The problem in the SD N I Dukuh, Banyudono, Boyolali, based on phenomena in the class, there are many students get difficulty in mastering vocabulary. First, the students have limited vocabulary because the student's attention and motivation in learning vocabulary are decreasing. Second, the students are not enthusiastic in learning English and they do not feel enjoyable with the situation which they are only demanded to master vocabulary with a lot of memorizing. Last, the environment and family factors also influence such as they come from village, and they only learn English in school. So, the average value of the class is still below standard, which is the standard based on *KKM* (*Kriteria Ketuntasan Minimal*). From those problems, now the researcher is demanded to create some strategies which can explore the student's vocabulary. One of the strategies that can be used to teach vocabulary is guessing picture strategy. Guessing picture is the use of images for improving the vocabulary learning. The implementation of guessing picture which is teachers have always used pictures or graphics, whether drawn, taken from books, newspapers and magazines, or photographs to facilitate learning

The research problem of this research are (1) How is the implementation of guessing picture of teaching vocabulary in learning process? (2) What can guessing picture improve vocabulary mastery in fifth grade of SD N 1 Dukuh Banyudono Boyolali?

The objectives of the study of this research are generally, it is to improve student's vocabulary mastery in fifth grade of SD N 1 Dukuh. Specifically, it is to: describe the implementation of gueesing picture of teaching vocabulary in learning process, identify whether the gueesing picture improve student's vocabulary.

B. UNDERLYING THEORY

In this research, the researcher explains about previous study, theoretical review, theoretical framework, action hypothesis and performance indicators.

1. Previous Study

In this research, the researcher presents the previous study which is related with his research. The first research was conducted by Kunsusiyah graduated from Muhammadiyah University (1997) entitled *Teaching Vocabulary Using Picture and No Picture at MTs Nurul Huda Kembang Ampel Boyolali.* The research design is experimental research. She gave a test to the students to know their vocabulary mastery. The 4 scores were obtained from the test and then analyzed by using the statistical calculation of T-test. The results of her experiment shows that students were taught vocabulary by using picture have higher score then the students taught by using no picture. The second research was conducted by Lestari graduated from Muhammadiyah University of Surakarta (2009) entitled *The Implementation of Teaching Vocabulary using Picture at the third year of SD N 02 Bolon.* In this research, the writer carries out an action research. The writer takes 14 students as the population. The writer takes all the population as the sample because the subjects are less than one hundred. The action was conducted in six meetings. At last, the students are expected to increase vocabulary mastery.

This research is different from two previous studies above. The previous study employed experimental study, but this study uses action research. The object of the study is also different. The researcher elevates vocabulary using pictures to the fifth year students of SD N 1 Dukuh, Banyudono.

2. Theoretical Review

a) Vocabulary Mastery

Hornby (1983: 419) states that vocabulary means total number of words in language that are used by a person. Arraf (1982:263) vocabulary mastery is a power or potential capacity to master the total number of word, which make up language. Burns and Broman (1975:295) maintain that vocabulary may be defined as the stock of word used by a person, class or profession. They also state that almost every individual uses several different vocabularies often designated as hearing, speaking, reading, and writing. Words are designated as hearing, speaking, reading, and writing. The student can master vocabulary mastery if they are able to meet indicators as follows: Spelling, students are able to spell the words related to the topic. Pronunciation, the students are able to pronounce the words related to the topic. Understanding meaning, the students are able to understand the meaning of the words related to the topic. Using the words in context, the purpose of using the words in context is to establish students' knowledge in using words based to the topic.

Sheperd (1967:35) classified vocabulary into two kinds, such as: Receptive vocabulary is the basic vocabulary and the total storehouse of words, which the learners can use to understand the thoughts of others, when they listen or read and the word, which they can draw when they speak and write. Expressive vocabulary is the words the learners use when they speak, write, or when they express their ideas. This vocabulary can be used after they learn receptive vocabulary first. For example, they read a story or find new words. They can use to talk about something or express their ideas.

