THE USE OF PICTURES TO IMPROVE VOCABULARY MASTERY IN COMPREHENDING DESCRIPTIVE TEXT OF SECOND YEAR STUDENTS' AT SMP TUAH NEGERI PEKANBARU

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Abstrack: *This Classroom Action Reserach (CAR) to find the mastery of the second year students at SMP Tuah Negeri Pekanbaru in using picture. The aims at this research to increase vocabulary mastery using pictures in comprehending descriptive text of the second year students. This research was conducted in two cycles that consisted of four meeting in each cycle. This research was conducted to overcome the existing problem on the field as well as to described and to explain whether the pictures media could improve the students' vocabulary mastery. The result of this research average score in pre-test is 49, average scores in cycle 1 is 67 and average scores in cycle 2 is 72. The result of this research indicated that the pictures media could improve the students' vocabulary mastery. It was also found that; The selection of appropriated pictures media; The application of pictures; The management activities of the class & practiced; and teacher support can increase students motivation in vocabulary mastery in comprehending descriptive text.*

Key Words: Improve, Vocabulary Mastery,and Picture

PENGGUNAAN GAMBAR UNTUK MENINGKATKAN PENGUASAAN KOSAKATA DALAM PEMAHAMAN TEKS DESKRIPTIF OLEH SISWA TAHUN KEDUA DI SMP TUAH NEGERI PEKANBARU

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Abstrak: Penelitian tindakan kelas (PTK) ini untuk mengetahui kemampuan siswa tahun kedua di SMP Tuah Negeri Pekanbaru dalam menggunakan gambar. Tujuan penelitian ini adalah untuk meningkatkan penguasan kosakata menggunakan gambar dalam pemahaman teks deskriptive pada siswa tahun kedua. Penelitian ini dilakukan dalam dua siklus yang terdiri 3 materi disetiap pertemuan. Penelitian ini dilakukan untuk mengatasi ada masalah dilapangan serta untuk menggambarkan dan menjelaskan apakah menggunakan gambar bisa meningkatkan penguasaan kosakata siswa. Hasil dari penelitian ini dapat digambarkan nilai rata-rata siswa pada test awal adalah 49, nilai rata-rata siswa pada siklus 1 adalah 67, dan pada siklus 2 nilai rata-rata siswa meningkat menjadi 72. Jadi, hasil penelitian ini menunjukan bahwa gambar dapat meningkatkan kemampuan siswa, mengatur aktivitas kelas, dan dukungan dari guru dapat meningkatkan motivasi siwa dalam penguasan kosakata.

Kata kunci: Meningkatkan, Penguasaan Kosakata, dan Gambar

INTRODUCTION

English is one of foreign languages for Indonesian students, that must be learned in school since the secondary school level until the university level. English is considered as a difficult subject foreign Indonesian students, because English is completely different from Indonesian language, based on looked from the system of structure, pronuncation and vocabulary. Almost all countries have adapted English as a compulsory subject at schools. People realize that teaching English at this level becomes very important and needs much concern.

Based on the School Based Curriculum (KTSP), there four skills that students have to master in English. They are listening, reading, speaking and writing. Furthermore the students have to master English components such as vocabulary, grammar, spelling and pronounciation. In current curriculum, the English literacy level of junior high school is the ability to use English for communication in dialy life. It means that the objective of English teaching is the ability to speak English fluenty. But, in reality, there are so many students are not able to speak English well. For the second year students in junior high school, learning vocabulary is the first step in learning language skill. So, good mastery of vocabulary is important for anyone who learn the language used in listening, speaking, writing and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily,or understand what he or she he as if he or she has read or hear if he or she has enough vocabulary and has a capability of using it accurately.

Based on the researcher observation when the researcher did practice teaching at SMP Tuah Negeri Pekanbaru, students seemed lack of mastery the vocabulary because of some factors. First, the students lack of interested on the English subject, because the method did not engage. Second, the students lack of motivation to study English. Third, the students more opting to receive the punishment of the memorization. Fourth, the students were bored study English, they often asked permission, and cheated to their friends. The most problems noticed by the researcher. The students difficult understanding words and sentences, so that, the score of students in mastery vocabulary about 70% students that got between 40-60 score. Only 30% students got score between 61-100. It means that the students still had low scores in vocabulary mastery. It was taken by the result of students' score each exercise and test in english lesson one at the first semester.

For this problem, the researcher needed suitable media, strategies or media to helped students mastery in vocabulary. Therefore the researcher would apply pictures media to got goal in vocabulary teaching process.

RESEARCH METHODOLOGY

The location of this research was done at SMP Tuah Negeri Pekanbaru. The sample of this research is second year students'.The time of this research was taken from 22 Oktober 2016 until 20 November 2016.

The researcher choose classroom action research (CAR) to improve their Quality in learning and teaching English and revise classroom learning and teaching process to be better. Whardani (2009) action research is a research to do by the teacher

in his class through self-reflective, wich purposes to improve his performance as a teacher so that result of learning can increase. According to Kemmis (1988) develop a model know as the action research spiral. Each procedures takes four stages: plan, action, observe and reflection.

