Abstract: The research is aimed to improve the students’ vocabulary mastery through picture it strategy. The subject of this study was 25 first grade students of SMPN 2 Tanjung in academic year 2013/2014 consisting of 15 males and 10 females. The research was classroom action research with two cycles, each cycle consists of four steps: planning, acting, observing, and reflecting. The data gathering used written tests, observation sheet, and questionnaires and analyzed by using quantitative and qualitative approach. Based on the data analysis, the study showed that picture it as strategy in teaching learning vocabulary was able to improve the students’ achievement of the first grade students of SMPN 2 Tanjung in academic year 2013/2014. After two cycles were conducted, it was found out that there was an improvement of the total mean scores of the students’ achievement from test 1 and test 2, respectively 77.8 and the percentage was 80%. The result of the students’ achievement with passing scores in test 1 were 52% (poor) and those in test 2 were 80% (very good). The result of the second cycle that the mean score was 77.8 and the class percentage was 80% indicating that the target of 75 of the minimum criterion has been achieved, therefore the action was stopped.

Key words: Improving, Vocabulary Mastery and Picture It

INTRODUCTION

Vocabulary plays an important role in language learning. We cannot hold speaking without vocabulary. It is the basic element of English subject. We will not have skill in English without mastery of English vocabulary. It is because of vocabulary mastery is the key to the students understanding what they hear and read, and to communicate successfully with other people. Vocabulary is the term of words which make up a language and range of words to know, or used by a person trade, profession, and so forth. (Hornby, 1986: 959).
know much about vocabulary we could easily to understand, communicate, and speak fluently with others. Meanwhile, the researcher finds that many of students are difficult to improve vocabulary because. They just pay attention to what the teacher’s explanation or rewrite the vocabulary that’s written by the teacher on the white board that influence the student motivation in learning English, especially in learning vocabulary. Therefore, the English teachers should be able to apply certain way or strategies to enrich their students’ vocabularies. The word strategy itself is based on the Greek. It is the plural form of “strategia”, and the meaning is an art of troop leader, office of general, command, and generalship. Therefore the “strategy” is a high level plan to achieve one or more goals under conditions of uncertainty.

The fact that the researcher found that most of the students in SMPN 2 Tanjung based on the researcher pre observation show us that they feel bored to learn English. So that way the researcher’s chose SMPN 2 Tanjung as the research place, the researcher wants to know how the improvement of the students’ vocabulary if the researcher implementing the new strategy in there. Based on the explanation above, the writer was interested to conduct the research entitled improving student’s vocabulary mastery trough picture it strategy at the first grade student of SMPN 2 Tanjung in Academic year 2013/2014 by addressing the following statement of the problem

1. How is the use of picture it strategy able to improve the students’ vocabulary mastery of the first grade student of SMPN 2 Tanjung in academic year 2013/2014?

2. What are the student’s responses to the picture it strategy that use by the teacher in teaching vocabulary at the first grade student of SMPN 2 Tanjung in academic year 2013/2014?
Therefore, the purposes of this study are To identify whether the use of picture it can improve the students’ vocabulary of the first grade students of SMPN 2 Tanjung in academic year 2013/2014 or not and To describe the student’s responses to picture it that use by the teacher in teaching vocabulary at the first grade student of SMPN 2 Tanjung in academic year 2013/2014.

LITERATURE REVIEW

Vocabulary

The definition of vocabulary in the Oxford dictionary is all the words that a person knows or used, all the words in a language and the list of words with their meanings, especially in a book for foreign language learning. Moreover, there is another definition of vocabulary, it is according to Hornby (1986:959) defining vocabulary as the: total number of words which (with rules for combining them) make up language, range of words known to, or used by a person in a trade, profession, and, a list of words used in a book.

Basically, there are two types of vocabulary in teaching. It includes active and passive vocabulary. Active vocabulary refers to the word that’s mostly used in dictionaries, conversation, and writing. Otherwise passive vocabulary understood to mean that they will be understood and remembered when we read. According to Deighton (1971: 461):

“Vocabulary is the most important components of language power. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills”.

Teaching vocabulary is an activity to acquire some new words to improve the language. According to Hornby (1986: 1131), vocabulary is the total number of words in language an individual knows and those words are used as a vehicle of language to express ones’ thoughts. So, teaching vocabulary is an activity to
acquire some new words to improve the language. Ellis (1985: 1030) explains some strategies to develop the vocabulary of students in learning English quickly:

a. Preparing and memorizing vocabulary list

Some of the learners try to keep vocabulary in list to make them easily memorize the words.

b. Learning words in context

Some of the students just pick up the vocabulary items from the context.

c. Practicing vocabulary.

