

THE EFFECTIVENESS OF USING PICTURED STORY TO UPGRADE STUDENTS' VOCABULARY

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Abstract

The objective of the research was to find out the effectiveness of using pictured story to upgrade vocabulary at the first year student at SMP Negeri 3 Sabbang. The method of this research was pre-experimental method and this research was the second year students of first year at SMP Negeri 3 Sabbang. The researcher took 30 students to represent the total number of population. Pictured story is significantly effective in teaching narrative text to upgrade students' vocabulary of the first year students of SMPN 3 Sabbang. It can be proved by the result of students in pre test and post test. Pictured story is an appropriate method to teach English in junior high school because the students have experiences that almost the same with the story. So, they are curious to know the meaning of the story. Furthermore, it can make classroom situation attractive, interesting and make the students enjoy getting the material, also the students relax during the treatment process.

Keywords: Pictured Story, Vocabulary

INTRODUCTION

In this time many people want to study English language. English has been an important language in Indonesia. It can be seen from the curriculum for Indonesian school. Learning English is not only for adult, but also it is beginning from the young children up to advance level in education. In kindergarten, the English curriculum has been set in teaching and learning. It is different with the learner in advance level.

In reading materials at junior high school consists of four types. Those are: descriptive text, narrative text, recount text, and report text. Every text has different feature. Descriptive text is talking about a text which say what a person or a thing is like, narrative text is talking about tell a story, recount text is talking about event or

experiences in the past and report text is talking about present information about something.

Based on observation doing in SMP Negeri 3 Sabbang, it is still found that many students can not read well, and less understand about text because the students ability in mastering Pronunciation and vocabulary are still low and they are difficult to find out what is the text about and also cannot answer the question which relate to the text. So that, teacher have to be more creative, selective and inovative in choosing suitable techniques. Also they must be able to create pleasant atmosphere in the classroom in order to motivate students to read an English text.

Teaching narrative text by using picture story will be more communicative in teaching and learning process in classroom because the students will be more active reather than teacher and students can feel enjoy in study and easy to understand the material.

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and there I no language exist without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Some researches notify a viewpoint at the vocabulary in teaching process.

Oxford Learner's Pocket Dictionary, New Edition (1995:1331) states that vocabulary is the total number of word in a language, words known to person; the of a here year old, last of words with their meanings, especially at the back of for teaching a foreign language. Collins (1992:44), points out that vocabulary is all the words in a language. Hornby (1989:1425) states that vocabulary is: (1)The total number of words that make up a language. (2) Body of words knows a person or use particular book subject. (3) List of words with the meaning. Richard (2002:258) states. "Vocabulary or word also called a base word or word family is defined the base form (e.g., make) and its inflections and derivatives (e.g. makes, made, making,

maker, and markers). Since the meaning of these different forms of the word are closely related. It is assumed that little extra effort is needed to learn them”.

Reading is not just a passive and reception process, but an active and interactive process between the readers and the researchers thought the medium rat. It means that reading can not stand a part from both the reader and what is written. There are different styles of reading for different situations. The technique which is chosen will depend on the purpose for reading. For example, reading is conducted for enjoyment, information, or to complete a task. Effective and efficient readers learn to use many styles of reading for different purposes. If the reader are exploring or reviewing, he/she skim a document. If searching for information, it scans for a particular word. To get the most out of reading, it's important to know the difference between different types of reading which include four strategies of reading: skimming, scanning, extensive, and intensive.

Related to intensive listening, intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of passage. Intensive reading call involves students' attention to grammatical forms, discourse markers, and other surface structure detail for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like.

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.

Many Language teacher are concerned to help their student develop their ability to use many source in the classroom including picture state not only what from what we hear and read so also what we remember. Picture are not just an aspect of methods but presentation of place, object and people. They are essential part of place, they are utilized as communication media, to use them is reasonable and necessary for visual literacy because they have power to picture attention and to arouse students interest.

Advantages of using pictures in teaching vocabulary are; (1) They can stimulate student to learn. (2) They can give student motivation to use their abilities. (3) They can motivate the learning of new word. (4) They can attract the student. Attention to guess the meaning of unfamiliar word. (5) They can be easily manipulated.

METHOD

The method that applied in this research was pre-experimental method and the population of this research was students at SMP Negeri 3 Sabbang. The researcher took 30 students to represent the total number of population. The instrument to find out the research used reading text in pre test and post test to know ability the students by using narrative. And also the researcher interviewed the students one by one to find out their responses studying by using pictured story.

FINDINGS

The findings of the research reveal the description of the result of data analysis about the effectiveness of pictured story in upgrading students' vocabulary at SMP Negeri 3 Sabbang. The next table shows the total score in pre test and post test :

NO	STUDENTS	THE RESULTS OF :	
		PRE-TEST (X)	POST-TEST (Y)
1	01	3,33	8,44
2	02	4,00	8,44
3	03	2,88	6,44
4	04	4,44	8,44
5	05	5,33	7,77
6	06	4,00	8,88
7	07	4,44	8,00
8	08	5,33	9,11
9	09	5,33	8,22
10	10	4,22	8,44
11	11	4,22	7,33
12	12	4,88	8,88

13	13	5,11	8,88
14	14	5,77	8,88
15	15	6,00	7,77
16	16	4,00	6,44
17	17	6,00	9,55
18	18	3,55	7,77
19	19	4,88	8,88
20	20	4,00	7,55
21	21	5,55	9,33
22	22	4,88	8,22
23	23	5,11	7,11
24	24	3,77	8,22
25	25	5,11	9,11
26	26	5,77	8,44
27	27	4,66	8,44
28	28	5,11	8,66
29	29	3,33	7,33
30	30	2,8	7,77
Total		134.883	268.29
Mean		4.496	8.943

Table shows the result of pre test and post test. It also shows the mean score, which is significantly different between the pre test and the post test. In pre test, the mean score is 4.496 (Fairly Poor) and in post test, the mean score is greatly increase becomes 8.943 (Very Good).

The next table shows about the classification of students' score.

Classification		Pre Test	Post Test
Excellent	(9.6-10)	0	0
Very Good	(8.6-9.5)	0	10
Good	(7.6-8.5)	0	11
Fairly Good	(6.6-7.5)	0	4
Fairly	(5.6-6.5)	5	5
Fairly Poor	(3.6-5.5)	21	0
Poor	(0-3.5)	4	0

It can be seen from the table that in pre test most of students got score in fairly poor classification namely 21 and 4 got poor. This fact implies that most of the student had low ability in vocabulary before the treatment. Only 5 students got.

No one got good, very good and excellent.

In the post test, there was a significant increase of students' score. There were 10 students got very good, 11 students got good and 4 students also got fairly good. Only 5 got fairly This is implies that the students were encouraged to improve the students' vocabulary in English through pictured story in teaching process. No one student got fairly poor and poor score.

CONCLUSION

Based on the results of data analysis and discussion of the results in the previous chapter, the writer concluded that: Pictured story is effective significantly effective in teaching narrative text to upgrade students' vocabulary of the first year students of SMPN 3 Sabbang. It can be proved by the result of students in pre test and post test. Besides that, pictured story is an appropriate method to teach English in junior high school because the students have experienced that almost the same with the story. So, they are curious to know the meaning of the story. Furthermore, it can make classroom situation attractive, interesting and make the students enjoy getting the material, also the students relax during the treatment process. Based on the result of interview, most of the students gave positive responses towards application of pictured story in teaching narrative text to upgrade students' vocabulary.

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