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Pengantar Redaksi

Tantangan di masa depan yang berupa globalisasi membutuhkan antisipasi secara cepat, cermat dan tepat. Apalagi bagi dunia pendidikan, gelombang globalisasi jika tidak diantispasi secara benar akan menimbulkan bahaya bagi dunia pendidikan itu sendiri, seperti kegagalan institusi pendidikan menghasilkan manusia yang kurang adaptif dan tidak kreatif dalam menghadapi perubahan. Oleh karena itu, institusi pendidikan harus menjadi pelopor dalam menangani dan mencari solusi kehidupan yang dilanda globalisasi ini.

Bentuk antisipasi dunia pendidikan atas globalisasi antara lain dengan terus berupaya melakukan pendidikan, penelitian dan pengabdian masyarakat. Upaya pendidikan dilakukan dengan terus meningkatkan proses pendidikan dan pengajaran. Upaya penelitian dilakukan dengan terus menerus meningkatkan cara berpikir logis dan sistematis dan menggunakan metode ilmiah yang canggih dalam berbagai penelitian. Sedangkan pengabdian masyarakat dilakukan dengan terus menerus bersama masyarakat ikut serta membangun bangsa dan negara.

Jurnal PEDAGOGIA yang sedang Bapak/Ibu/ Sdr/i baca ini merupakan salah satu bentuk sumbangsih Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Pakuan dalam mengantisipasi globalisasi dan ikut serta dalam membangun bangsa. Jurnal PEDAGOGIA ini sudah hadir dan ikut mencerahkan bangsa sejak tahun 2004. Berkat dukungan, motivasi, kerja keras dan komitmen dari segenap civitas akademika Universitas Pakuan, maka Jurnal PEDAGOGIA akan terus hadir menyampaikan hasil-hasil penelitian, khususnya penelitian dalam bidang pendidikan.

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Selamat membaca !

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IMPROVING STUDENTS' VOCABULARY ENRICHMENT THROUGH PICTURE AND PICTURE

Eli Nurlaeli, Entis Sutisna, Mursidah Rahmah

Abstrak

Judul penelitian ini adalah "Improving Students' Vocabulary Enrichment through Picture and Picture". Tujuan penelitian ini adalah untuk meningkatkan kosa kata Bahasa Inggris siswa melalui teknik Picture and Picture. Penelitian ini dilakukan di MI Sirojul Aulad dengan jumlah siswa sebanyak 170 orang. Penulis meneliti siswa kelas 6 yang berjumlah 30 orang. Dalam penelitiannya penulis menggunakan metode PTK (penelitian tindakan kelas) dengan dua siklus. Untuk pengumpulan data, penulis mengadakan pre-test dan post-test untuk mengetahui peningkatan kosa kata siswa, kuesioner untuk mengetahui perasaan siswa mengenai teknik yang diterapkan, dan observasi selama proses pembelajaran berlangsung. Hasil dari post-test siklus pertama menunjukkan bahwa 19 orang siswa atau 63.3% sudah mencapai nilai standar yaitu 70 dan pada post-test siklus kedua, jumlah tersebut meningkat menjadi 26 siswa atau 86.7%. Hal tersebut menunjukkan bahwa 75% dari jumlah siswa telah mencapai nilai standar. Oleh karena itu, dapat disimpulkan bahwa penelitian tindakan kelas dalam meningkatkan kosa kata Bahasa Inggris siswa melalui teknik Picture and Picture berhasil. Teknik ini diakui sebagai salah satu cara yang dapat diterapkan secara efektif di dalam kelas, sehingga disarankan bagi para guru yang ingin meningkatkan kosa kata Bahasa Inggris siswa untuk menggunakan teknik ini dalam proses pembelajaran di kelas.

