

Efforts to Increase Vocational Students 'Objections through the Picture and Picture Method

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Article History

Received: 01.08.2018

Accepted: 09.08.2018

Published: 30.08.2018

DOI:

10.21276/sjhss.2018.3.8.2



Abstract: This research is about meningkatkan ability of student in mastery of Indonesian student vocabulary by using picture and picture method. The purpose of this research is to improve students' vocabulary mastery through picture and picture method. This research method is action research consisting of two cycles. The subjects of this study were the 3rd graders of elementary school, which amounted to 25 students. In completing this study, the authors of observation methods, written tests and field notes, as a means of collecting data collection. By conducting this action research, it was found that using the picture and picture method can improve students' ability in mastery of students' vocabulary in each cycle. The results can be seen from the improvement processes in improving students' vocabulary mastery in each cycle. The first cycle found the mean completion criteria and the second cycle found an average value of 95.7 which means above the completeness criteria minimal, so the use of picture and picture method can help students in improving students' vocabulary mastery.

Keywords: meningkatkan ability, picture, vocabulary mastery.

INTRODUCTION

The power of vocabulary is the ability to understand and use the words contained in a language, both oral and written. Vocabulary mastery is indispensable for both children and adults, as vocabulary plays an important role in culture and to learn other languages.

Vocabulary is a group of words that make up a sentence in a language, not just about a word but many words in a language. Vocabulary as one of Indonesian language learning occupies an important role as the basis for students to master other subject matter [2]. Another opinion states, "Vocabulary is grammatical competence, without grammar and vocabulary cannot communicate well [1].

Vocabulary means the word vocabulary or the word richness used as a benchmark of language skills, vocabulary is the measure of the vocabulary used, the insight of the word used, and the accuracy of its use in the context of the sentence. Subana, *et al.* [3]. In terms of Indonesian vocabulary as listed in Indonesian dictionaries. Based on the explanation, it can be concluded that the vocabulary is used to know the meaning of the sentence either orally or in writing. Without vocabulary, it will not be able to form a sentence and one cannot communicate fluently.

The basis of this research is the findings in the field which shows that the lack of vocabulary mastery is still under the Minimum Exhaustiveness Criteria and resulted in unskilled students in the language.

Constraints that arise in the learning process are used by teachers and techniques used are still not varied. This condition makes the students according to the context, thus causing the mastery of vocabulary, especially verbs, adjectives, and nouns, still weak and max.

The lack of vocabulary and vocabulary (verbs, nouns, and adjectives), the students are more familiar with the four skills in language, writing, reading, listening and speaking, while for the fourth Such skills students must recognize the basis of these four skills. So students' difficulties in learning vocabulary in school. This is the number of students who scored under the Minimum Passing Criteria set by the school. Minimum completion criteria for elementary school state Sunia 2 Majalengka exposure for Indonesian subjects is 75.

In relation to appropriate techniques used to remind the students of vocabulary mastery, the use of the media image such as picture and picture method is an alternative that can be done. The picture is the right media in learning grade 3 of elementary school to improve vocabulary mastery in Indonesian language subjects. Picture and picture method is a method of learning as a medium of learning, picture and picture

using an image that has been divided into several sections and then the students will compile them into a complete picture.

Shoimin [4] defines the method of picture and picture is a model of learning by using media images and paired or into a logical sequence. This learning model relies on images that are the main factors in the learning process. So, it can be concluded that with the image of the media students will be able to guess the vocabulary that is in the picture easily, and by combining the pieces of images is an exciting game for students.

Shoimin [4], states step in learning method of picture and picture that is: 1) the teacher conveys the competence to be achieved in learning, 2) the teacher presents the material as an introduction to learning, 3) the teacher shows the pictures related to the vocabulary learning materials, 4) the teacher calls the students/group of alternately to sort the picture - the picture becomes a logical sequence, 5) the teacher asks the reason / rationale for the image , from the reason the teacher embarks on the conclusion of learning using the picture and picture method.

