

Students' Vocabulary Achievement in Grade VII A at SMPN 7 Jember by Using Visual Media

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Abstract

This paper explained about how to improve the junior high school students' vocabulary achievement by using visual media namely Pop-up Pictures. The research design used is Classroom Action Research (CAR). The data collection methods of this research were interview, observation, documentation, and vocabulary achievement test. The research participants were students of grade VII A at SMPN 7 Jember. The research area was chosen by using purposive method. This research was held collaboratively between the researcher and the English teacher. It was done in two cycles while each cycle consisted of three meetings. Based on the results and discussions it could be drawn as follows: 1. The use of Pop-up Pictures could improve the VII-A grade students' vocabulary achievement at SMPN 7 Jember. It was proved by the result of vocabulary test that shows there was improvement of the percentage of the students who got scores at least 80 from 80.6% in Cycle 1 to 83.3% in Cycle 2; 2. The use of Pop-up Pictures improve the VII-A grade students' participation in teaching and learning process of vocabulary at SMPN 7 Jember. It was proved by the result of observation that there was improvement of the percentage of the students' participation from 86% in Cycle 1 to 88.9% in Cycle 2. It means that the objectives of the research were successful. So, the English teacher was suggested to use Pop-up Pictures as alternative media for teaching vocabulary to improve students' participation and the students' vocabulary achievement. Moreover, the future researchers who have the similar problems were suggested to use these results as a reference to conduct another research dealing with improving the students' vocabulary achievement by using Pop-up Pictures with different skills or different level of the research subjects.

Keywords: pop-up pictures; teaching media; visual media

1. Introduction

English is a language that is important to learn for all of people as a second language, including those in Indonesia. English is not the first language acquisition in Indonesia. English will become a language to fall back on, when their mother tongue proves to be inadequate for communication - talking to people from different tribal background. For example: to people from outside the country. For them, English becomes their "second" language (Crystal, 2002).

English is the medium of communication of the world knowledge, especially in such areas as science and technology (Chrystal, 2003:110). Thus, considering the importance of it, English as a compulsory subject is taught from junior high school up to university level. It means that English is a language to communicate to other people in the world.

Listening, speaking, reading, and writing are skills of English. In additions, English also has language components: pronunciation, vocabulary, and grammar. As one of the basic components of the four language skills, vocabulary has to be mastered by the students. Learning vocabulary is the fundamental step to learn a foreign language (Basoglu & Akdemir, 2010). So, to learn foreign language the students must have a lot of vocabulary in order that, the students can learn foreign language very well.

In the field of language education, written and oral comprehensible input are vital for learners, because using pictures, videos, sounds and animations enrich the input and make the learning long lasting and interesting (Solak & Cakir, 2015: 51). It means that by using media, the students can learn foreign language very well because it can stimulate their reasoning. The students also will not feel bored if in the teaching process the teacher uses media that can enrich their vocabulary.

In learning English, vocabulary is one of the language components that plays important role because by mastering vocabulary the students can produce many sentences easily either in the spoken or written form. According to Al-Qahtani (2015: 22), vocabulary knowledge is often viewed as a critical point for second language learners because a limited vocabulary in a second language impedes successful communication. The students need to master a lot of vocabularies to achieve the language skills. One can also use English language effectively if they have good vocabulary (Pravin, 2012: 17).

Actually, many students still face many difficulties to understand the English text and to answer the reading questions because they are lack of vocabulary. They do not know the meaning of words in the English text because their knowledge about vocabulary is low. So, they have difficulties in memorizing and understanding the vocabulary, because it is influenced by mother tongue that they use.

Teaching English to students in Indonesia is not easy because English is a second or even foreign language not the students' mother tongue. So, to teach English the teacher should be able to select the teaching learning method especially for teaching vocabulary. The teacher also can use visual media to facilitate students in receiving learning materials so as not to get bored in the teaching and learning process.

According to Petra and Skledar Matijević (2015: 110), visual tools are powerful retention aids which increase understanding. There are several types of visual tools to teach vocabulary to the students some of which are pictures, posters, photos, illustrations, icons, symbols, sketches, figures, presentations, and mind maps. They can be motivation for the students, in order to memorize the English vocabulary more easily. The varieties of teaching techniques are needed to be introduced to keep the interest of the students in teaching and learning process of vocabulary.

Based on the preliminary study that was done by interviewing the English teacher of the seventh grade students on August, 21th 2017, the English teacher gave the researcher information about the English teaching and learning process at SMPN 7Jember. In relation to the vocabulary achievement, the VII-A grade students had difficulties in answering questions, memorizing, and understanding the vocabulary. Then, the teacher also found some difficulties in improving the students' vocabulary achievement.

English teachers are in a constant need of additional teaching materials (Ghasem, 2013: 531). Teaching materials are used to help the students to image their reasoning. According to Thornbury (2007: 64), it is ideal to use picture in teaching young learners. It means that pictures can be used to explain the meanings or concept in a simple way. So, the students' can receive the learning material very well.