Kata kunci: vocabulary, cooperative learning, Picture and Picture

Introduction

Vocabulary plays a very important role as a starting point in mastering English as Nunan (2001:117) states that the acquisition of an adequate vocabulary is essential for second language use because without an extensive vocabulary, we will unable to use the structures and functions we may learn for comprehensible communication. It means without knowing the appropriate vocabulary, it is impossible for people to communicate well in the target language.

In learning English vocabulary, especially in the research site, students usually feel bored with the way of conventional method, for example the teacher reads vocabularies and then they repeat them.

Based on the above consideration, the writer tries to find a solution for the problem. There are some interesting methods that can be applied in the teaching and learning process, and one of them is cooperative learning. Larsen (2000:164) states, "Cooperative learning essentially involves students learning from each other in groups". It means that each member of a

group is responsible to learn what is taught and to help his teammates' learning, thus creating an atmosphere of achievement.

The writer has an assumption that cooperative learning can help the students to master vocabulary. There are many techniques in cooperative learning, they are: jigsaw, think pair share, two stay two stray, make a match, picture and picture, etc. The writer only focuses on one of the techniques, it is Picture and Picture. According to Hamdani, M.A. (2011:89), Picture and Picture is the technique that uses pictures to be arranged become the logical order. The writer herself has a perception that the technique will be good to be applied in teaching vocabulary. There is a question on this research, it is:

How does Picture and Picture improve students' vocabulary enrichment?

Research Methodology

The site of the research is MI Sirojul Aulad and the researcher takes the 6th grade that consists of 30 students as the participant. The reason for choosing

the class is because it is the class with the lowest motivation in learning English, and their lack in mastering vocabulary makes them get the low score on the examination. The limitedness of media is one of the problems in learning vocabulary.

The methodology that is used on this research is Classroom Action Research. It is conducted to see and investigate the improvement by applying Picture and Picture in the class to enrich students' English vocabulary. Classroom action research is a research that limited to a population or subject, place and condition. It is conducted to identify a problem and decide the right treatment or action to solve it. The research is usually done in circular stages and every stage should identify the progress of the subject.

Based on the definition of Classroom Action Research quoted by Herawati (2005:13), action research is a flexible spiral process, which allows action (change and improvement) and research (understanding/knowing) to be achieved at the same time. She also quoted that the understanding allows more informed change at the same time is informed by that change. It means while the researcher does the action to make change and improvement, she/he also makes the students gain the understanding all at once in a process.

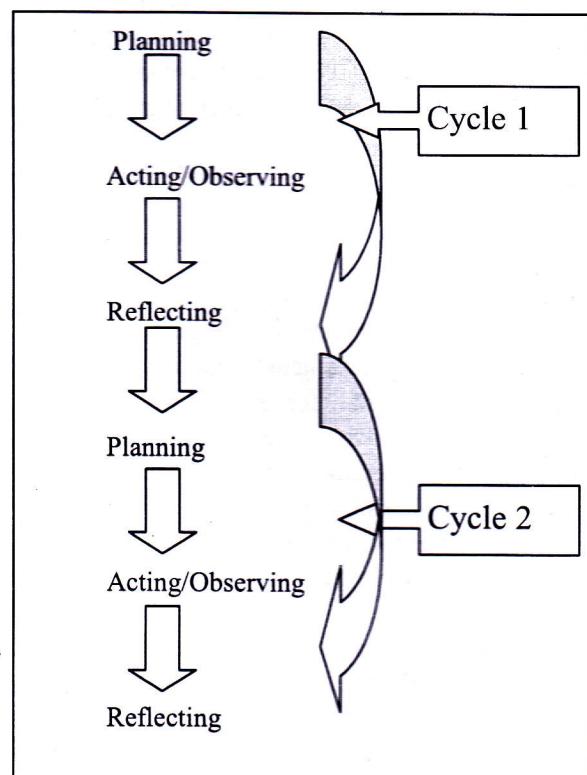
The classroom action research is chosen as a method because it is believed that it will give positive result and advantage to both the respondents and the writer. Picture and Picture will become an effective teaching technique that would improve students' vocabulary enrichment.