Data is the result of the fact about the problem that will be researched. The data in research is as follows:

a. The data of teacher and students during the process of teaching and learning in class VIIIC at SMP Tuah Negeri Pekanbaru

b. The data about the result English study after teaching and learning process in class VIIIC at SMP Tuah Negeri Pekanbaru

c. Field Note

Beside observed the teacher's and students' activities in teaching and learning process, the writer also made field note about something that the writer found while teaching and learning process.

The researcher is a key instrument since it is a classroom action research. The instrument use to collect the data is as follows:

Test was the one of the ways to collecting data. The researcher collected the data by distributing the text to the students. The text consisted of six topic of reading and consist of 30 multiple choices questions. The test was divided into main idea, factual information antonym, synonym and meaning. The time was given to finish this test was 60 minutes. Lesson plan is a plan that describe the procedure and organization learning to achieve a basic competence defined in the content standard and the aims to researcher have guidelines in the implementation learning process.

The subject of the research is class VIIIC at SMP Tuah Negeri Pekanbaru in academic 2016/2017. The class VIIIC has 20 students it consists of 9 boys and 11 girl with the heterogen ability.

This research will categorized success if 15 from 20 students in class VIIIC of the second year students at can get average score is 70 appropiate of KKM in SMP Tuah Negeri Pekanbaru.

RESEARCH FINDING

The Description an Analysis of the data

The research present a description of reading ability in comprehending descriptive text of SMP Tuah Negeri Pekanbaru. There were 20 students who did the pre-test and post-test. Then, the students' score were calculated to find the significant of pre-test, post-test 1, post-test 2 after being taugh by using picture to improve vocabulary in descriptive text.

The Result of the Pre-test

After preparing all materials needed in collecting the data, the researcher continue the activity by giving pre-test to the students in order to know the students' vocabulary

mastery in comprehending descriptive text using pictures. Then, the researcher computed the data and found the result as follow:

Table1. The level of the students' ability in Vocabulary Mastery on Comprehending Descriptive Text of the Pre-test.

No	Score	Ability Level	Frequency	Percentage
1	81 – 100	Excellent	-	0 %
2	61 – 80	Good	2	14.28 %
3	41 – 60	Medicore	8	38.09 %
4	21 – 40	Poor	10	48 %
5	0 – 20	Very poor	-	0 %
Total			**20**	**100**

The Result of Post-Test 1

After the students had been taught by picture in Descriptive text, at last meeting the researcher wanted to know the students' achievement in comprehending Descriptive text by giving post-test to them. The test used at the end of this cycle ws the same as pre-test. The researcher computed the students answer in order to know their achievement after yhet had been taught pictures in descriptive text. The table 9 below showed the level of the students' ability in comprehending Descriptive text of the post-test.

Table 2.
The level of the students' ability in Vocabulary Mastery in Comprehending Descriptive Text of the Post-test 1 (Cycle I)

No	Score	Ability Level	Frequency	Percentage
1	81 – 100	Excellent	2	9 %
2	61 – 80	Good	9	43 %
3	41 – 60	Medicore	6	29 %
4	21 – 40	Poor	3	19 %
5	0 – 20	Very poor	-	0 %
Total			20	100 %

The Result of Post-Test 2 (Cycle II)

After the students had been taught by picture in Descriptive text, at last meeting the researcher wanted to know the students' achievement in comprehending Descriptive text by giving post-test to them. The test used at the end of this cycle ws the same as pre-test. The researcher computed the students answer in order to know their achievement after yhet had been taught pictures in descriptive text. The table 13 below showed the level of the students' ability in comprehending Descriptive text of the post-test II.

Table 3
The level of the students' ability in Vocabulary Mastery in Comprehending Descriptive Text of the Post-test 2 (Cycle 1I)

No	Score	Ability Level	Frequency	Percentage
1	81 – 100	Excellent	6	30 %
2	61 – 80	Good	10	50 %
3	41 – 60	Medicore	3	15 %
4	21 – 40	Poor	1	5 %
5	0 – 20	Very poor	0	0 %
Total			**20**	**100 %**

ONCLUSION AND SUGGESTION

Conclusion

Considering all data gathered from this classroom action research and the discussion, the researcher has some conclusions as follows:
1. Pictures are able to improve students' vocabulary mastery. because, i think pictures in reading process help students to make a link from the language to the printed material. Pictures that are used in a reading text do not explain the text completely, but they can be used to motivate the reader since the pictures can give general information of the text. It can be seen from the results of the pre test and the post test. The results of the post test was better than of the pre test.

2. In fact, students have a difficult and problem in English because it was less interested they are about English. Learning vocabulary by using pictures in descriptive text in order to make motivated and interested so that the students can get new word that not know in the text. And by implementing picture, the students became more active and enjoyable in teaching process.

Recommended

Referring to the data in the previous chapter and the conclusions, some suggestion are recommended:
1. It is suggested that English teacher use pictures in teaching reading comprehension, since they can give better results than the explanation.

2. Using picture in the teaching learning class caused noise in the classroom and it can disturb other classes in the school, so it is recommended for teachers to have a good management of the class to keep the students in learning, for example controlling and helping the students while they are expressing their idea, grouping the students, etc.

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