Thornbury (2007: 25) says that visualizing is the best way to teach new words for all subjects. It means that the teacher in teaching and learning process can use visual things as media namely Pop-up Pictures that can develop and motivate the students to learn English easily including vocabulary. So, the students can visualize their ideas using the Pop-up Pictures given. Therefore, the researcher offered the types of pictures that were represented by using visual media namely Pop-up Pictures.

Pop-up Pictures is one of the alternative media in teaching and learning process of vocabulary to improve the students' vocabulary achievement because Pop-up Pictures have pictures that can be colorful, interesting, and motivating. Mahadzir & Phung (2013), studied Augmented Reality Pop-up books to motivate and support students in English language learning. So, by using Pop-up Pictures, the students could see like a real and alive picture than pictures in general. It is because Pop-up Pictures provide three dimensions.

This classroom action research aimed at discussing about vocabulary achievement of the VII-A grade students by using Pop-up Pictures at SMPN 7 Jember. In additions, Pop-up Pictures have never been used by the English teacher in teaching vocabulary. Whereas, this media is not only practical to use in teaching and learning vocabulary but also has several features (3 dimensional pictures, Pop-up pictures, interesting, and colorful) that were expected to be a helpful teaching media for the students. It was also more interesting for the students that

could make them participate in teaching and learning vocabulary achievement. The use of Pop-up Pictures was expected to provide convenient means of encouraging the students to learn new vocabularies.

Thus, considering the fact related to the students' condition, the researcher was interested in conducting the classroom action research entitled "Students' Vocabulary Achievement in Grade VII A at SMPN 7 Jember by Using Visual Media."

2. Methods

This research was aimed to improve the VII-A grade students' vocabulary achievement by using Pop-up Pictures as visual media in teaching and learning process. According to Hornby (2009: 896), Pop-up Pictures are folded cut-out pictures rise up to form a three-dimensional scenes or figure when the paper is turned. It means that Pop-up Pictures is a picture that contains folded cut-out papers that rise up in the form of figure when the picture is opened.

The advantages of using Pop-up Pictures as follows: 1. This type of picture can help to bridge the gap between subject content and literature e.g. mathematic and literature, or science and literature; 2. The Pop-up Pictures can help to bridge the gap between the abstract world of literature, and the concrete world of real objects; 3. Popular with children; and then 4. This type of picture is more attractive for getting students' attention. (Glaister & Holmes, 2002: 3).

Therefore, the appropriate research design was a classroom action research with the cycle model. Elliot (1991: 69) defines action research as the study of a social situation, with a view to improve the quality of action. Thornbury (2002: 139) says that classroom action research is small-scale classroom research implemented by teachers and directed at improving learning outcomes. In short, a classroom action research is intended to solve a problem in a classroom, for example the problem encountered by the students.

This classroom action research was a research which was done collaboratively between the teacher and the researcher to solve the students' problem with vocabulary. It was conducted collaboratively with the English teacher of the VII-A grade students at SMPN 7 Jember in carrying out the actions and doing reflection to improve the students' vocabulary achievement by using Pop-up Pictures.

Classroom Action research focuses on the process leading to product. After doing research, teachers will be able to identify their strengths as well as weaknesses of their teaching-learning process. Moreover, the procedure of Classroom Action Research is in cycles or recycles form (Donal, 2012). According to Elliot (1993: 70), there are four steps in conducting classroom action in this research. In each cycle they covered; (1) Planning of the actions; (2) Implementation of the actions; (3) Observation and evaluation; (4) Data analysis and reflection of the actions.

Area determination method dialed with the place where the research was conducted. In this research, purposive method was used to determine the research area. (Wallen and Fraenkel, 2009: 112) say that it is a method employed in choosing the research area because of a certain purpose. Purposive method is a method that is used to determine the area of this research, which is based on certain purpose or reason (Arikunto, 2006: 130).

In this action research, SMPN 7 Jember was chosen because of some reasons; (1) The VII-A grade students of the school had problems with English vocabulary, it could be seen from their low mean score; it was 75 which was less than 80 as standard score of SMPN 7 Jember. (2) The vocabulary teaching of nouns, verbs, and adjectives by using Pop-up Pictures had never been applied by the English teacher. (3) The Headmaster and the English teacher of SMPN 7 Jember gave permission to the researcher to conduct this classroom action research at that school, because they also tried to solve the problem of the students in learning English vocabulary.

The subjects of this research were determined by using population method. Population is the entire research subject (Arikunto, 2010: 173). Research subject is the people with the means to take systematic action in an effort to resolve specific problems (Wallen and Fraenkel,

2009: 591). SMPN 7 Jember had only one single class of the seventh-grade students that had low mean score. Thus, the VII-A grade students were chosen as the research subjects.

The researcher chose VII-A grade students because they still had problems with English vocabulary, and low mean score that was 75 (poor category) which was less than 80 as the standard score. This means score was taken from the data of vocabulary test given by the English teacher in SMPN 7 Jember. So, the researcher intended to improve their vocabulary by using Pop-up Pictures.

There were two classifications of data collection method that were applied in this classroom action research, namely; primary data and supporting data. The primary data was collected by using vocabulary test and observation, whereas supporting data was collected by using interview and documentation. The data collection method used in this research would be explained in detail in the following parts.

