

USING PICTURE SERIES TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADE OF MTs NEGERI TANJUNGPINANG

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Abstract

This research is about improving students' vocabulary mastery by using picture series at seventh grade of MTs Negeri Tanjungpinang. The type of this research was classroom action research (CAR). The subject of this research was seventh grade, especially the VII-6 Class of the academic year 2020-2021. The number of students in this class are 27 consist of 17 girls and 10 boys. The types of this research data were quantitative and qualitative. The instruments of this research were test (pre-test and post-test) and observation sheet. In the pre-test, the students who got the score of 70 or more were 9 of 27 students (33.3%). In the post-test I (cycle I), the students who got a score of 70 or more were 15 students of 27 students (55.6%). In the last test of post-test II (cycle II), the students who got a score of 70 or more were 21 students of 27 students (77.8%). Based on the results of the test from the pre-test, post-test I (cycle I) and post-test II (cycle II) the students showed an improvement from the first test to the last test. Therefore, it can be concluded that using picture series can improve students' vocabulary mastery.

Keywords: *Vocabulary Mastery, Picture Series, Classroom Action Research.*

I. Introduction

Vocabulary mastery greatly determines the success of a person in English because vocabulary is the main factor or as a determining factor for fluency in communicating in English. By the opinion of Richard and Renandya (2002), vocabulary mastery is a core component of language skills and provides a lot of basis for how well students speak, listen, read and write. Baskara, et.al (2018), vocabulary is all the words known and used by a particular person can make students convey their idea both in oral and written form effectively. Thornbury (2002), states that all languages having words one will be able to communicate to other people and express ideas clearly and easily.

One of the main problems faced by students in mastering and learning English was a lack of vocabulary. Vocabulary is important because it allows us to communicate in doing daily activities and making an inter vacation to other people in their life especially for students in

junior high school. The current general problem is that junior high school students' vocabulary mastery is still lacking and far from expectations. Based on the results of observations at MTs Negeri Tanjungpinang, the researcher conducted interviews with several students by asking several questions. Researcher found that students did not understand and did not know what the researcher was asking about.

According to Nappu (2015), English learning that has been carried out so far only emphasizes the mastery of four language skills namely reading, speaking, listening and writing, which until now had never been achieved, besides, learning is still centered on the teacher or teacher-centered where the teacher very active role in controlling the classroom so students, in general, are only passive or accept whatever is given by the teacher. The success of a learning process cannot be separated from the role of the media in it, because educational media are an integral part of the educational process in schools (Hamalik, 1989). As well as the statement of Hornby (1995), vocabulary learning might be more effective if done with visual media in the form of picture series.

One of the means that is usually used is the picture series, Yunus (1981), states that the picture series is a series of related composite picture that are connected to form a sequence so that their main function is to tell a story or sequence, its main function is to tell a story or sequence of events. Raimes (1983), states that the picture series provide for a variety of guided and free writing exercises. Picture series, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel pictures that show a similar scene or tell a similar story-provides material that offers guidance on vocabulary, sentence structure, and organizations yet lets the students write about new subject matter. So that in improving the vocabulary mastery students really need the help of instructional media in pictures series. The purpose of the research is to describe how picture series can improve vocabulary mastery seventh grade of MTs Negeri Tanjungpinang, especially class VII 6 in the 2020-2021 school year the number of students in this class are 27 students, this research which is located at Jl. Raja Ali Haji, KM 4 Tanjungpinang. The study was conducted on November 5th – November 7th 2020.

The previous studies of the research, researcher found three types of research that used to improve students' English learning. The first is to Evi Amalia Mayasari (2014), the title "Using Picture Series to Improve the Writing Ability of the English Grade Students at SMP Negeri 2 Wonosari in the Academic Year of 2013/2014". In this research is a classroom action research which consists of two cycles. The data were obtained by observing the teaching and learning process, interviewing the students and collaborator holding discussion with the collaborator , giving tests, taking picture, and recording the teaching and learning process. The results showed that the use of picture series was capable of improving students' writing skills. The second previous study was conducted by Tutut Pratiwi (2017), the title "The Effective of Using Picture Series in Teaching Recount Text at MTs Darul Hikmah Tawang Sari Tulungagung in academic year 2016/2017". The purpose of the research: 1) Find out the students' achievement being taught by using picture series. 2) Find out the students' achievement after being taught by using picture series. 3) Find out if there is any significant difference in achievement of study between before and after being taught by using picture series. The result showed that the mean achievement of the control group. The last, the researcher was conducted by Febriyanti Nur Shalihah (2015), the title "The use of Picture Series in Improving Students' Writing Skill (A Study towards the First Grade of SMPN 11 Bandung Academic Year). The data were collected from observation, test and interview. The findings in this study clearly found that the use of

picture series significantly improve the students' skill in writing. From the third study, the same as the first and second studies, the objectives of this study were also different.

