Use Of Picture Media To Improve Mastery Of English Vocabulary

Sudirman
Fakultas Kebudayaan, Manajemen, dan Bisnis Universitas Pendidikan Mandalika
Email: sudirman@undikma.ac.id

Abstract
This study aims to describe the use of Picture to improve the ability to master English vocabulary of grade V students of SDN 1 Mangkung 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.

Keywords: Vocabulary mastery ability, Picture

INTRODUCTION

What is cooperative learning? Cooperative learning is a learning strategy that allows small groups of learners to work together on a common task. Cooperative learning has several benefits, such as increasing learner engagement, motivation and understanding, and 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 are responsible for their own learning and assisting 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 an important aspect of language learning, especially for special needs students. 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 in accordance with the characteristics and abilities of students.

Picture Media is a learning media in the form of cards containing images, words, or symbols that can be used to convey learning material in an interesting and effective way. Image Media can help students remember information more easily, train thinking skills, and increase learning motivation. Picture Media can also be used for various types of learning, such as language, math, 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 students' motivation, creativity, and understanding of a concept.

The Drawing Media Method can be applied to various subjects, such as language, math, science, social, and art. This method can help students to develop critical thinking, communication, cooperation, and problem-solving skills.

English language learning for students at SDN 1 Mangkung has not produced satisfactory results. This is indicated by the low level of mastery of English vocabulary. This condition occurs because students have difficulty identifying English vocabulary. Meanwhile, the new vocabulary given is often not visually perceived by the children, even though the meaning of the vocabulary has been written in Indonesian.

To overcome these problems, the author argues that it is necessary to use visual media that is easily available and easy to make in a short time by the teacher, namely Picture

Media. In addition, according to Webster (1972:6) in Akiriningsih and Aditya Sari (2013), Picture Media are several sets of cards such as numbers, words, and others. The characteristic of Image Media is an image accompanied by words as a description. Image Media can theoretically be adapted to the typical characteristics of children with intellectual disabilities, namely they learn many things by using more vision as a result of their reduced or lost hearing. Thus, the use of Picture Media in learning English can improve vocabulary acquisition ability for children.

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

1. Can the use of Picture Media improve English vocabulary learning activities for fifth grade students of SDN 1 Mangkung?
2. Can the use of Picture Media *improve the* mastery of English vocabulary of fifth grade students of SDN 1 Mangkung?

RESEARCH METHODOLOGY
Type of Research

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

This class action research was selected in Class V of SDN 1 Mangkung for the 2023/2024 school year. This research was conducted in the classroom to keep the learning situation as natural as daily learning. Details of the research implementation time lasted for 2.5 months (10 weeks) from the second week of January 2023 to the second week of March 2023.

Research Subject

The subjects of this study were students with special needs in Class V of SDN 1 Mangkung in the 2023/2024 academic year with a total of 15 students.

Research Procedure

This classroom action research procedure consists of 2 cycles. Each cycle was conducted according to the changes to be achieved. To see the ability to master English vocabulary, a test was conducted first as a preliminary study or *pre-cycle*. The test results were used as the basis for taking appropriate actions to improve vocabulary acquisition skills. Each cycle is taken with the following steps: a) planning action according to the 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 students' learning activities and students' ability to master English vocabulary. These activities were carried out to find out students' learning activities and vocabulary mastery skills with the aim of finding solutions on how to improve students' vocabulary mastery skills. The initial observation was done by giving a written test to the students. This test was conducted by asking students to write down words, which are related to daily life, for example the names of objects in their classrooms, and school equipment owned, in English along with their translations in Indonesian. The results of this test were used as a reference for researchers to improve children's vocabulary acquisition skills by utilizing Picture Media in English language learning.

The use of Picture Media in learning English for Grade V students is expected to improve students' vocabulary mastery skills so that it indirectly improves students' learning outcomes in English subjects as a whole.

