
THE IMPLEMENTATION PICTURE AND PICTURE STRATEGY TO INCREASE STUDENTS' ABILITY IN VOCABULARY AT MAN 3 MEDAN

Gumarpi Rahis Pasaribu¹,

¹ STIT Al-Ittihadiyah Labuhanbatu Utara, Indonesia

Sholihatul Hamidah Daulay²,

² Universitas Islam Negeri Sumatera Utara, Indonesia

Zainuddin Saragih³

³ Universitas Islam Negeri Syahada Padangsidimpuan, Indonesia

*Corresponding author: ✉ (e-mail) gumarpi19@gmail.com

Received: 22 May 2023

Revised: 02 June 2023

Accepted: 26 June 2023

ABSTRACT

This research was intended to find out the empirical evidence of students' ability in vocabulary by using picture and picture strategy in class X of Man 3 Medan. The method used in this research was Classroom Action Research (CAR) method in which to identify and to solve the problem on the students' ability in vocabulary. The result of the data analyzing showed that there was an increasing on the students' ability in vocabulary through picture and picture strategy. It was showed from the mean of pre - test was 31,62. After picture and picture strategy was applied in the first cycle there was an increase of the students' mean score which was 53,22 and for the second cycle after reflection on the first cycle, there was an increase of students mean score which 92,25. Moreover, post - test I session which was 19,35% (6 students) who got point of 70. In post - test II for the second cycle which was 90,32 % (28 students) who got the point of over 70. It was found that the teaching vocabulary by picture and picture strategy could increase the students' ability in vocabulary.

Key Words: Picture and Picture Strategy, Students' Ability, Vocabulary

INTRODUCTION

Language is an essential part of human life. It is used to communicate among people. As human who live in society, communication cannot be avoided. In the present era, the use of English has become an important component of human life in the world.

The definition of dialect implies that dialect can be characterized as a

socially shared images and combinations of those rules represented combinations of those images (dialect code can be characterized as socially satisfactory or routine frameworks to provide concept through the utilize of images and the required combination of images is represented by the arrangements), Daulay (2011).

*Gumarpi Rahis Pasaribu

English is placed in the highest priority to be chosen when people among countries communicate each other because English has become international language in the world. People who learn English may have some reasons. They may learn it because they must communicate with the communities that use English as their language. It must be examined in arrange to ace and create the information, innovation, expressions and to be a great connection with other nations. The position of English is as critical subject in school from basic level until college level. English too is truly vital in our nation. It is proved that one of the subjects required for passing the national examination, test public servant, SBMPTN, Scholarship etc. So, everyone should be able to know English.

Teaching English in Indonesia purposes to increase the students' ability in the four skills namely listening, reading, writing, and speaking. To master their four skills that everyone should be able to master vocabulary. One of difficulties study English that less of vocabulary. Vocabulary is crucial component in requiring and understanding language. So, the students must memorize vocabularies if they have less of vocabularies. The students will be

hardly to understand English and to get information. Vocabulary memorization is not an easy process because it involves the brain to get information, not only short memory but also long memory.

Vocabulary is the basic unit in learning language. Stahl and Kapinus, 2001 said that when children known a word, they did not only know the word definition and its logical relationship with other words, but they also know how the word in different functions, (Charty,1999: Raphael, 2010; Sight, 2004).

In other side, there are many factors that make students' vocabulary is low. They came from internal and external factors. The internal means factor from the inside of the students themselves such as motivation, interest, intelligence, and the external factor is from outside of students that affect their learning such as background, learning material, teaching material including strategies.

Strategy is the way that the teacher used in teaching to help students to comprehend materials. There are many strategies such as Jigsaw, Two Stay Two Stray, Anagram, Seminar, Picture and Picture and Team Game Tournament strategies. Ideally, if the teacher used various strategies to increase vocabulary, the students'

vocabulary will be increased, (Sahlan, 2020; Isjoni, 2012).