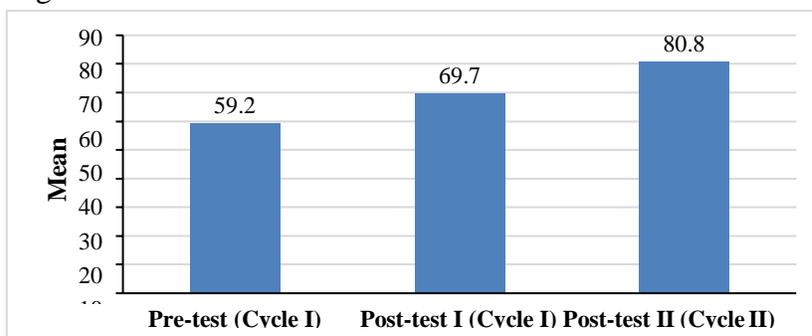
The previous studies above can be a good reference for researchers in conducting their research. However, previous studies have differed from this study in several ways. From the first research, the objective of this research was to improve writing ability by using picture series. Meanwhile, the purpose of this study is to describe how a pictures series can improve vocabulary mastery of grade VII students of MTs Negeri Tanjungpinang. The research subjects of the three previous studies were both junior high school students. From the second study, the purpose of the research: 1) Find out the students' achievement being taught by using the picture series. 2) Find out the students' achievement after being taught by using picture series. 3) Find out if there is any significant difference in achievement of study between before and after being taught by using picture series. Meanwhile, the purpose of this study is to describe how a pictures series can improve vocabulary mastery of grade VII students of MTs Negeri Tanjungpinang especially VII 6 Academic Year 2020/2021.

II. Research Method

In doing this research the researcher uses quantitative and qualitative, this type of research is classroom action research. The researcher takes classroom action researcher because he describes the students' lack of vocabulary mastery at seventh grade of MTs Negeri Tanjungpinang. The subject of this research is seventh grade, especially VII-6 class of MTs Negeri Tanjungpinang academic year 2020/2021. The method of collecting data was observation sheet and test. The data are taken from the subject of the research in the form of a teaching learning process.

III. Finding and Discussion

Researcher have conducted research and provided pre-test, post-test I (cycle I) and post-test II (cycle II) applied to the picture series. Based on the scores of the two cycles, it is known that the students' vocabulary scores from the pre-test, post-test I (cycle I), and post- test II (cycle II) increased. It can be seen from the students' pre-test with an average score of 59.2 with a percentage of 33.3%, for the average score of post-test I (cycle I) it was 69.7 with a percentage of 55.6% and for an average score. Post-test II (cycle II) was 80.8 with a percentage of 77.8%. It can be seen in diagram 1.



Picture.1. Students mean score of pre-test (Cycle I), Post-test (Cycle II) and (Cycle II)

Same with the research that had been done by Evi Amalia Mayasari (2014) It could be seen from the improving of students' score from pre-test, post-test I (cycle I) and post-test II (cycle II). Another research conducted by Tutut Pratiwi (2017) can be concluded using picture series for junior high school students is more effective and interested in learning vocabulary, especially English, than not using picture series. Next research that proves that picture series is a successful media came from Febriyanti Nur Shalihah (2015) there is a significant difference in achievement of study between before and after being taught by using picture series.

This shows that the use of picture series can improve students' vocabulary. Learning vocabulary by using picture series makes the students interested and excited in the teaching and learning process, especially English. This is in line with the theory put forward by Aprilia, K. (2006), which states that teaching vocabulary using picture series makes the students too interested in high spirit during the learning process, means that the students easily catch the words based on the picture series. According to Alvermann (2007), picture series are something that carryout the information. The picture series is also used to excite curious learners about learning English.

The picture series was interesting because it presented pictures, keywords, and colors. To provide vocabulary and it will increase memory retention. Using picture series, students can increase vocabulary mastery. Making it easier to remember and understand the material. This is fun for students because it encourages the activity of guessing the message from the picture based on their imagination. This was evidenced by the results of the researcher. The researcher found that students were taught vocabulary using picture series that were more enthusiastic and active so that they attended online classes well.

Based on the results of qualitative data taken from the observation sheet, there are several aspects of the observation sheet that have increased with the use of picture series in vocabulary mastery. Researcher found that students can determine vocabulary correctly picture series can help students in the learning process and can store all information about the material that has been studied during learning so that it can improve students' vocabulary mastery of class VII 6 MTs Negeri Tanjungpinang in the 2020/2021 academic year can be improved by the picture series.

IV. Conclusion

Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusion that there is an improvement. The students' vocabulary mastery improved by using picture series, the students could identify the vocabulary in the picture series. The identification part is the part where the students were able to identify the vocabulary by using picture series. Besides, the students could improve their vocabulary.

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