

IMPROVING VOCABULARY MASTERY BY USING DESCRIBING PICTURES OF GRADE VII MTS NUSANTARA MULYOSARI GEDANGAN

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ABSTRAK

Dalam penelitian ini, penulis menerapkan metode mendeskripsikan gambar untuk meningkatkan semangat belajar dan meningkatkan penguasaan kosakata siswa di kelas. Subjek dari penelitian ini adalah seluruh siswa kelas VII MTs Nusantara Mulyosari Gedangan tahun ajaran 2021-2022. Penulis menggunakan Penelitian Tindakan Kelas (PTK) sebagai metode penelitian. Penulis menggunakan gambar deskripsi untuk membangkitkan semangat siswa dalam belajar dan menghafal kosakata dengan metode yang nyaman. Teknik pengumpulan data adalah observasi, tes, dan wawancara. Untuk menganalisis data, ada tiga langkah analisis data. Yaitu reduksi, penyajian data, penarikan kesimpulan dan verifikasi. Hasil penelitian ini adalah pada siklus I rata-rata hasil pretes adalah 44, 2. Pada postes rata-rata hasil tes adalah 57, 6. Selanjutnya pada siklus 2 rata-rata hasil post-test, rata-rata hasil tes adalah 76, 1. Dapat disimpulkan bahwa ada peningkatan pada setiap siklus dengan menggunakan gambar deskripsi. Ketuntasan siswa yang lulus pada pre-test siklus II adalah 53,8%, tetapi terdapat perbedaan hasil pada post-test. Ada 84,5% siswa yang lulus dengan nilai baik. Dari kedua hasil pengujian tersebut terdapat peningkatan sekitar 30,7%. Terjadi peningkatan yang signifikan pada siklus II. Peningkatan ini terlihat dari nilai setiap siswa yang mengalami peningkatan dibandingkan dengan *pre-test*. Ada peningkatan 10, 12,5, 20, 22,5 bahkan 32,5 peningkatan ini membuktikan bahwa metode ini mampu meningkatkan kemampuan kosakata. Karena ada lebih dari 75% siswa yang lulus dengan nilai baik.

Kata kunci: Mendeskripsikan Gambar, Penguasaan Kosakata, Pendidikan

ABSTRACT

In this study, the author applies the describing picture method to improve student's enthusiasm for learning in class and how describing pictures can improve vocabulary mastery. The subject from this study is all students of class VII MTs Nusantara Mulyosari Gedangan academic years 2021-2022. The author uses Classroom action research (CAR) as a research method. The author uses describing picture to create enthusiasm for students in learning and memorizing vocabulary with comfortable method. The technique for collecting data is observation, test, and interview. To analyze the data, there are three steps of data analysis. They are reduction, displaying data, drawing conclusion and verification. The results of this study are in the first cycle, the average of the result of the pre- test was 44, 2. In the post-test, the average of the result of the test was 57, 6. Next, in the cycle 2 the average of the result of post-test, the average of the result of the test was 76, 1. It could be concluded that there was improvement in every cycle by using describing picture. The students who pass the passing grade in the pre-test of the cycle II are 53, 8 %, but there is difference result in the post-test. There are 84.5 % students who pass the good score. From the both tests result there is an improvement about 30.7%. There is a significant improvement in cycle II. This increase can be seen from the value of each student which has increased compared to the pre-test. There are improvement 10, 12.5, 20, 22.5 even 32.5 this improvement really prove that this method able to improving vocabulary skill. Because there is more than 75 % students who pass the good score so this research fulfill criteria of success.

Keywords: Describing Picture, Vocabulary Mastery, Education

A. Introduction

According to baharuddin and wahyuni¹, education is a complex effort which has function to improve the people quality of a nation. This statement strengthens that education is very important in our lives. In this millennial era, of course, English is one of the languages that very need for generations because it is no stranger to us that English is an international language, even we have found English lessons starting at the PIAUD / TK level. This shows that English is included in an important series of lessons for students.

