Image Media To Enhance English Vocabulary Mastery In Fifth Grade Students Of SDN 1 Dara Kunci

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Article Info	Abstract
	This study aims to describe the use of Picture to Enhance the ability to master English vocabulary of Fifth Grade Students of SDN 1 Dara Kunci for the 2023/2024 school year. In data collection researchers use observation, test and documentation techniques. The data were analyzed in a qualitative descriptive manner. The study was conducted in 2 cycles starting with preliminary studies. During the study, researchers found that in the pre-cycle, the level of students' vocabulary mastery ability was still low, which was 55.8 % in the range of 40% - 55%. In the first cycle after students were given actions using Picture, the student's ability level increased to 61.5% and entered the medium criteria (56%-75%). In cycle II after students were given actions based on observations in cycle I, students' vocabulary mastery ability increased to 78.3% so that it was included in the high criteria (76%-100%). From the results of the study, it can be concluded that the use of Picture can increase student learning activities and increase vocabulary mastery

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1. INTRODUCTION

What is cooperative learning? Cooperative learning is a learning strategy that allows small groups of learners to work together in completing a common task. Cooperative learning has several benefits, such as increasing learner engagement, motivation, and understanding, as well as developing social, collaborative, and interpersonal skills needed in professional life. Cooperative learning also has several important elements, such as positive dependence, face-to-face interaction, individual and group accountability, social skills, and group processing. In cooperative learning, learners take responsibility for their own learning and assist the learning of other group members. Cooperative learning can be applied in many different types of tasks and problems, ranging from simple math to large projects involving environmental or social solutions.

Vocabulary mastery is one of the important aspects of language learning, especially for exceptional school students who have special needs. Vocabulary is a collection of words used to communicate, both orally and in writing. Vocabulary also reflects students' understanding of concepts, meanings, and relationships between words. Therefore, vocabulary mastery must be improved through strategies and methods that are appropriate to the characteristics and abilities of students.

Image Media is a learning media in the form of cards that contain images, words, or symbols that can be used to convey learning material in an interesting and effective manner. Image media can help students remember information more easily, practice thinking skills, and increase learning motivation. Image media can also be used for various types of learning, such as language, mathematics, science, art, and others.

The Image Media Method is one of the learning methods that utilizes images as a medium for delivering material. This method can increase student motivation, creativity, and understanding of a concept.

The Image Media method can be applied to a variety of subjects, such as language, mathematics, science, social, and art. This method can help students to develop critical thinking, communicating, cooperating, and problem-solving skills.

English learning for students at SDN 1 Dara Kunci has not produced satisfactory results. It is characterized by a low level of mastery of English vocabulary. This condition occurs because students have difficulty identifying English vocabulary. Meanwhile, new vocabulary is often not received by children visually, even though the meaning of the vocabulary has been written in Indonesian.

To overcome these problems, the author argues the need for the use of visual media that is easily obtained and easy to make in a short time by teachers, namely Image Media. In addition, according to Webster (1972: 6) in Akiriningsih and Aditya Sari (2013), Image Media is several sets of cards such as numbers, words, and others. The hallmark of Image Media is an image accompanied by words as a caption. Image media can theoretically be adapted to the typical characteristics of children with intellectual disabilities i.e. they learn many things by using more vision as a result of their reduced or lost hearing. Thus, the use of Image Media in English learning can improve vocabulary mastery skills for children.

Based on the background description above, the formulation of the problem in this class action research can be formulated as follows:

1. Can the use of Image Media improve English vocabulary learning activities for Fifth Grade Students of SDN 1 Dara Kunci?
2. Can the use of Image Media *improve* the mastery of English vocabulary of Fifth Grade Students of SDN 1 Dara Kunci?

2. RESEARCH METHODOLOGY

Types of Research

The type of research used is Classroom Action Research (PTK) is a form of reflective study conducted to increase rational stability in carrying out tasks, deepen the actions taken and improve these actions. Classroom action research is etymologically derived from the English term, *Classroom Action Research*, which means research with actions performed in the classroom.

This class action research selects in Grade V of SDN 1 Dara Kunci for the 2023/2024 school year. This research is conducted in the classroom to keep the learning situation as natural as daily learning. Details of the research implementation time will last for 2.5 months (10 weeks) from the second week of January 2023 to the second week of March 2023.

Research Subjects

The subjects of this study were students with special needs Class V of SDN 1 Dara Kunci for the 2023/2024 Academic Year with a total of 15 students.

Research Procedure

This class action research procedure consists of 2 cycles. Each cycle is carried out according to the changes to be achieved. To see the ability to master English vocabulary, a test is carried out first as a preliminary study or *pre-cycle*. Test results are used as a basis for taking appropriate actions in improving vocabulary mastery skills. Each cycle is taken with steps: a) planning actions according to existing problems, b) taking action, c) making observations, and d) reflection. The data that has been obtained by researchers will be analyzed using descriptive methods.