The objective of conducting the research is to improve students' vocabulary enrichment. By conducting the research through applying Picture and Picture, it is expected that it will change the students' perception that memorizing English vocabulary is hard to do. The subject who conducts and plays the main role in this research is the researcher herself. So, how to lead and treat the class is completely known because she herself is the one who understands how to conduct it. Herawati (2005:13) cited that action achieves the action outcomes mostly by involving people in the planning, acting, and reflecting, and by being flexible and responsive to situation and people. In this case, the writer involves herself in the situation

and the process of the research in exceeding students' vocabulary enrichment problem.

In this research, there are two cycles of the action. Lewin in Arikunto (2002:83) brought up that there are four steps that have to be pursued: planning, acting, observing and reflecting. These four steps have to be carried out in each cycle of the research process. The four cycle steps introduced by Lewin are then developed by Kemmis and Mc Taggart which combined the two cycle steps that is acting and observing because both of them happened in the same time. This following figure is the design used in the research:

Figure 4.1
The Cycle of Classroom Action Research



The first cycle comprised the four parts of planning, acting, observing, and reflecting. The planning part which is also the first stage of the cycle is the preparation part. The second stage consists of the acting part and the observing part. These two parts of the cycle are conducted simultaneously. The acting

part is the teaching-learning process in the classroom based on a prepared lesson plan. The observing part is the result part. In this part, the observer notes the result of her observation concerning on the improvement of students' vocabulary during the teaching vocabulary process on the classroom. The reflecting part is the evaluation part. It is the third and last stage of the first cycle. It is where the significance of the research outcomes are analyzed, and measured.

Here is the explanation of the procedure of the classroom action research which is applied to find the result of the research:

a. Cycle 1

1) Planning

The first cycle is going to be done from 12-17 October, 2012 and there are six meetings in that range of time. The preparations for the facilities of the research are:

- (a) Designing the lesson plan, pictures, choosing the material and vocabulary.
- (b) Designing the instruments (tests, observation notes, and questionnaire).

At this stage, the writer has discussed about all the processes that have to be done during the treatments with the observer, so they know their responsibilities and their parts in the research.

2) Acting

The procedures for the treatments are:

- (a) The students are asked to do the pre-test individually. The pre-test is done to test their current ability.
- (b) Students are given a topic and asked to give some examples of vocabulary related to it. This is important to get them familiar to the topic. After that, they get the material and start to learn as they usually do in the class.
- (c) They learn the new vocabulary (the meaning, the written and spoken form) that will also be played in the activity.
- (d) To start the activity, students are divided into groups which consisted of five students. Then, tell them about the activity and the advantages they will get by doing it – bring up the excitement.

(f) After they understand how to do the activity, every group gets one set of pictures. The pictures are shared to all members of the group and they work together to arrange the pictures into the correct order. The representative of each group will be called to show the pictures arrangement and explain it with the logical reason.

(g) After all of the groups perform and explain their pictures, teacher gives the explanation about the material according to the reason of the students.

(h) The group with the best explanation will be the winner and given a reward.

(i) At the last meeting, they are having a post-test with the same questions to know how they improve their vocabulary.

3) Observing

The observer has to present in every meeting and to observe both students and the teacher from the beginning until the end of the class. There are two forms of observation notes; one for the students and another one for the teacher.

In the students' observation note, she has to observe the students' behavior during the teaching and learning activity. She scales the motivation, attention, participation and presentation into good, fair or poor. While in the teacher's observation note, she checks if all activities that should be done on the lesson plan are carried out. She also needs to note some points she thinks need to notice during the process for the consideration of the better presentation and performance in the next meeting.

4) Reflecting

The research is considered successful in the first cycle in conditions 75% of the students have good motivation, attention and participation to involve in all activities during the teaching and learning process and 75% of the students achieve score more than 70 in post-test. The result of the reflection is used to decide whether the research should be continued to the next cycle.