Burns and Broman (1975: 295) say that the teacher must give attention to developing the vocabularies of each child through carefully planned instruction and to do so, must be aware of what words are (verbal representation of concept) and how are formed.

b) Guessing Picture

The use of images for improving the vocabulary learning has been one of the most popular ways of teaching English. Images are commonly used for

learning new words associated with the topic presented by the teacher. The pictures must be chosen carefully and it is hoped that this study will shed some light on how teachers make these choices. According Rob Lewis (2009) Guessing Games (Picture) is a game in which the object is used to guess picture for some kind of information and Hamalik (2003:81) picture media is a media that can not be projected, available anywhere, and easily to be found out. Such a media can be used as learning media for each picture has its own meaning. Harmer (2001:134) states that teachers have always used pictures or graphics whether drawn, taken from books, newspapers and magazines, or photographs to facilitate learning. English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable.
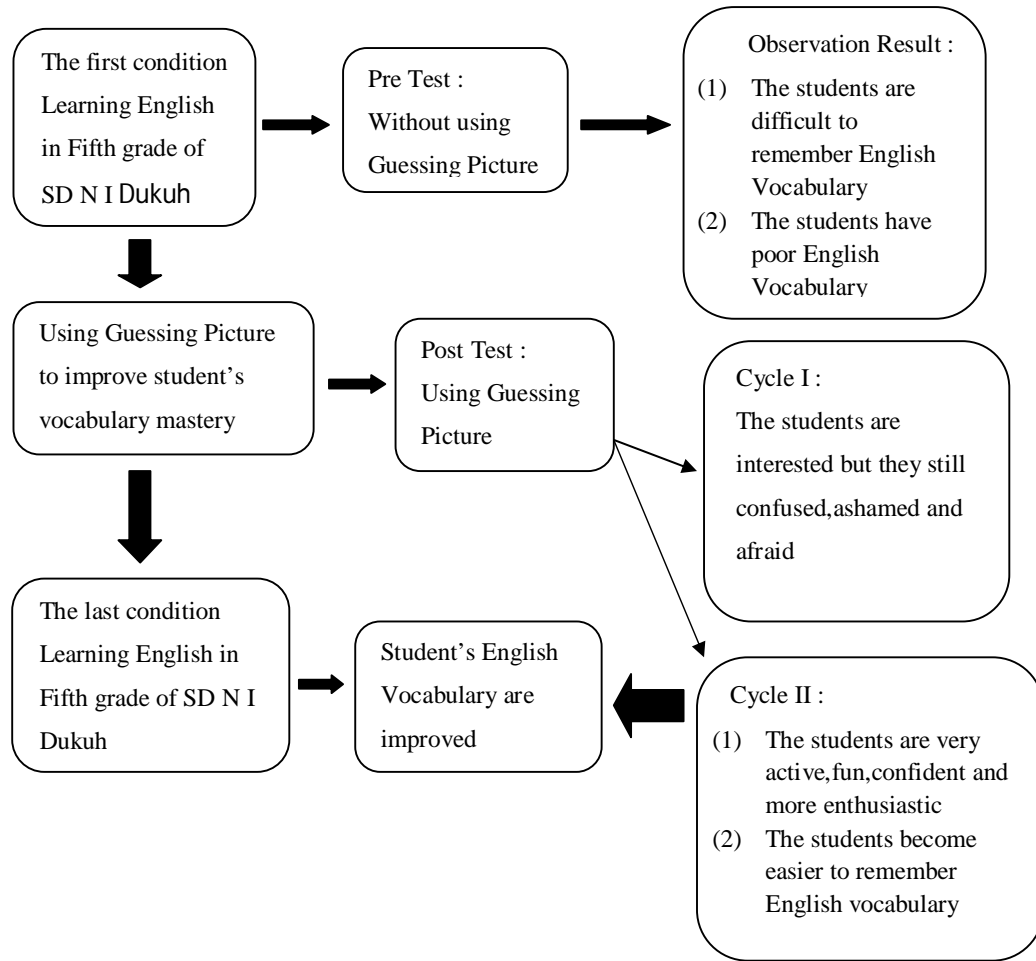
The guessing picture consists of the meaning of picture as part of visual aids is used as a technique in teaching English vocabulary at elementary school. Pictures have been suggested as teaching aids in the classroom. They have many advantages to endorse the students. Brown and Lewis (1984:452) also write the other values of pictures as the stimulus to create expression through spoken or written language and others forms, such as drawing, and modelling. Shortly, pictures have strong influence to stimulate the creativity. Allen (1989:28-29) gives emphasis on the value of the pictures that are made by the children themselves by stating that teacher likes to use pictures the students themselves have made.

3. **Theoretical Framework**

The guessing picture for improving the vocabulary learning has been one of the most popular ways of teaching English. Images help students to remember the topic that the teachers are talking about vocabulary. The use of pictures can students to identify such as events, experiences, facts and the connection which is related to with their daily life. This use of images is well known as "Imagery."