English is the international language therefore of course we cannot avoid language progress in the world. Unfortunately for Indonesian people English language is not everyday language therefore we get difficult to speak every word in English. If we want to speak English fluently, we must master a lot of vocabulary therefore mastering vocabulary also very important for students. In Indonesia learning vocabulary is still unstable, as evidenced by most students who have difficulty speaking especially when they participate in speech competitions often stop speaking because they forget the word. Can be seen their vocabulary is still optimal yet. Besides, the teacher does not teach vocabulary to the students in early education especially at the junior high school. From this researcher is very interested to research how to improve vocabulary in the junior high school.

Listening, reading, speaking and writing are four skills possessed by English as language international. Harris². These four skills are supported by basic language learning, namely structure, vocabulary, pronunciation and spelling. Vocabulary is the basis of English which must be very important to learn, by having a lot of vocabulary it will be easier to learn English and the more you master the vocab it will make it easier to communicate. According to Yusran Pora, vocabulary mastery is an important part for student who wants to understand a discourse, conversation, or writing in English. With a limited vocabulary, it is difficult for us to be able to reach the skills mentioned above³. It means that the first we must learn and mastery vocabulary when we want to control four skills of English.

Based on some of statements above we know that teaching vocabulary is very important because without vocabulary students will difficult to understand listening, reading, writing and how to start speaking. Based on observation toward to the seventh grade students of Mts Nusantara Mulyosari Gedangan, when the teacher was teaching English, I found that the students seemed to be unenthusiastic, 60% of the students focused on their own activities (sleep, noisy and daydream) and 40% of them gave their responses to the teacher's questions in learning

¹ Rifki Amal Fatah, "the use of picture and realia to improve students' vocabulary mastery", *Skripsi* (Salatiga: IAIN of salatiga, 2018), page 1

² *Ibid.*, page 2

³ Yusran Poraz, *Develop Your Vocabulary, Grammar and Idiom*, (Yogyakarta: Pustaka Pelajar, 2007), page.1

English during the teaching learning process. The students have limited comprehension to recognize the meaning of each word uttered by their teacher of English. Moreover, the students are difficult to speak English, it triggers students to be lazy to learn it. Seen when they did not focus in class when the teacher asks they are just silent and confused. After the class was over, I also interviewed some students. The students said that they often felt afraid of learning English because they did not have enough understanding of the meanings of the English words and afraid make a mistake. Some of students still had less vocabulary mastery. The students became passive in the classroom, so they are not able to catch point of knowledge which was delivered by the teacher. It was proven by the average their score about 40 – 50 (*see appendix 1*) this score was obtained by the author in the preliminary study by giving them a written test.

From the explanation above researcher found the obstacles of the students who had difficulty in the process of learning English. Some of the obstacles they have include:

1. The students have difficulty to memorizing words
2. The students have difficulty in understanding the meaning
3. The students have difficulty in pronouncing the words

So many learning techniques to be fun and make the students more focused, one of that is use media, Arsyad said that in a teaching and learning activities, teaching method and learning media are two important elements. These both aspects are interconnected. According to Larsen and Freeman one of the effective teaching methods is direct method. There are some techniques considering appropriate for teaching for young learners English, one of them is teaching English by using the picture. Statement of Asnawir and Usman media is something which can convey message and also can encourage brain, feel and wish of students, so it can help them to study. The use of media for students is one of way very important because it causes make them get the materials clearly. There are kinds of media such as picture, video, realia, graph and etc. In this research, the researcher wants to apply pictures in teaching junior high school students.

One resource from Wright that can make the students stimulates interest and enthusiasm is pictures. According to Hamalik, Pictures are the effective visual media that are very great and simple. They can facilitate students to understand the ideas clearly. Burn states that pictures will help us start a new topic or capture the interest of students to view and discuss the topic. Based on some statements above we know that the pictures have positive impact in process teaching and learning, even pictures can help process learning more interesting and easier for students understand a lesson.