RESULTS AND DISCUSSION

The data collected by the author is in the form of notes on the results of observations of pre-cycle vocabulary learning, notes on the results of observations of vocabulary learning cycle I and notes on observations of vocabulary learning cycle II, 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 was

adjusted to the schedule of English lessons in Class V, which is every Wednesday starting at 10.05am. The first cycle action was conducted at 10.05 WITA until the second break time at 11.00 WITA. The second cycle action was carried out starting at 8:05 a.m. WITA until the second break time at 11:00 a.m. WITA. The following are the results of observations of learning to write pre-cycle, cycle I and cycle II in accordance with the formulation of problems and research objectives, namely:

1. English vocabulary learning activities using picture media for fifth grade students of SDN 1 Mangkung in the 2023/2024 school year.
2. The ability to master English vocabulary for Class V students at SDN 1 Mangkung in the 2023/2024 academic year by utilizing picture *media*.

Before carrying out the actions of cycle I and cycle II, researchers made observations about the English vocabulary learning activities of grade V students.

In the pre-cycle observation, English lessons were given to write vocabulary about the names of objects around them, especially vocabulary about school. The material given was the introduction of the names of objects, places and professions in the school environment. In this pre-cycle activity, the teacher directly wrote the taught words and their translations on the blackboard, then the students were asked to learn by copying and memorizing. In this pre-cycle, the teacher has not used Picture Media in learning. Students' learning activities observed by the researcher included students' attention to the lesson given, students' concentration in the lesson, students' involvement in the lesson, students' activeness in the lesson, and the use of learning time. The following are the results of observations of student vocabulary learning activities.

Table 1. Pre-cycle Observations

No.	Description	Information
1	Student attention to the lesson	Students' attention is still rarely diverted, students tend to want to communicate/talk with their friends.
2	Student concentration in the lesson	Concentration in lessons is still lacking.
3	Student engagement in the lesson	Students begin to engage in vocabulary lessons
4	Student engagement in the lesson	Students tend to be passive, just accept what the teacher says
5	Use of study time	The use of learning time is less than optimal because children easily feel 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 their translations into Indonesian. Students can get a score of 1 if they can write 1 English word correctly and are able to write the translation correctly in Indonesian and a score of 0 if they cannot write the translation.

Students' ability to write vocabulary was analyzed by making a table of the scores obtained by each student, then finding the average score obtained. To determine the ability to master vocabulary, the average score obtained is divided by the number of test items, multiplied by 100%. Then, the average score

obtained is multiplied by 100%, as in the following formula.

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

Interval (%)	Category
76 - 100	High
56 - 75	Medium
40 - 55	Low
< 40	Very Low

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

In the first cycle, researchers used Picture Media in classroom learning activities. In this first cycle, researchers made observations about the English vocabulary learning activities of grade V students of SDN 1 Mangkung in the 2023/2024 school year and the ability to master English vocabulary for grade V students of SDN 1 Mangkung in the 2023/2024 school year.

In the first cycle observation, the English lesson material was given vocabulary writing about the names of objects around him, his vocabulary about school. The material given is the introduction of names, places and professions at school. In this first cycle activity, the teacher used Picture Media. To provide

vocabulary material, the teacher explained the pictures in the Picture Media. Students were also asked to tell stories about the pictures they saw. To reduce students' boredom, the teacher also asked students to play with the Picture Media. Each student is given the task of recalling the random Picture Media according to their vocabulary group. The results of the vocabulary grouping were written on the board, then the teacher gave an explanation and affirmation of the material. After that, students are asked to make notes for study. The following are the results of observations of English vocabulary learning activities in Class V in Cycle I.

Table 2: Observation results of cycle I

No.	Description	Information
1.	Student attention to the lesson	Increased student attention to the material provided
2.	Student concentration in the lesson	Concentration in lessons improved.
3.	Student engagement in the lesson	Students begin to engage in vocabulary lessons by doing the assigned tasks and following along. *Games* presented
4.	Student engagement in the lesson	Students seem to be more active in following the lesson.
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 the cycle that I observed by the researcher included the ability to write vocabulary correctly and translate English vocabulary into Indonesian correctly. In this written test, students were asked to write 20 vocabulary words that are often found around them and then write the translation into Indonesian. The students' ability to write vocabulary in cycle I was also analyzed by making a table of the scores obtained by each student, then finding 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 moderate criteria.

In cycle II the teacher took a slightly different approach from cycle I. Because in

cycle I it was found difficult for students to remember complex vocabulary, so the researcher considered it necessary to try to make each student memorize 10 vocabulary words in each envelope where each envelope contains only one vocabulary group.