Based on the description, this research is important to do because the 3rd grades of elementary school II are still weak in mastering the vocabulary so as not skilled in the language. the use of learning techniques with picture and picture method is expected to minimize the difficulty of students in vocabulary mastery to achieve learning. In addition, this method of learning has never been used in learning vocabulary or Indonesian language learning, especially in primary schools II Majalengka banjaran. Based on the explanation, the purpose of this study is to describe the mastery of Indonesian vocabulary through picture and picture method in class 3 primary school II banjaran-majalengka.

METHODOLOGY

This type of research is Action Research. It is said that the action and learning outcomes mastery of Indonesian vocabulary in grade 3 State Elementary School Sunia II Banjaran-Majalengka. Arikunto, Arikunto [5] That action research is a research on things that happen in the community or target group and the results can be imposed on the community concerned. Action research is a translation of the term classroom action research (CAR), known as action research. What is done in class by teacher/researcher [6]. In the study of

the classroom, but also in the schoolroom, the teacher can make improvements to the work process by doing action research. The action done is based on efforts to improve the outcome, which is better than before. A characteristic in action research is to use cycles. In principle, action research has four stages: (1) planning (planning), (2) execution (action), (3) observation (observation), and (4) reflection (reflection). These four stages are the basis for problem-solving design and should be in one cycle.

This research was conducted in grade 3 of elementary school Nikmeri Sunia II Majalengka Banjaran with the subject of research amounted to 25 students, in the Indonesian language semester 2 academic year 2017/2018. The school is located on the street Block New Park, Village Sunia Banjaran District Majalengka. Implementation of this action is done in two cycles. The results of the study have been described.

This research data comes from the learning process during the research took place. Data were collected using performance test results, observation sheets, field notes, and student response questionnaires. Analyzing data is done by analyzing data obtained from qualitative data at each end of the cycle. The data to be analyzed are tests, observation data, field notes, and student response questionnaires.

RESULTS AND DISCUSSION

This classroom action research is carried out in two cycles. Each cycle is done through four stages, namely planning, implementation of action, observation, and reflection done at the end of learning. Before performing the action on cycle I, the researcher first conducts pre cycle activities (preliminary study).

Based on the results of student tests, it can be concluded several things as follows. *First*, the students' vocabulary mastery is still weak. *Second*, students are not actively involved, are not serious and not enthusiastic in following the learning process, and still cannot discuss well in group work. *Third*, the average test result of vocabulary students' mastery is 50, 8% are in complete qualification. *Fourth*, students with less than 75 test scores totaling 23 students (92%) with incomplete criteria with value below minimal limitation criteria of 75. For more details, here is a graph of classification of pre cycle test scores.

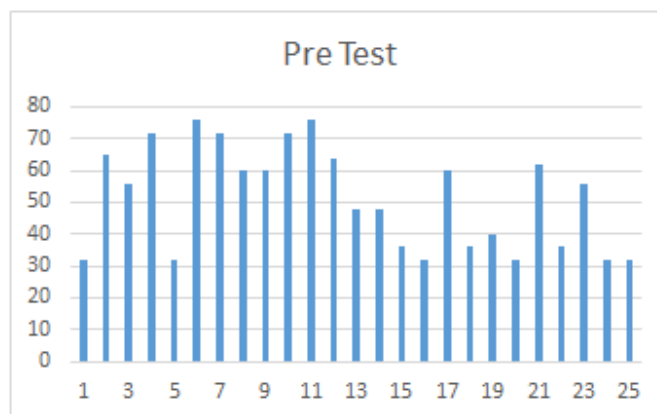


Fig-1: Graph of Students Vocabulary Mastery Grade 3

Based on the graph obtained the picture that the average mastery of students vocabulary there are still many students who do not meet the criteria of completeness minima 75. Based on the results of this protest data implemented cycle I.

Strengthening Process and Results Vocabulary Mastery through *methods Picture and Picture* by Cycle I

Cycle I was held in three meetings. The first meeting was held on March 1, 2018, the second meeting was held on March 6, 2018, and the third meeting was held on March 9, 2018. The first cycle study included four stages of activity, ie planning, implementation, observation and reflection. Implementation of picture and picture method in vocabulary learning planning is arranged in the form of Learning Implementation Plan. Planning three meetings or 6x45 minutes. Preparation of RPP conducted collaboratively between researchers and colabolators. Researchers play a direct role as teachers who provide action, while the Indonesian language teachers who teach in third grade elementary school The World Nation II serves as collabolators and observers.