On 13 July 2021, researcher conducted preliminary study in Mts Nusantara Gedangan, based on researcher observation, the researcher do the pre-test to know students score that

students on mts nusantara gedangan have low score for vocabulary skill, every teacher ask something they can't answer like nouns around us, verb in our daily activities, etc and don't have feel interesting to memorize vocabulary, they only said that English very difficult to understand and they feels difficulty to read every words.

Based on those conditions, teacher needs appropriate teaching method for improving the vocabulary mastery. According to Lado, "pictures of many kinds have been successfully used to show the meaning of word and utterances. They are particularly effective to cut the meaning stimulus in practice exercise". The use of pictures in improving vocabulary will help the students in memorize in every word. Beside pictures is one of good instrument to make the student more interest and enthusiastic. Researcher hopes by this method the student be able to increasing in getting score and get motivation in learning English vocabulary. Thus, researcher conducts a research entitle "Improving vocabulary mastery by using describing pictures of grade VII MTS Nusantara Mulyosari Gedangan".

Based on the problem, this research is aimed to know how developing describing picture strategy to improve the student's vocabulary skill of seventh graders MTs Nusantara Mulyosari Gedangan. The researcher hopes that this research can assist to the next researcher, especially in using describing picture to improve student's vocabulary skill. Previous research conducted by Heri Marzuki entitled "Improving Students Vocabulary Mastery by Using Pictures Media at The Third Grade of SDN 010 Kepenuhan". This research discussed how to overcome the existing problem on the field as well as to described and also explain whether the pictures media can increase the student's vocabulary mastery. This research was classroom action research (CAR). This research was conducted in two cycles that consisted of four meeting in a cycle. The result of this research in pre-test 56.80%, cycle 1 71.80% and cycle 2 80.47%. The result of this research indicated that the pictures media could improve the students' vocabulary mastery, then found the factors that improved: (1) The selection of appropriated pictures media. (2) Applying pictures media. (3) Management of the class. (4) Practiced. (5) Teacher supported the students as the facilitator and motivator.⁴

The second previous research was conducted by Rifqi Amal Fatah entitled "The Use of Pictures and Realia to Improve Students' Vocabulary Mastery". This study was classified as classroom action research (CAR). It was conducted in two cycles. Each cycle consisted of four steps, they were planning, action, observation, and reflection. The research is about the use of pictures and realia to improve student's vocabulary mastery of the third grade students of SDN Karanggondang 01 in the academic year of 2017/2018. The result showed that the

⁴ Heri Marzuki, "Improving Students Vocabulary Mastery by Using Pictures Media at The Third Grade of SDN 010 Kepenuhan". *Skripsi*, (Pasar pengajaran: Universitas Pasir Pengaraian, 2015)

implementation of pictures and realia to improve student's vocabulary mastery of the third grade students of SDN Karanggondang 01 in the academic year of 2017/2018 is really successful. The students who passed the passing grade improved gradually from the cycle I and the cycle II. The passing grade was 65. The improvement of the student's vocabulary mastery in using pictures and realia of in the cycle I, the t-test was 7.002 and the t-table was 2.056. The significant level was 5%. Then, in the cycle II, the t-test was 7.473. the third grade students of SDN Karanggondang 01 is significant.⁵

In this case, previous study used object at MI/SD level students to improve vocabulary using pictures. Meanwhile, this study applies the picture method to improve vocabulary for students at the MTS/SMP level.

B. Research Method

This research design was classroom action research (CAR). The author chooses classroom action research to improve their Quality in learning and teaching English and correct classroom learning and teaching process to be better. A simple way to understand action research is take a look at the term itself and separate its parts. "Action" means pretty much what you might think it would. In terms of action research, the action is what you do as a teaching professional in the classroom. Creating the learning environment, interacting with students, developing lesson plans, assigning homework, and almost everything you do in your daily routine of teaching constitutes the "action" of action research⁶. The author conducted in MTs Nusantara, Mulyosari, Gedangan, wich is located at Jl Siswa No.15B Mulyosari RT 67 RW 20 Sumberejo, Gedangan, Malang. The researcher chooses this school because she is someone who teaching in this school as English teacher. This school is a new school that was only established in 2020 and still very new so that in this school still have a minimum strategies of learning, that is my reason too for choose this school for my research. The object of this research is all of students of VII MTs Nusantara Mulyosari Gedangan.