This inquire about moreover bolstered by Munthe (2014); The result of examination appeared that there was improvement on the students' dominance in lexicon. It appears that from the cruel of pre - test was 44.68, the cruel of post - test within the beginning cycle was 57.81 and the cruel of post - test within the moment cycle was 86,45. The rate of the understudies within the pre - test who got point up to 70 were as it were 4 of 32 understudies (12.5%) and rate of students' score in posttest I who got point up to 70 where as it were 13 of 32 (40.62%). At that point in post II who got point up to 70 where 25 of 32 (78.12%).

It means that the improvement was about 37.50%. From the data, it indicated that using total physical response method in vocabulary learning was effective, and the data above can be concluded that the students, mastery in vocabulary have been improved by using total physical response method.

This research also conducted by Ariza (2015), The finding of this research in improvement students' score from pre - test was 40, post - test I was 64,23 and post - test II was 83.07 and the percentages of students' score

in post - test I was (57,69%). Then the post - test II was (88.46%). It means that the improvement was about 30,50%. From the data, it indicated that using lyric of song as teaching media in vocabulary learning was effective and the data above can be included that the students, mastery in vocabulary have been improved by using lyric of song as teaching media.

This research also supported by Daulay (2015), The finding of this research in improvement students' score from pre - test was only 3 of 25 students (12%), post - test I who got up there was 19 of 25 students (76%) and post - test II who got up 23 of 25 students (92%). It means that the improvement was about 80% From the information, it demonstrated that utilizing the word wall as a media was compelling and the information over can be included that the understudies, authority in lexicon have been made strides by utilizing the word divider as a media.

In fact, based on the writer observation in MAN 3 Medan, the writer found that many students ability is low in vocabulary. It can be seen by their speaking, writing, and their daily activity. They seldom speak English especially in English lesson, and the students are hardly to write word. Besides, the teacher did not use suitable

strategy or media in teaching vocabulary. So, the students often think learning English is very difficult and bored. Therefore, the student's ability in vocabulary is low.

To solve this problem, the writer considers that it is necessary to find out an alternative way to make the students be interested to study English especially vocabulary. So, the writer chooses picture and picture strategy in teaching vocabulary. Picture and picture strategy is delivering lesson that to show concrete pictures to students so the students can understand very explicit the material. Because the learning process of students is different. Some of students are visual and audiovisual. They can see explicit the picture and memorizing vocabulary. (Paramika, 2020, Astri, d.k.k, 2018; Setyadi, 2018).

There are many the advantages of picture and picture strategy in increasing their vocabulary, this strategy also can be increased their character building such as the students will understand the material because the picture is showed by the teacher, the students will be tried to analyze the picture, the material will be remembered easily by the students, Istarani (2011).

Moreover, this technique is trusted to be able to move forward the student's capacity in lexicon. Based on

clarification over, the analyst is fascinated by conducting inquire about with the title The implementation of picture and picture procedure to extend the students' capacity in lexicon at MAN 3 Medan

METHODS

This research conducted by applying Classroom Action Research. This research conducted at MAN 3 Medan which is located on Medan. Reason for choosing this location were : 1. This title was never done before in this location. 2. The result of this research gave contribution. Data of this research got from the students' outcomes of vocabulary. And the source of this research was the ten grade. This school comprise of 8 parallel classes of review X understudies, to be specific X-1 until X-8. Each course roughly comprise of 32 understudies. The test was taken as it were one course X-4 comprise of 31 understudies. Beneath investigate was classified as witness. These included the instructor of English and the central of MAN 3 Medan.

FINDINGS AND DISCUSSION

This information was connected subjectively and quantitatively. The subjective information was taken from a meet, perception sheet and documentation. The quantitative information was taken from the cruelty

of the students' score in taking test within the course. The analyst was conducted in one course X4 at MAN 3 Medan. Sometime recently the investigate executed picture and picture as methodology, he met the English educator and three of the understudies.