The stage of the implementation of cycle I activity is first, the teacher gives apperception; secondly, the teacher motivates the students diligently learn. Third, the teacher informs the purpose of learning with the picture and picture method. Fourth, the teacher explained about learning Indonesian by using picture aand

picture method. Fifth, students in groups are distracting from the teacher by using the picture and picture method. Sixth, students in groups presented their group work in front of the class. Seventh, the teacher explains about vocabulary learning of verb material, nouns, and adjectives. Eighth, teachers give individual tests about vocabulary at the end of each lesson. Ninth, students fill in answer sheets. Tenth, teachers and students conclude learning outcomes. After teaching and learning activities at the first meeting ended, the teacher asked students to fill out a questionnaire about the learning process using the picture and picture method.

Vocabulary mastery using picture and picture method in cycle I am an effort to fix and solve the problems encountered in pra siklus (preliminary study). Based on the observation of the process of learning vocabulary using picture and picture method can be said not successful and need to be improved in cycle II. This happens because there are still constraints in the process of implementation of learning.

These constraints as follows, One, there are still students who do not follow the learning well, Second, the students do not listen to the teacher's explanation, Third, the students cannot discuss well, Fourth, students still do not dare to ask, Fifth, student vocabulary value does not meet the minimum mastery criteria of 75. To be clearer, the following graph of the average comparison of student vocabulary mastery:

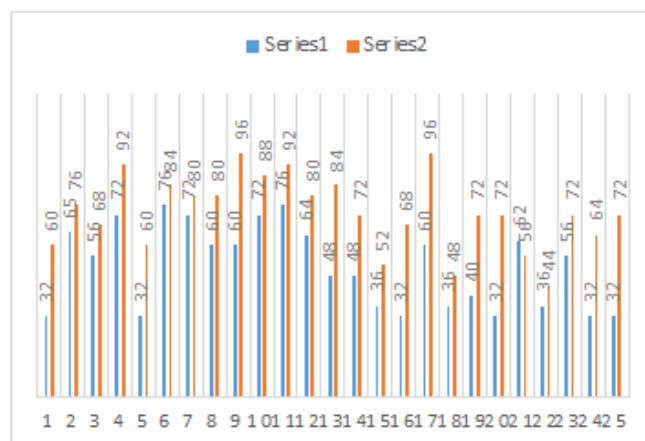


Fig-2: Graph of Student Vocabulary Enhancement on Pre Cycle to Cycle I.

Based on the graph, obtained the average picture of vocabulary mastery of grade 3 elementary school students state Sunia II. The average score found on Pre Cycle 50 which means that under the minimal criterion of completeness, the average score indicates vocabulary learning is not complete. In the first cycle obtained an average value of 73, which means under the criteria of minimal mastery, and classified not complete. Thus, it can be concluded that the mastery of vocabulary grade 3 primary school students state World II rises from Pre Cycle. Nevertheless, the value of vocabulary mastery of grade 3 elementary school student's negeri Sunia II in the first cycle has not reached the minimum completeness criteria is 75. Based on the results of this first cycle of data carried out the second cycle.

Improvement of Vocabulary Process and Result through Picture and Picture Method in Cycle II

Cycle II was held in three meetings. The first meeting was held on March 16, 2018, the second meeting on March 22, 2018, and the third meeting on March 29, 2018. Implementation of action cycle II is implemented because the process and learning outcomes obtained in the first cycle has not reached the minimum defined criteria established by the school that is 75. Research in cycle II includes four stages of activity, namely the stage of planning, implementation, observation and reflection.

Implementation of teaching and learning activities conducted in accordance with the Learning Implementation Plan which is designed with the focus of action research implementation.

The steps in implementing this cycle II action are as follows. *First*, the teacher gives apersepsi. *Second*, teachers motivate students to study diligently. *Third*, the teacher explains the purpose of learning by using the *picture and picture* method. *Fourth*, the teacher explains the answer sheet that the student must fill in *picture and picture*. *Fifth*, students in groups fill out answer sheets,

the fastest working group is declared the winner and rewarded. *Sixth*, teachers and students discuss the answers of each group of *picture and picture*. *Seventh*, students in groups seek meaning from images obtained by each group. *Eighth*, the teacher explains the vocabulary, verb, adjective and noun to the student. *Ninth*, the teacher gives an objective test of vocabulary. *Tenth*, students fill in answer sheets. *Eleventh*, teachers and students conclude learning. *Twelve*, the teacher asked students to fill out a questionnaire about the learning process with the method of *picture and picture*.