The goal of this research is to improve vocabulary mastery at fifth grade in SD N I Dukuh Banyudono.

Diagram 2. 1
Theoritical Framework

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┌────────────────────┐      ┌────────────────┐      ┌──────────────────────────┐
│ The first condition│      │ Pre Test :     │      │ Observation Result :     │
│ Learning English   │ ───▶ │ Without using  │ ───▶ │ (1)  The students are    │
│ in Fifth grade of  │      │ Guessing Picture│      │      difficult to        │
│ SD N I Dukuh       │      │                │      │      remember English    │
└─────────┬──────────┘      └────────────────┘      │      Vocabulary          │
          │                                          │ (2)  The students have   │
          ▼                                          │      poor English        │
┌────────────────────┐      ┌────────────────┐      │      Vocabulary          │
│ Using Guessing Picture│   │ Post Test :    │      └──────────────────────────┘
│ to improve student's│ ──▶ │ Using Guessing │      ┌──────────────────────────┐
│ vocabulary mastery │      │ Picture        │      │ Cycle I :                │
└─────────┬──────────┘      └────────────────┘      │ The students are         │
          │                                          │ interested but they still│
          ▼                                          │ confused,ashamed and     │
┌────────────────────┐      ┌────────────────┐      │ afraid                   │
│ The last condition │      │ Student's English│     └──────────────────────────┘
│ Learning English in│ ──▶  │ Vocabulary are │  ◀── ┌──────────────────────────┐
│ Fifth grade of SD N I│    │ improved       │      │ Cycle II :               │
│ Dukuh              │      │                │      │ (1)  The students are very│
└────────────────────┘      └────────────────┘      │      active,fun,confident and│
                                                     │      more enthusiastic   │
                                                     │ (2)  The students become │
                                                     │      easier to remember  │
                                                     │      English vocabulary  │
                                                     └──────────────────────────┘
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The influence of applying guessing picture of the students of SD N I Dukuh Banyudono is they can master English vocabulary quickly by using guessing picture technique.

4. Action Hypothesis

The action hypothesis is that guessing picture can improve the mastery of English vocabulary of the students of fifth grade SD N 1 Dukuh, Banyudono, Boyolali 2012/2013 academic year.

5. Performance Indicator

The researcher needs to establish some criteria in order to know whether the research effective or not. Here, the subject is categorized as success, if the students' scores belong to adequate level. While an adequate level is titled to

subject that is not only able to improve or to convey, at least the standard of performance is 70-80 and it can reach target 100% for the research subject achievement. It is line with the score performance Percentage.

C. RESEARCH METHOD

In doing this research, the researcher used the Classroom Action Research. It consists of planning, implementing, observing, and reflecting. The writer takes qualitative research because he intends to know how improving the student's vocabulary through guessing picture. The subject of the study is the students of fifth grade at SD N 1 Dukuh in Banyudono, Boyolali 2012/2013. The object of the research is improving students' English vocabulary by using guessing picture at SD N 1 Dukuh, Banyudono, Boyolali 2012/2013 academic year. The data of this study is guessing picture. The data source of the reserach is taken from English learning processes in SD N I Dukuh. They are vocabulary teaching. Method of collection data in this research, the researcher uses observation, documentation, test, and interview to get the data.

In analyzing the data, the researcher used two techniques: first, Critical Analytical Technique. It is related with qualitative data. Second, Descriptive Comparative Technique. It is used to analyze quantitative data. The researcher compares the students' score on pre-test, post-test I and post- test II, it is known as descriptive statistics. In action procedure, the researcher uses Activity Research (CAR) to collect the data. The research consists of two cycles of which each cycle consists of four elements. They are planning, acting, observing, and reflecting.

D. RESULT AND DISCUSSION

Based on the research finding, the researcher presents the discussion that to measure the students' improvement in vocabulary Mastery, the writer conducted pre-test and post-test. The post-test was conducted two times; the first post-test was in the third meeting of first cycle, while the second post-test was conducted in third meeting of second cycle. The result of pre-test showed that the highest score in pre-test 75, while the lowest score was 30. The highest score in post-test I was 93, while the lowest score was 43. Then, the highest score in post-test II was 100, while the lowest score was 55.