It was finished in two cycles. Each cycle comprised of four steps of activity inquire about, such as arranging, activity, perception, and reflection. These four steps considered as 1 cycle.

At this organize preparatory moreover conducted a test. Judging from the result of the test students' capacity in lexicon is still exceptionally moo. It is caused they still have trouble in considering English particularly lexicon. Based on the test, the result can be seen that students' capacity is still moo.

In pre - test the whole score of understudies was 980 and the number of understudies who took the test was 31 understudies. And as it were two understudies got score 70, and within the post test (cycle I) there are 6 understudies got score 70, and within the post test (cycle 2) there's expanding in students' lexicon score, it implies that there are advancements of students' enhancements of student's capacity from pre - test to the post test.

The enhancement of students' capacity in lexicon through picture and picture procedure can be seen from the result of the students' score from the pre - test, posttest of cycle I and cycle 2. The subjective comes about were taken from perception, meet, journal notes and documentation.

The Quantitative Data

The quantitative data which was carried out in two cycles were taken from the test result. The researcher gives a choice test to the students before and at the beginning of each cycle. It was found that the mean of students' score was kept improve from the first cycle until the second cycle.

- Pre-Test

In pretest, the total score of the students was 980 and the number of the students who took the test 31, so the mean of the students was:

$$x = \frac{980}{31} = 31,62$$

From Pre - Test, the researcher used that formula to calculate the students' competence.

The number of the students was calculated as follows:

$$P = \frac{R}{T} \times 100\%$$

Similarly, the obtained score was still far from what is expected as shown in this following computation.

$$P1 = \frac{1}{31} \times 100 \%$$

$$= 3,23\% \text{ (Successful)}$$

It means that the researcher had to conduct the cycle to reach the classical absorption standard. Finally, as a follow - up steps of the first cycle, the researcher conducted the first cycle.

- Post Test (Cycle 1)

In the first cycle, the total score of the students was 1650 and the number of the students who took the test was 31, so the mean of the students was:

$$- x = \frac{1650}{31} = 53,22$$

From Post - Test I, the researcher used that formula to calculate the students' competence.

The number of the students was calculated as follows:

$$P = \frac{R}{T} \times 100\%$$

Similarly, the obtained score was still far from what is expected as shown in this following computation.

$$P1 = \frac{6}{31} \times 100 \%$$

$$= 19,35\% \text{ (Successful)}$$

It means that the researcher had to conduct the cycle to reach the classical absorption standard. Finally, as a follow - up steps of the second cycle, the researcher conducted the next cycle.

- Post Test (Cycle 2)

In the second cycle, the total score of the students was 2860 and the number of the students who took the test was 31, so the mean of the students was:

$$- x = \frac{2860}{31} = 92,25$$

The computation of classical absorption is presented below :

$$- P2 = \frac{28}{31} \times 100 \%$$

$$= 90,32\% \text{ (successful)}$$

From the computation above, the students' classical absorption increased significantly up to 90,32 %. It means that the classical absorption standard has been reached and researchers did not need to continue in the next cycle.

The Qualitative Data

This research was conducted in two cycles.

- **First Cycle**

a. Planning

In this cycle, the researcher explained about the advantages of the students' ability in vocabulary firstly. The researcher introduced picture and picture strategy then connected it with vocabulary.

b. Action

In this step, the researcher tried to make sure that the students understand about the procedure of using picture and picture strategy.

c. Observing

In this step, the researcher recorded every action comment and certain reaction of students by using camera and notes.

There were many things that had been observed as follows:

- a) Some students were still confused about procedure of using picture and picture strategy.
- b) Some of students were passive during teaching and learning process and some others participated well during the process.
- c) Some of students tried to cheat their friend's answer sheet

d. Reflection

The researcher evaluated the teaching and learning process in the of meeting of the first cycle. The researcher as the teacher asked the students about the difficulties they found in understanding the test and the lesson. The evaluation in the first cycle was done to determine the next phase of the research. In this case, the researcher found that the second cycle required to be done considering to unsuccessful score that most of students got.