Based on the observation or observation that has been done during the process of learning vocabulary using the *picture and picture* method in cycle II, it is concluded that the implementation of learning has shown a significant change, both on the activity of students during learning and student learning outcomes by mastering the vocabulary, especially verbs, adjectives and nouns. This means that the implementation of cycle II can be said to be successful as well as improve the process and student learning outcomes and students can be skilled in the language and use the vocabulary in the sentence.

Improved learning process is characterized by the activities of students during the learning of vocabulary using the method of *picture and picture* shows the change from the previous cycle. The fastest group of students finished doing their group assignments declared winners and rewarded. Students are enthusiastic in following the learning, listening to the teacher's explanation well, discussing well and have dared to raise a hand to ask questions to the teacher. Students look serious in following the learning process.

Increased vocabulary test results using the method of *picture and picture* is marked by the acquisition of student values which indicates an increase from the previous cycle. The average value of

students in this second cycle reached 95.7, is in kualifikasi more than enough. When compared to the previous cycle, the average score of students obtained in cycle II has shown an excellent improvement. That is, the value in cycle II has reached the expected minimum completeness criterion, which is 75. To be more clear,

the following graph comparison of the average value of mastery of vocabulary students through the method of *picture and picture* in grade 3 primary school World Society II, to Pre Cycle, Cycle I and Cycle II.

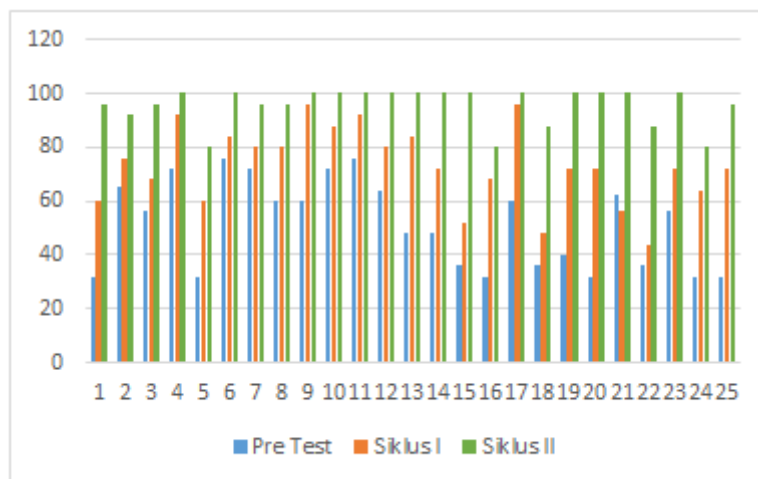


Fig-3: Graph of Student Class Vocabulary Grading 3 on Prasiklus, Cycle I and Cycle II

Based on the graph above, obtained the average picture of vocabulary mastery of grade 3 students has increased from the previous average value on the results Pre Cycle 50, which is classified not complete. In the first cycle obtained an average value of 73 is still below the criteria of completeness of a minimum that is not complete. And on the second cycle obtained an average value of 95.7 above the completeness criteria that are complete minimal. Thus it can be concluded that the mastery of vocabulary siswa class 3 on each cycle has increased. The value of vocabulary mastery through the *picture and picture* method in class 3 on cycle II has reached the minimum defined criteria that is set at 75.

CONCLUSION

Based on analysis and discussion of the findings of the data, it can be concluded that the application of the method of *picture and picture* can enhance the learning process and learning vocabulary in 3rd grade elementary school n egeri Sunia II Banjaran-Majalengka. Based on these conclusions, it is suggested that: (1) the teacher can use *picture and picture* method as an alternative to improve students' vocabulary mastery, and (2) the teacher is expected to be able to choose the appropriate method and equipped with interesting media according to the student's need so that it can motivate the students to be more enthusiastic in following the learning in the classroom

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