In a research, Source of the data is one of the important things. The source data from this study are all students of class VII MTs Nusantara Mulyosari Gedangan (Academic years 2021/2022) This students in class VII still realy pure. They are only have limited vocabulary even though very less to mastery english. So that author vey interesting to research them for develop method describing pictures to increase vocabulary skill. To collect th data, researcher used observation, test, and interview. Observation is a generic term to refer to the process of data

⁵ Rifqi Amal Fatah, "The Use of Pictures and Realia to Improve Students' Vocabulary Mastery", *skripsi* (Salatiga: IAIN of Salatiga, 2018)

⁶ Robert P. pelton, *An introduction to Action Research*, (America: United States of America, 2010), page. 4.

gathering⁷. Data collection techniques with observation are used when research regarding human behavior, work process, natural symptoms and if the respondent observed is not too large. The focus of the observation is on data related to the criteria of success that have been decided.

C. Research Finding And Discussion

1. Finding of cycle 1

Cycle 1 was conducted from 17th, 18th, of July 2021. There were two meetings in Cycle 1 and there were several phases namely planning, implementing the action, observing, and reflecting.

a. Planning

This action plan is compiled to include:

- 1) A lesson about animals, transportation and fruits (the teacher provide the picture meeting 1: cat, bycle, and apple and in meeting 2 : rabbit, car, and watermelon).
- 2) tools for the materials to be used in activities: paper for describing picture, laptop, pen.
- 3) observation sheets
- 4) Storing sheets for interviews. Cycle 1 was held for two meetings on 17th of July 2021 until 18th of July 2021.

b. Implementing the Action

Implementation of describing picture to improve students' vocabulary skills for Cycle 1 was conducted in two meetings. Each meeting includes teaching before, main and post teaching based on lesson plans that have been prepared previously by researchers. In conducting this study, the writer acts as a teacher.

1) Meeting 1 of Cycle I Saturday, 17th of July 2021

The first meeting begun by circle sit in the class, greeting the students and praying together. After praying, the writer gave motivation to the students. Then the writer checked the students' attendance list. The next activity was directing students to the material to be taught by giving several questions related to the material. For example, "Do you know this is?", "are you like this animal?", and more. Before the core activities the teacher introduced describing picture as the way to improve vocabulary skill in interesting way for students. The author gave the example of describing picture then explained about animals in picture. Then, the teacher asked all students to write the vocabularies besides on the result of their examined the picture. After that author reading vocabulary following by students. And then, teacher asks the student to answer what the teacher pointing at the picture.

⁷ Ibid, page. 218.

The students looked so interested and motivated with the new technique in teaching vocabulary but they were still confused because they never knew this method yet. During teaching and learning process through describing picture, most of the students paid more attention to the author explanation. Although some of them also did not pay attention by having chitchat with their friends, the author was able to handle the class. In the final activity, to strengthen the material provided, the writer asks students to doing the task. In the closing activity the teacher invites students to clean up and pray after learning together.

2) Meeting 2 of Cycle I Sunday, 18th of July 2021

In the second meeting begun by circle sit in the class, greeting the students and praying together. After praying, the writer give motivation to the students. Then the writer checked the students' attendance list. Before doing core activities the writer explained noun (kata benda) again then implemented describing picture, in this study explained about animals, transportation and fruits. Then, the writer explained describing picture and how to remember vocabulary by using describing picture. Then, every student gets one picture and must guess it. After that, every student describes their picture by speaking. Although some of students still felt difficult speak English, but in this activity, the students looked very serious and pay attention.