- **Second Cycle**

In the second cycle, the researcher expected a better result from the previous cycle. In doing the second cycle, the researcher conducted the same phase as the first cycle.

a. Planning

The teaching and learning process more emphasized students to deepen the students' understanding of vocabulary by answering some questions related to vocabulary which has picture. The researcher tried to create a more supportive condition to foster the students' ability in vocabulary.

b. Action

In action step, the researcher tried to motivate students and do her best to increase the result of their test.

c. Observation

The observation was done to record the students' activities during the teaching and learning process. The situation was getting better as showed in this following:

- a) All of students have understood the procedure of picture and picture strategy and they have better understanding of vocabulary which can be seen from their enthusiast in answering the question.
- b) All of the students did their test seriously without cheating their friends.
- c) The result of the test was much more that the test before.

d. Reflection

Based on the result of the test in second cycle, the researcher concluded that:

- a) The researcher could increase the students' ability in vocabulary by using picture and picture strategy. This conclusion is pulled pursuant to the result of the third cycle test which has been reached the classical absorption.
- b) Students' score had improve and was getting better than the first and second cycles.

CONCLUSIONS

The researcher applied picture and picture strategy in vocabulary and gave test in the cycle I and II to know how far their ability. After analyzing the data, it found students' ability in vocabulary got improvement through picture and picture strategy.

The result of quantitative data showed that there was an increasing on the students' ability in vocabulary from each cycle. It was shown from the mean of pre - test was 55,32. Where, there were 2 students got point 70 or it was 19,35 % after doing cycle I through picture and picture strategy, there was an improvement of the result of the students' mean was 92,55. Where, 6 students got point 70 or it was 90,32%. The ability of the students can be increased by applying picture and picture strategy. It could be seen from the result of this research. In this case the researcher stopped until the second cycle because the students have got the better improvement by using picture and picture strategy while teaching learning process.

From the quantitative data such as diary notes, observation sheet, documentation, sheet and interview from the pre - test, cycle I and cycle II showed that the implementation of picture and picture strategy was

effective to increase the student's ability in vocabulary.

The students felt more enjoyable and interested in learning English especially vocabulary and each student were more active to respond the question from researcher.

REFERENCES

- Arikunto, Suharsimi, 2010, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara,
- Asriani, Fatma "An Analysis of Students Reading Comprehension of Descriptive Text at The Second Grade of MTS - Ti Batu Belah", *Journal of English Language and Education*, Vol 3. No.2 2018: 2
- Charty, Michel, 1999, *English Vocabulary in Use, United Kingdom*: Cambridge University Express
- Daulay, Sholihatul Hamidah. 2011, *Introduction to General Linguistics*. Medan: La-Tansa Press
- Isjoni, "Cooperative Learning", Alfabeta, Bandung 2012.
- Istarani, 2011, *58 Model Pembelajaran Inovatif*, Medan: Media Persada
- Moh. Sahlan. *Evaluasi Pembelajaran*. Jember: STAIN Jember Press. 2015.
- Perwitasari, C.A, Setyadi, Ag. B., & Putrawan, G.E. (2018). The implementation of jigsaw technique and Student Team Achievement Division (STAD) in teaching reading. *AKSARA Jurnal Bahasa dan Sastra*, 19(1), 28-36.
- Pramika, Andre Michel, Ninik Surryatiningsih, and Barotun Mubaroh," Using Jigsaw Technique To Improve Students Reading Comprehension In Descriptive Text." *JIES*, Vol 1, No 2, September 2020
- Raphael, Taffi, 2010, *Vocabulary teaching and Learning*. Chicago: Wright Group.
- Riduan, 2005, *Belajar Mudah Penelitian Untuk Guru - Karyawan Pemula*, Bandung:Alfaebeta
- Sight, Sheila, 2004, *vocabulary of English*, India: Commonwealth,