3. Research Finding

a. The result of pre-test

Table 5.1
The Result of Pre-Test

Criteria	Number of students	Percentage
Very good	4	13.3%
Good	6	20%
Fair	6	20%
Poor	14	46.7%

The result of pre-test score shows that it is only four students (13.33%) get very good criteria, six students (20%) get good criteria, six students (20%) get fair criteria, and 14 students (46.67%) get poor criteria. It means that most of the students had a limited vocabulary related to the topic given. The data from pre-test score is acquired to show the students' vocabulary before the treatment is given.

The pre-test score shows that there are 10 students (33.33%) who have reached the standard score (70) and the rests are twenty students (66.67%) who get the low score or below the standard. It means that most of the students have difficulties in remembering the vocabulary, so they are lack of mastering vocabulary.

b. The result of first cycle

Table 5.2
The Result of First Cycle Post-Test

Criteria	Number of students	Percentage
Excellent	4	13.3%
Very good	14	46.7%
Good	1	3.3%
Fair	5	16.7%
Poor	6	20%

Based on the first post-test result, four students (13.33%) get excellent criteria, 14 students (46.67%) get very good criteria, one student (3.33%) gets good criteria, five students (16.67%) get fair criteria, and six students (20%) get poor criteria.

The result of first cycle post-test shows that there is an improvement of the students' vocabulary after the treatment. There are 19 students (63.33%) who

have reached the standard score (70), and the rests are 11 students (36.67%) who have not reached it. It means that the learning target has not been reached as the numbers of the students who have reached the standard score are below 75%. It indicates that the treatment should be continued to the second cycle.

c. The result of second cycle

Table 5.3
The result of First Cycle Post-Test

Criteria	Number of students	Percentage
Excellent	13	43.3%
Very good	8	26.7%
Good	5	16.7%
Fair	1	3.3%
Poor	3	10%

The second post-test results are thirteen students (43.33%) get excellent criteria, eight students (26.67%) get very good criteria, five students (16.67%) get good criteria, one student (3.33%) gets fair criteria, and three students (10%) get poor criteria.

The result of second cycle post-test shows that there is an improvement of the students' vocabulary score. There are twenty-six students (86.67%) who have reached the standard score (70), and the rests are four students (13.33%) who have not reached it. It means that the learning target has been reached as more than 75% of the students have reached the standard score. Thus, the cycle of this research is stopped.

Research Discussion

Based on the data that has been got from the first cycle, the researcher can draw a conclusion that there is a significant result as the improvement of students' vocabulary. There are 19 students (63.3%) who have reached the standard score (70). The writer found that in the beginning of the first cycle, the students had difficulties in using Picture and Picture and understanding the instructions. The main problem faced by the students in using Picture and Picture is because they did not bring the dictionary and they still had a difficulty to look up the word in

dictionary. Thus, they often asked to the teacher about the vocabulary that they did not know. At the end of the treatment, their ability had improved and began to use the vocabulary effectively.

Meanwhile, in the second cycle there are 26 students (86.7%) who have reached the standard score. It indicates that almost all students could improve their vocabulary because they had understood and obeyed the rules pretty well. There was a competition that made them participate more seriously and pay more attention. This created a nice atmosphere in the classroom when they could balance between learning and fun. After the two cycle processes, it can be concluded that Picture and Picture can improve students' vocabulary. Therefore, the cycle process is stopped.

Conclusion

In conclusion, Picture and Picture is one of the ways to improve students' vocabulary and it can be a good technique to be applied in teaching and learning vocabulary.

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Autobiography

Eli Nurlaeli was born in Sukabumi, 14 September 1989. She went to SDN Cirohani, Nagrak and graduated on 2001. She continued her study to SMPN 1 Cibadak and graduated on 2004. Her Senior High School was in SMAN 1 Cibadak and she graduated on 2007. Her study was continued on 2008 by registering for English Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University in Bogor. She graduated on 2012 as a Bachelor of Education