In the final activity, to strengthen the material provided, the writer asks students to doing the tasks. In the closing activity the teacher invites students to clean up and pray after learning together.

c. Observation

Here the author observed the students activity by using checklist in the learning process. This observation was purposed to know how far the situation and enthusiasm of the students during teaching and learning process. The purpose of this activity was to evaluate the learning process, collecting data and monitor the class.

Table 2: The Students' Result Observation Check List in Cycle I

| No | Indicator | Yes | No | Descriptions | Obstacles | Solutions |
|----|--------------------------------|-----|----|--|---|---|
| 1 | Pay Attention | √ | | The students paid attention when the teacher explained the materials | | |
| 2 | Activeness in asking questions | | √ | There were just two students who asked about the names of fruits and animals on the pictures | The students were still ashamed to deliver their question but some students | The teacher explained more and tried to make the students felt comfortable with the classroom |

| | | | | | | |
|---|------------------------------------|---|--|--|--|-----------|
| | | | | | were curious about the materials given | condition |
| 3 | Activeness in responding questions | √ | | The students always responded the teacher questions | | |
| 4 | Enthusiasm in doing test | √ | | There are more than a half of students who are happy in doing test | | |

The teacher analyzed the data of pre-test and post-test. First she gave score to the students based on the rubric assessment. Score of each question is 2,5 and for wrong answer is zero, so the maximum score in this test is one hundred.

The calculated numbers of students who pass the good score in the pre-test above are:

| Criteria | Number of Students | presentation |
|-------------------|--------------------|--------------|
| Excellent(86-100) | | |
| Good (61-85) | 2 | 15,3% |
| Fair(47-60) | 1 | 7,6% |
| Very poor(0-45) | 10 | 76,9% |

The data above shows that the students who get score above 60 are only 15, 3%. It means there are still many students who get score low. There are 76, 9% students who get score under 45. While in this research the writer hoped that there should be at least 75 % of the students who pass the good score (above 60). According to the result data above the target of the good score in the pre-test of the cycle I is not achieved.

The calculated numbers of students who pass the good score in the post-test above are:

| criteria | Number of Students | presentation |
|-------------------|--------------------|--------------|
| Excellent(86-100) | | |
| Good (61-85) | 7 | 53,8% |
| Fair(47-60) | 3 | 23,07% |
| Very poor(0-45) | 3 | 23,07% |

The data above shows that the student's score is improving. From ten students to only three students who get very poor category scores. It means their score be better than before. And

also who pass the good score are more than half of the number of students. Compared with the result of the pre-test, in this post-test students have a good improvement can be seen from percentage above that only 23, 7% or 3 students get very poor score. And also score every student improvement can be seen in the table above there are improvement 10, 12.5, 15, 20. But because in this research the writer hoped that there should be at least 75 % of the students who pass the good score and in the result of post-test still 53, 8% therefore post-test in the cycle I is still not achieved.

d. Reflection

Based on the previous observation and evaluation, the author found the weaknesses of Cycle 1 one of that when the teacher explain the material by describing picture with students sitting in a big circle makes students less focused because the teacher can't condition it And revised the plan in order to avoid the same weakness for the next cycle. There were some findings obtained from the analysis of teaching and learning result. Based on the students' vocabulary skill of cycle 1, there were 7 or 53, 8% students who passed the test and there were students who failed the test, and the average of their score is 57, 6.