In this study, researchers made initial observations about student learning activities and students' ability to master English vocabulary. The activity was carried out to determine student learning activities and vocabulary mastery abilities with the aim of finding solutions on how to Enhance students' vocabulary mastery abilities. Initial observation is made by giving a written test to students. This test is conducted by asking students to write down words, related to daily life, such as the names of objects in their classrooms, and school equipment owned, in English along

with translations in Indonesian. The results of this test are used as a reference for researchers to Enhance children's vocabulary mastery skills by utilizing Image Media in English language learning.

The use of Image Media in English learning for Class V students is expected to Enhance students' vocabulary mastery skills so as to indirectly improve student learning outcomes in English subjects as a whole.

3. RESULTS AND DISCUSSION

The data collected by the author are in the form of notes on the results of observations of pre-cycle vocabulary learning, notes on observations of cycle I vocabulary learning and observation notes on cycle II vocabulary learning, photos of pre-cycle vocabulary learning documents, cycle I vocabulary learning process and cycle II vocabulary learning process. The implementation of actions in each cycle is adjusted to the schedule of English lessons in Class V, which is every Wednesday starting at 10.05.WITA. The first cycle of action was carried out at 10.05 WITA until the second break at 11.00 WITA. The second cycle of action was carried out from 08.05 WITA until the second break at 11.00 WITA. The following are the results of observations of pre-cycle writing learning, cycle I and cycle II in accordance with the formulation of the problem and research objectives, namely:

1. English vocabulary learning activities using Image Media for students V SDN 1 Dara Kunci for the 2023/2024 school year.
2. The ability to master English vocabulary for Class V students at SDN 1 Dara Kunci for the 2023/2024 Academic Year by utilizing Image Media.

Before carrying out cycle I and cycle II actions, researchers made observations about English vocabulary learning activities of Fifth Grade Students.

In pre-cycle observations, English subject matter is given to writing vocabulary about the names of surrounding objects, especially vocabulary about school. The material provided is the introduction of the names of objects, places and professions in the school environment. In this pre-cycle activity, the teacher immediately writes down the words taught and their translations on the board, then students are asked to learn by tracing and memorizing. In this pre-cycle, teachers have not used Image Media in learning. Student learning activities observed by researchers include student attention to the lessons given, student concentration in the lesson, student involvement in the lesson, student activeness in the lesson, and use of study time. The following are the results of observations of student vocabulary learning activities.

Table 1. Pre-cycle Observation

No	Description	Information
1	Student attention to the lesson	Student attention is still rarely distracted, students tend to want to communicate / talk with their friends.
2	Student concentration in the lesson	Concentration in the lesson is still lacking.
3	Student involvement in lessons	Students begin to engage in vocabulary lessons
4	Student activeness in lessons	Students tend to be passive, accepting only what the teacher says
5	Use of study time	The use of learning time is less than optimal because children easily feel bored / bored with monotonous activities.

The ability to learn vocabulary mastery practiced by researchers includes the ability to write vocabulary correctly and translate English vocabulary into Indonesian correctly. In this written test, students are asked to write down 20 vocabulary words that are often found around them and then write down the translation into Indonesian. Students can get a score of 1 if they can write 1 word in English correctly and are able to write the translation correctly in Indonesian and a score of 0 if they cannot write the translation.

The ability of students to write vocabulary is analyzed by making a table of grades obtained by each student, then looking for the average grade obtained. To find out the ability to master vocabulary, then from the average score obtained divided by the number of test items, multiplied by 100%., as in the following formula.

According to Suharsimi Arikunto (1993: 245) quoted by Kristiawan (2005: 33), the criteria for student ability can be described as follows:

Interval (%)	Category
76 – 100	Tall
56 – 75	Keep
40 - 55	Low
< 40	Very Low

Analysis based on the above criteria shows that students' vocabulary mastery ability in pre-cycle activities reaches 55.8% This percentage is in the range of 40%-55%, so it is still included in the low category.

In cycle I, researchers use Image Media in classroom learning activities. In this first cycle, researchers made observations about English vocabulary learning activities for Fifth Grade Students of SDN 1 Dara Kunci for the 2023/2024 school year and the ability to master English vocabulary for Fifth Grade Students of SDN 1 Dara Kunci for the 2023/2024 school year.

In the observation of the first cycle of English subject matter is given vocabulary writing about the names of surrounding objects, vocabulary about schools. The material provided is the introduction of names, places and professions in schools. In this first cycle activity, teachers use Image Media. To provide vocabulary material, the teacher explains the pictures in Image Media. Students were also asked to tell stories about the pictures they saw. To reduce students' boredom, teachers also ask students to play with Image Media. Each student was given the task of recalling random Image Media according to their vocabulary group. The results of vocabulary grouping are written on the blackboard, then the teacher gives an explanation and affirmation of the material. After that students are asked to take notes to study. The following are the results of observations of Class V English vocabulary learning activities in Cycle I.