In Classroom Action Research (CAR), observation was used as the primary data collection method to measure the students' participation during the teaching and learning process. Observation in this research was conducted to record the students' activities and responded in teaching and learning process. Form of checklist was used as an observation tool of this research guided whole containing the students' participation in the teaching and learning process of vocabulary by using Pop-up Pictures. The checklist was used in collecting the data to observe whether the students were active or passive during the teaching learning activities. The indicators would be observed as follows: 1. The students' participation in answering the teacher's questions correctly; 2. The students' participation in doing the vocabulary exercises; 3. The students' participation in discussing their answer clearly with the whole class; and 4. The students' participation in mentioning ideas that related with Pop-up Pictures.

The students' participation was categorized active if they fulfilled at least three indicators. This research would be successful if most of the students (about 80% of the students) were participated and involved in the teaching and learning process of English vocabulary.

In this research, the questions of the interview were about the English curriculum that was used, the students' vocabulary problems, how to overcome the problems, techniques or methods that were used by the English teacher. The interview was conducted in the preliminary study with the English teacher of the VII-A grade students of SMPN 7 Jember which had a purpose to collect the supporting data. Guided interview was used to get information that was needed. A list of questions was used as the interview guide during the process of the interview.

3. Results and discussions

The primary data of this research were collected by using guided vocabulary test conducted on September 18th 2017. The test was done to measure the students' vocabulary achievement after the first and the second actions given. The vocabulary test items contained nouns (14 items), verbs (13 items), and adjectives (13 items). So, the total vocabulary test items were 40 items. Time allocation for doing the test was 40 minutes. The result of the students' vocabulary test was calculated by using the percentage formula to determine the proportional of each type of test items.

The use of Pop-up Pictures in this research could improve Class VII-A grade students' participation and vocabulary achievement. The result of observation of Cycle 1 in the first meeting showed that 80.6% of 36 students involved in teaching and learning process of vocabulary by using Pop-up Pictures. Meanwhile, in the second meeting showed that 86% of 36 students involved participation in the teaching and learning process of vocabulary by using Pop-up Pictures.

In Cycle 2, the first meeting showed that 77.7% of 36 students participated in teaching and learning process, and in the second meeting showed that 88.9% of 36 students involved participation in the teaching and learning process of vocabulary by using Pop-up Pictures. So, in Cycle 1 meeting 2 the result was 86% or 22 students and in Cycle 2 meeting 2 the result was 88.9% or 31 students.

Moreover, in Cycle 1 80.6% of 36 the students got scores ≥ 80 on vocabulary test. The criterion of success of this research was determined by at least 80% of the students got scores ≥ 80 . It meant that the action of Cycle 1 were successful. Meanwhile, in Cycle 2 still continued to know improvement the result of students' participation and the result of the students' vocabulary. The results of the students' vocabulary achievement test in Cycle 2 showed that 83.3% of 36 students or 30 students got scores ≥ 80 . It meant that there was also some improvement from Cycle 1 to Cycle 2 as much 2.7% of the students who got scores ≥ 80 .

From the result above, it could be concluded that the use of Pop-up Pictures in the vocabulary teaching and learning process could improve the students' participation and the result of vocabulary achievement. Pop-up Pictures are three-dimensional scene that rises up when the picture is opened. So, Pop-up Pictures have 3 dimensions which were seen like a real or alive than the picture in general. It is because Pop-up Pictures provides three dimensions.

By using Pop-up Pictures the students could translate an abstract idea into more realistic forms and it could be better obtained. Then, Pop-up Pictures were good and helpful for the students to make students more active in the class and improve the vocabulary achievement. Thus, the result of this action research in two cycles proved the action hypotheses as follows:

1. The use of Pop-up Pictures could improve the VII-A grade students' vocabulary achievement at SMPN 7 Jember.
2. The use of Pop-up Pictures could improve the VII-A grade students' participation in teaching and learning process of vocabulary at SMPN 7 Jember.

4. Conclusion

Based on the result of this classroom action research, some suggestions are given to the English teacher, the students and the future researchers.

1. The English teacher was suggested to use Pop-up Pictures as alternative media for teaching vocabulary to improve students' participation and the students' vocabulary achievement.
2. The students were suggested to be actively involved in teaching and learning process of vocabulary. Using Pop-up Pictures could improve the students' participation and the students' vocabulary achievement.
3. The future researchers who have the similar problems were suggested to use these results as a reference to conduct another research dealing with improving the students' vocabulary achievement by using Pop-up Pictures with different skills or different level of the research subjects.

The results of the data analysis and discussion above could be drawn as follows:

1. The use of Pop-up Pictures could improve the VII-A grade students' vocabulary achievement at SMPN 7 Jember. It was proved by the result of vocabulary test that there was improvement of the percentage of the students who got scores at least 80 from 80.6% in Cycle 1 to 83.3% in Cycle 2.
2. The use of Pop-up Pictures could improve the VII-A grade students' participation in teaching and learning process of vocabulary at SMPN 7 Jember. It was proved by the result of observation that there was improvement of the percentage of the students' participation from 86% in Cycle 1 to 88.9% in Cycle 2.

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