2. Finding cycle 2

Cycle 2 was the continuation of Cycle 1 Cycle 1 and Cycle 2 had the little different rules and different material. In cycle 2, the researcher simplifies the materials and explains more comprehensively. Cycle 2 was conducted from 24th and 25th of July 2021. There were two meetings for Cycle 2 in conducting this study. There were several phases namely: re-planning, implementing the action, observing, and reflecting.

a. Revising the plan

In the following, there are several things that are planned to be improved in Cycle 2. There are some different step from cycle 1 namely :

- 1) the teacher gives a briefing on the direction and motivation in conveying learning in class. In the first cycle student sit around together but in the cycle 2 researcher make some groups from 13 students divided into 3 groups.
- 2) The material still same about animals, transportation and fruits only differ in content (meeting 3 picture : fish, helicopter and durian. In meeting 4 picture: elephants, ship and grapes).
- 3) And in the cycle 2 the author gives encouragement and appreciation to children who can remember and know the meaning of vocabulary well. By giving appreciation, the author hopes that students have very high enthusiasm.
- 4) For the assignment in cycle 2 is still same as cycle 1 with 40 questions.

b. Implementing the action

The implementation of describing picture to improve the students speaking skill for Cycle 2 was conducted in two meetings.

1) Meeting 3 of Cycle II Saturday, 24th of July 2021

Firstly, the teacher entered the classroom and started the lesson by saying “Assalamualaikum warahmatullahi wabarakaatuh” and also said good morning to the students. The students felt enthusiastic to study it was caused they wanted to continue learn about animals, transportation and fruits.

Before starting the lesson the teacher invites all students to tongue twister (brain storming) in order to liven up more enthusiastic class atmosphere, after that the teacher asked to the all students about the previous material. There were some students who can respond me but there were also some students who were still confused about the last material. After the students remembered about the material given in the last meeting, the teacher gave some reviews about animals, transportation and fruits. After finishing it the teacher prepared to use pictures again to explain about the material. The teaching and learning process by using these media made the students enthusiastic. Next the teacher writes in the blackboard some difficult vocabulary. After that the teacher continues read the vocabulary following by all students.

Finally, the writer led the students gave them chance to ask questions related to the materials that were still not clear enough. And continued with memorizing vocabulary one by one to the teacher. The teacher concludes the material and before closed the class by saying hamdallah and salam the teacher give some appreciation for 3 students who remember vocabulary fluently.

2) Meeting 4 of Cycle II Sunday, 25th of July 2021

The fourth meeting same with previous meeting, the teacher started the lesson by saying “Assalamualaikum warahmatullahi wabarakaatuh” and also said good morning to the students and of course pray together. Then, the writer led the students to mention the previous material by giving them brainstorming in the form of vocabulary about animals.

Main teaching the writer gave enough explanation and guidance to the students in describing picture. In this condition, the students were very enthusiastic. Some students also began to be active by asking some questions to the writer.

Then, in the following activity, the writer focused on the implementation of describing picture. The writer asked the students to continue the first material in previous meeting. Before closing this lesson, they describe the picture in front of the class.

In the end of the class, the writer also gave motivation and gave some appreciation for 3 students who remember vocabulary fluently and closed the class by saying Alhamdulillah.

c. Observation

Here the author observed the students activity by using checklist in the learning process. This observation was purposed to know how far the situation and enthusiasm of the students during teaching and learning process. The purpose of this activity was to evaluate the learning process, collecting data and monitor the class. In this observation, the students looked enthusiastic in follow teaching and learning process. The teacher remained to the material which had been studied previously by giving questions to students. There were some students who could answer the questions from the teacher. After explaining the material, the teacher asked the students to guess their opinions about sample of animals, transportation and fruits by using pictures. In doing those activities they looked more confident and just several students who can't answer correctly.

Table 5: The Students' Result Observation Check List in Cycle II

| No | Indicator | Yes | No | Descriptions | Obstacles | Solutions |
|----|------------------------------------|-----|----|---|-----------|-----------|
| 1 | Pay Attention | √ | | All students always paid attention to the teacher, listened seriously and sit neatly | | |
| 2 | Activeness in asking questions | √ | | There were six students who asked about kinds of animals, transportation and fruits around them | | |
| 3 | Activeness in responding questions | √ | | The all students responded the teacher questions spiritly | | |
| 4 | Enthusiasm in doing test | √ | | All of the students did pre-test and post-test enthusiastically | | |