This game is done by distributing different envelopes for each student. Each student was given the task of regrouping the random Picture Media to match the vocabulary groups. The results of vocabulary grouping are written on the board, then the teacher provides explanation and affirmation of the material. After that, students are asked to make notes for study. The following is the English vocabulary learning activity in cycle II.

Table 3. Observation results of learning activities in cycle II.

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

The ability to learn the vocabulary mastery that the researcher has learned includes the ability to write the vocabulary correctly and translate the English vocabulary into Indonesian correctly. In this written test, each student was asked to write 10 words that belonged to one of the vocabulary groups that had 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 were in the range of 76% - 100% so that they were included in the High criteria.

Based on the results of research in the pre-cycle, cycle I and cycle II periods, researchers can describe the following.

In the pre-cycle period, the researcher found a condition where students had difficulty mastering English vocabulary and translation. The researcher believes that this difficulty is caused by the fact that 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 the words given and spell them without knowing the meaning of these words.

The conditions encountered by students during the pre-cycle period were used as the basis for efforts to improve learning activities in the next cycle, namely cycle I. The researcher argued the need for visual learning media that is easily obtained or made, one of which is Picture Media, to overcome these problems. In the first cycle, teachers and researchers began using Picture Media in vocabulary learning. In cycle I, there was an increase in learning activities and children's vocabulary skills. However, there were still obstacles, namely students still had difficulty when asked to mention vocabulary in more than 1 specific field.

In cycle II, researchers took action to overcome the obstacles faced in cycle I. In cycle II the teacher provided material restrictions. Each student was asked to learn one specific vocabulary group in the Picture Media group consisting of 10 noun vocabulary. In the second cycle test results, the researcher found that grade V students mastered English vocabulary more quickly when learning was focused on learning vocabulary in one particular area.

CONCLUSIONS

Based on the results of the research on the *use of* Picture Media in learning English on Grade V students at SDN 1 Mangkung, the researcher can conclude that the use of Picture Media in learning English on Grade V students at SDN 1 Mangkung can improve students' 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 learning time.

The use of Picture Media in learning English for fifth grade students at SDN 1 Mangkung can improve students' vocabulary acquisition skills. This is evident in the test results given in each cycle (pre-cycle, cycle I and cycle II). Based on the pre-cycle test results, the level of English vocabulary mastery skills 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 in the test results after

being given action in cycle II increased by 18.7% to 78.3% (high category).

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

BIBLIOGRAPHY

Akiriningsih T., Aditya Sari, J. (2014). *Manfaat Picture and Picture Bagi Anak Usia Dini Dalam Penguasaan Bahasa Inggris.http://www.stpsahidsolo.ac.id/index.php?i d=artikel&kode=22.* Diakses tanggal 3 April 2014

Arikunto, Suharsimi. (2002). Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: Rineka Cipta

Bull, Victoria. (2008). Oxford Learner's Pocket Dictionary. Oxford: Oxford University Press.

Kristiawan, D. (2023*). PENGGUNAAN PICTURE AND PICTURE UNTUK MENINGKATKAN KEMAMPUAN PENGUASAAN KOSAKATA BAHASA INGGRIS PADA SISWA KELAS IX/C TUNAGRAHITA SLB NEGERI PURWOREJO*: Dhany Kristiawan SLB Negeri Purworejo dkristiawan539@ gmail. com. *TIWIKRAMA*, *1*(02).

Kristiawan, Dhany.(2005). *A Study Of The Grammatical Errors In Bilingual Translation: A Case Study Of The Third Year Language Program Of SMA Negeri 7 Purworejo in The Academic Year Of 2004/2005. A Thesis.* Purworejo: Muhammadiyah University Of Purworejo. Nugroho, Bambang, Dr. (2011). Perspektif Pendidikan Siswa Tunagrahita. *Makalah Seminar*. Jakarta: FIP Jurusan PLB Universitas Negeri Jakarta

Richards, Jack C, Willy A. Renandya. (2002). Methodology in Language Teaching. Cambridge: Cambridge University Press.

Sadiman, Arief S., Dr. (2012). *Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: Raja Grafindo Persada

Sugiyono, (2008). *Metode Penelitian Kualitatif, Kuantitatif dan R & D*. Bandung: Alfa Beta

Suyadi.(2012). *Panduan Penelitian Tindakan Kelas*. Yogyakarta: Diva Press