The student's achievement in learning English vocabulary was more increased. It could be seen from the pre-test, the post-test I and post-test II. In pre-test, the average score of spelling was 40%, in post-test I became 81,11% and in post-test II became 100%, pronunciation increased from 40% in post-test I became 77,50 % and in post-test II became 100%, understanding meaning increased from 39% in post-test I became 81,67% and in post-test II became 100%, using the word in context increased from 40% in post-test I became 78,33% and in post-test II became 100%, and finally vocabulary increased from 59,03% in post-test I became 72,17% and in post-test II became 87,53%.

The researcher concluded that the research is successful and the guessing picture technique could improve the students' vocabulary mastery. The improvement of students' English vocabulary mastery could be seen in the improvement of students' scores. The result of the pre-test and post-test showed the significant improvement. The use of guessing picture in teaching vocabulary could overcome the researcher problem that is how to make students motivated in learning English activity. The students also had a positive response to the implementation of teaching vocabulary by using guessing picture technique. The student's vocabulary could improve through guessing Picture technique, because in guessing picture technique, they could share information with their friends and could practice in front of the class. Moreover, if they got difficulty in arranging the sentences, lack of vocabularies and low confidence, but by using guessing picture technique, they could reduce those problems. They could help and remind each other. Besides, guessing Picture technique was modified with game. So, it was fun and interested. They could be motivated and easier in learning English vocabulary.

Besides the students, the headmaster also had a positive response to the implementation of improve vocabulary mastery by using guessing picture. This technique and media gave good effects in English learning. It made the students easier to memorize vocabulary mastery and they could show in front of class and English grammar correctly. So, it made learning became more fun and targeted on purpose made.

Based on the discussion above, the writer concluded that guessing picture technique could improve the students' English vocabulary mastery at fifth grade of *SD N I Dukuh Banyudono Boyolali.*

E. CONCLUSION AND SUGGESTION

Based on the research result and discussion, the reseacher gives conclusion and suggestion as follow:

1. Conclusion

The implementation of guessing picture technique should be done in different ways in order to improve the students' vocabulary mastery, to avoid the students' boredom, difficulty in memorizing, and the monotonous process in implementing the guessing picture technique, for example by collaborating between picture and game. Therefore, it can achieve the target of learning to improve the students' vocabulary mastery. By implementing guessing picture technique in teaching vocabulary, the students have chance to be active and cooperative in learning activity. Guessing picture is a technique that can be effective to teach the students in a class. Finally, the students' vocabulary mastery of SD N I Dukuh Banyudono Boyolali is improved.

Improving student's vocabulary mastery through guessing picture. It can be proven by the improvement of students' skill can be seen in the improvement of the students' scores. The avarage result of the pre-test and post-test as follow:

a. Showing the significant improvement. The average of pre-test score is 59, 03 while average of the last post-test score is 87.53. This score indicates that there is improvement in students' vocabulary mastery.

b. The education's element responses to these technique and media implementation.

   1).The headmaster responses is positive. He like these technique and media gave good effects in English Learning;

   2).The student's responses are positive. They feel enjoy with these technique,more enthusiastic to follow the teaching learning process especially vocabulary. The students are braver and more confident to

speak up and easy to understand, to memorize, and express their feeling. They also admit that they become active, not bored, and full of concentration in the classroom.

2. Suggestion

The researcher tries to propose some suggestions in the end of this chapter. Hopefully, these suggestions will be useful and meaningful for the teacher, students, and other researchers.

a. To the teacher

1) Teacher should learn and be creative to find the way of how to teach vocabulary using effective method.

2) Teacher must also give knowledge, motivation and explanation about the importance of vocabulary in English communication or universal communication.

3) Teacher should relate the guessing picture with other techniques such as picture, game, and the other fun techniques in order to avoid monotonous teaching and make the students interesting in learning.

b. To the students

1) Being aware that vocabulary is important in English communication, the student should be trained or practice to vocabulary mastery.

2) Students are expected to be active and memorize the vocabulary, so that they can follow the class activities. Because vocabulary is considered as an important thing in learning language, the students should develop their vocabulary mastery to be successful in teaching learning process.

c. To the other researchers

1) The other researcher is expected to develop this research based on their own view and their different materials or teaching aid to imply this method.

2) The result of the study can be used as an additional reference or further research with different discussion.

d. Informal School

1) The result of the study can be used as evidence whose can increase their dedication for surrounding society especially in Dukuh, Banyudono, Boyolali, it has more take part in Indonesian education development in generally.

2) The result of the study can be used as reference of the headmaster to decide what are good for the future school in the increasing inside and outside factors that can influence in the learning process, such as the English learning.

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