The teacher analyzed the data of pre-test and post-test. First she gave score to the students based on the rubric assessment. Score of each question is 2,5 and for wrong answer is zero, so the maximum score in this test is one hundred. The calculation and the result of pre-test and post-test are presented below:

Table 6 : Students' score of post-test

| No. | Name | Number of correct answer | Score | Classification |
|-----|----------------------|--------------------------|-------|----------------|
| 1 | Agung firmansyah | 20 | 75 | good |
| 2 | Aziz | 19 | 70 | good |
| 3 | Dewi anjani | 32 | 90 | excellent |
| 4 | Ahmad fahri agustian | 16 | 72,5 | Good |
| 5 | Friska rama dhani | 26 | 85 | good |

| | | | | |
|-------|-------------------------|----|------|-----------|
| 6 | Luluk masruroh | 31 | 87,5 | good |
| 7 | Muhammad kurzaini | 21 | 75 | good |
| 8 | Nur aisyah | 26 | 75 | good |
| 9 | Refa aulia putri | 30 | 87,5 | Excellent |
| 10 | Riyan aditia | 15 | 60 | Fair |
| 11 | Selamet Ibrahim | 25 | 72,5 | good |
| 12 | Wahyu febian | 14 | 55 | Fair |
| 13 | Marda tilaafida akhfani | 25 | 85 | Good |
| Total | | | 990 | |

The calculated numbers of students who pass the good score in the post-test above are:

| criteria | Number of Students | Presentation |
|-------------------|--------------------|--------------|
| Excellent(86-100) | 2 | 15,3% |
| Good (61-85) | 9 | 69,2% |
| Fair(47-60) | 2 | 15,3% |
| Very poor(0-45) | | |

The data above shows that there is an improvement if we compare with pre-test. The students who pass the passing grade in the pre-test of the cycle II are 53, 8 %, but there is difference result in the post-test. There are 84.5 % students who pass the good score. From the both tests result there is an improvement about 30.7%. There is a significant improvement in cycle II. This increase can be seen from the value of each student which has increased compared to the pre-test. There are improvement 10, 12.5, 20, 22.5 even 32.5 this improvement really prove that this method able to improving vocabulary skill. Because there is more than 75 % students who pass the good score so the author decides that it doesn't need to do cycle III.

d. Reflection

The author reflected the lesson plan and the action. The student's score and the checklist were used to make proper reflection. The passing grade (good score) for English subject is 61-85 and there are 84, 5% of the students who get good score even get more score. In the pre-test, there are just 53.8 % of the students who get good score. It means there is a significant improvement. After using reflection from cycle I, the student's scores improve as many as 30, 7 % in the post test of the cycle II. Because there are two times improvements in cycle I and II, the teacher decides to stop the cycle because 84.5 % of the students have already passed the good score.

Discussion

Based on the data exposure applying the describing picture method for improving student vocabulary skills in seventh graders of Mts Nusantara above, it can be summarized in the research findings. In general, the activities of the method that describing picture can improve

students vocabulary skills at MTs Nusantara Mulyosari Gedangan. The quality improvement is as follows.

Improving student's vocabularies skill through describing pictures makes students happy and enjoy remember vocabulary. The students are easier to remember word by word and faster to understand the meaning of vocabulary. Based on the results of the recapitulation assessment in the development activities at this initial cycle, and found an increase in vocabulary skills by 53, 8%. With these data, the improvement in vocabulary skills of students using describing pictures has not been maximally successful. In the development activities in this last cycle, it has been relevant to the design of daily activities that have been made. Based on the recapitulation of the assessment in development activities in cycle 2, it was found that there was an increase in students vocabulary skills compared to before the implementation of cycle 1, in the second cycle the completeness of the learning process of students in improving vocabulary skills was 84, 5% (11 of the 13 students). Based on the teaching learning process, it could be seen that the students had improvement in vocabulary skill after the implementation of describing picture. The improvement could be seen from the criteria of success that had been achieved by the students. After scoring the students final draft, the author stuck up the number of students who passed the criteria of success in students' previous score, the students' vocabulary skill of cycle 1, there were 7 students who passed the test and there were 6 students who failed the test. Next, the student's test of cycle 2 most of students gained or passed of the goal criteria of success were 11 student and only 2 student who failed the test. To know how far the improvement, it will be shown as follow:

| No. | Analysis | Cycle 1 | Cycle 2 |
|-----|--|---------|---------|
| 1 | Mean of pre-test | 44,2 | 57,6 |
| | Mean of post-test | 57,6 | 76,1 |
| 2 | Number of students who pass the good score | | |
| | Pre-test | 15,3% | 53,8% |
| | Post-test | 53,8% | 84,5% |
| | Improvement | 38,5% | 30,7% |

In view of the data above, it could be concluded that there were improvement of the result of student's vocabulary skills during conducting the author by implementing describing picture from preliminary, cycle 1 and cycle 2. On the other word, focus on the data it showed that the learning process was success. In the case, all of the data had fulfilled the writer criteria of success. Therefore, the author decided that the cycle 2 was enough to do the research. From the data, it showed that there was improvement in every cycle. In the first cycle, the average of the result of the pre- test was 44, 2. In the post-test, the average of the result of the test was 57, 6.

Next, in the cycle 2 the average of the result of post-test, the average of the result of the test was 76, 1. It could be concluded that there was improvement in every cycle by using describing picture.

D. Conclusion And Suggestion

The author conclude based on the findings and discussion of the previous chapter. **First**, The author conducted this research to solve the problem faced by students at seventh graders of Mts Nusantara. The study find out that students have difficulties on learning English especially they have limited vocabulary and their vocabulary score is very low. Here the author used solution to solve the problem used describing picture because describing picture had some advantages. First, it can become active teaching and learning activities. Second, picture can improve enthusiasm students. Third, it can make it easier to remember vocabulary and grasping the meaning. And the last, teach students to be more confident. When applying this method of describing picture, of course, researcher must look for images that match the competencies and the material, here researchers use image sources from internet and it costs a lot to print them and distribute them to students one by one. Because it cost a lot of money the researcher decided to make the students in the class in several groups for saving paper and also use the help of laptops in giving explanations to students. And the author's opinion, describing pictures is very suitable for young learners, more precisely, elementary school and junior high school.

Second, The implementation of describing picture of the seventh grade students of Mts Mulyosari Gedangan in the academic year of 2021/2022 had been done in the two cycles. The students' vocabulary mastery can increase through describing picture as the chosen method. The findings show that the improvement of the students' vocabulary mastery increases after the students were taught by using describing picture. It can be seen from the comparison between all of the score of cycle I and cycle II. The findings display that the students' vocabulary mastery increases from pre-test until post-test. The result showed that the mean of first pre-test is 44, 2, the mean of first post-test is 57, 6, the mean of second pre-test is 57, 3 and the mean of second post-test is 76, 1. It means that using describing picture is able to improve the students' vocabulary mastery because the average of all the students achieved the criteria of success and the results on the post-test in cycle 2 exceeded the expectations of the author, students who get good score of more than 75%.

After knowing the findings of the research, the writer formulated some suggestion to the teacher and researcher. Hopefully it can be useful for them in the future. For the English teacher, The teacher should create the class more active and make the students enjoy in learning English. Teacher should be creative in using teaching media, for example by using pictures. Really that picture can interest the students especially in learning vocabulary. Further, teacher should

motivate the students to be more active in expressing their ideas during the learning process runs. Furthermore, the teacher must know the students' necessary related to the competency which they need. For the future researcher, The result of this study can be used as an alternative reference to further research with the different sample and occasion. Then, the writer also suggested that the next author be able to do study using describing picture with some changes in terms of description or different skills such as listening, speaking and writing. And the writer hopes that the next writer will be more active and creative in implementing this strategy during teaching and learning process.

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