Table 2. Observation Results of cycle I

No	Description	Information
1.	Student attention to the lesson	Students' attention increases to the material provided
2.	Student concentration in the lesson	Concentration in lessons increases.
3.	Student involvement in lessons	Students begin to engage in vocabulary lessons by performing assigned tasks and following *Games* presented
4.	Student activeness in lessons	Students seem to be more active in following lessons.
5.	Use of study time	The use of learning time is more effective and efficient, and children do not feel bored or bored quickly.

The ability to learn vocabulary mastery in cycles that I observed researchers include the ability to write vocabulary correctly and translate English vocabulary into Indonesian correctly. In this written test, students are asked to write down 20 vocabulary words that are often found around them and then write down the translation into Indonesian. The ability of students to write vocabulary in the first cycle is also analyzed by making a table of grades obtained by each student, then looking for the average score obtained.

The analysis showed that the students' vocabulary mastery ability achieved in the first cycle activities was in the range of 56%-75% so that it was included in the medium criteria.

In cycle II teachers take a slightly different way from cycle I. Because in cycle I it is found difficult for students to remember complex vocabulary, so researchers consider it necessary to try to make each student memorize 10 vocabulary words that are in each envelope where each envelope contains only one vocabulary group.

The game is done by handing out different wrapping envelopes for each student. Each student was given the task of randomly regrouping Image Media to fit the vocabulary group. The results of vocabulary grouping are written on the blackboard, then the teacher gives an explanation and affirmation of the material. After that students are asked to take notes to study. The following are English vocabulary learning activities in cycle II.

Table 3. Results of observations of cycle II learning activities.

No	Description	Information
1.	Student attention to the lesson	The attention of students increases to the material provided
2.	Student concentration in lessons	Concentration in lessons is increasing more and more.
3.	Student involvement in lessons	Students are increasingly engaged in vocabulary lessons by performing assignments and given games.
4.	Student activeness in lesson	Students are increasingly active and enthusiastic in taking lessons
5.	Use of study time	The use of study time is increasingly effective and efficient. Children do not easily feel bored and bored.

The ability to learn vocabulary mastery that has been learned by researchers includes the ability to write vocabulary correctly and translate English vocabulary into Indonesian correctly. In this written test, each student is asked to write down 10 words that are one of the vocabulary groups that have been learned

The analysis above shows that students' vocabulary mastery ability in Cycle II activities has increased significantly from cycle I by 18.7%. The written test results in cycle II are in the range of 76% – 100% so that they are included in the High criteria.

Based on the results of research in the pre-cycle period, cycle I and cycle II, researchers can describe as follows.

In the pre-cycle period, researchers found conditions in which students had difficulty mastering English vocabulary and translation. Researchers argue that this difficulty is caused because the learning model has not fully adapted to the natural conditions of children as visual learners. This is because teachers more often only provide new vocabulary in the form of writing so it is often found that children are only able to write down the words given and spell them without knowing the meaning of the words.

The conditions encountered by students in the pre-cycle period are used as the basis for efforts to Enhance learning activities in the next cycle, namely cycle I. Researchers argue the need for visual learning media that are easy to obtain or create, one of which is Image Media, to overcome these problems. In the first cycle, teachers and researchers began to use Image Media in vocabulary learning. In cycle I there is an increase in learning activities and vocabulary skills of children. However, there is still an obstacle, namely students still have difficulties when asked to mention vocabulary in more than 1 specific field.

In cycle II researchers take action to overcome the obstacles faced in cycle I. In cycle II teachers provide material limitations. Each student is required to learn one specific vocabulary group in an Image Media group consisting of 10 noun vocabulary. In the results of the second

cycle test, researchers found that Fifth Grade Students mastered English vocabulary faster, when learning focused on learning vocabulary in one particular area.

4. CONCLUSION

Based on the results of research on the *use of* Image Media in English language learning in Class V students at SDN 1 Dara Kunci, researchers can conclude that the use of Image Media in English learning in Class V students at SDN 1 Dara Kunci can increase student vocabulary learning activities. This is evident in the results of observations in the pre-cycle, cycle I and cycle II there was an increase in several aspects, namely; Student attention to the lesson given, student concentration in the lesson, student involvement in the lesson, student activeness in the lesson, and effective use of study time.

The use of Image Media in English learning for Fifth Grade Students at SDN 1 Dara Kunci can improve students' vocabulary mastery skills. This is evident in the test results given in each cycle (pre-cycle, cycle I and cycle II) there is an increase. Based on the results of the pre-cycle test, the level of English vocabulary mastery ability reached 55.8%, still in the low category. However, the test results of cycle I after being carried out increased by 13.35% to 61.5% (medium category) and the test results after being given action in cycle II increased by 18.7% to 78.3% (high category).

Based on the above findings, the researcher suggested to teachers, that the results of this study can be used as an alternative to teaching vocabulary in English language learning. For schools, the results of this research can be used as an insight into learning English vocabulary. For future researchers, this study can be used as a reference for similar research.

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