Practicing vocabulary means that students try to practice their vocabulary in some ways. For example, they put words into a different structure in order to drill one, they can read some text to reinforce their vocabulary, and the students can practice their vocabulary by repeating words. By this way, not only students develop their own strategy to learn vocabulary, but also the teachers have strategies to help the students dealing with unknown vocabulary.

**Picture It**

Picture it is an instructional strategy that focuses on the acquisition of the alphabetic principle. The alphabetic principle is the concept that words are composed of letters, which represent sounds. It has a number of words, phrases, idioms or situation ready to give to students (either written on cards or just ready to whisper to individuals). If we do this exercise with idioms, it is especially important that these should be taken from material which you have taught recently, otherwise they will be unpredictable. Give one student the first item, and then - without speaking or using written words - this student must try to represent it in picture form on the blackboard. The rest of the class tries to guess what the drawing represents (Marsland, 2009:48). There are two variations of picture it strategy:

a. If you have no blackboard, this can be done as a version of the mime game “charades”, with student acting out each phrase or situation to be guessed. In this case it is probably best to tell the class the topic of the word or situation to be guessed.
b. Separate the class into two teams. Each team then makes a list of phrases or situation which the other team has to work on according to the rules of the game, i.e. with one of the teams drawing or miming and the others guessing. The team, which guesses the most items correctly is the winner. Picture it can be used to teach new vocabulary. As students struggle to develop their artwork, they find that certain emotion, motivation, and so forth are hard to depict. Student may wish to incorporate vocabulary into their picture to exemplify these concepts.

METHODS

In this study, the researcher applied classroom action research (CAR) with the following research procedure

Cycle I

a. Planning

Planning was a phase which the researcher prepared the instructional strategy/technique to be developed the study to solve the problem found during preliminary study.

b. Acting

This stage is intended to implement the instructional strategy/technique that had been planned in a lesson plan.

c. Observing

Observing classroom action research was conducted to know and to get complete descriptions objectively about the improvement of the process of the learning and the effect of the action in the form of data. These data were obtained through this observation include quantitative data and qualitative data. So that, the researcher gave the students both tests (pre test and post-test) in the form of essay test and qualitative data in the form of a questionnaire.

d. Analysis and Reflecting
The results of the observation were submitted and analyzed in this stage. The problems were analyzed, whether the technique improves the students’ vocabulary in teaching and learning process.

**Cycle II**

The second cycle was conducted like the first cycle steps, such as planning, action, observation, and reflection by doing some completions based on the result of reflection on the first cycle. It was conducted because the first cycle did not reach the criterion score, which had determined by the teacher and researcher.

In this research, the researcher acted as a teacher who implemented the picture it strategy in students’ vocabulary learning. Thus, the researcher not only as a researcher, but also she was a planner, she made pre-test, a lesson plan, post-test for the cycle, and these responsibilities was accompanied by the English teacher at SMPN 2 Tanjung who acted as a collaborator.

The Subject on this research was the first grade students of SMPN 2 Tanjung in academic year 2013/2014 with 25 students and consist of 15 males and 10 females. And the object of the research was picture it strategy to improve students’ vocabulary at the first grade students of SMPN 2 Tanjung in academic year 2013/2014.

In this classroom action research the researcher used quantitative and qualitative data. In analyzing of quantitative data the researcher measured the mean score of students could be expressed in symbols as:

$$M = \frac{\sum X}{N}$$

Where:

M = the mean score of the students.

\(\sum X\) = the Individual score

N = the number of students
FINDINGS

Based on the results of the mean scores of pretest which was 56.88 was passed by those of posttest of cycle 1, and posttest of cycle 2. After the researcher conducted the picture it strategy in cycle 1 the mean score of students was 68.2. It means that the students’ mean score also did not reach the minimum criterion of KKM 75 yet. Because of the students’ mean score was less than 75 the researcher continued to the cycle 2 And the mean score of the students was 77.8. So, it means that there were some improvements from the post test cycle 1 mean score and post test cycle 2 means score. The data show that the mean score of pre test is 56.88. There are 6 students or 24 % of the students who got the score above the Minimum Criterion, meanwhile the other 19 students were below that criterion. It implied that the first criterion has not fulfilled yet, but we could see the improvement after students taught by using picture it strategy which the mean score of post test cycle 1 was 68,2. There were 13 students or 52 % got the score above the Minimum Mastery criterion, and post test cycle 2 was 77,8. There were 20 students or 80 % got the score above the Minimum Mastery Criterion. Therefore the action was stopped.

The result of students' questionnaire

The result of students questionnaires could be concluded that most of the students were easier to remember the new vocabulary which was taught in picture it. Because the percentage reaches out for 80 % earned that by using picture it strategy could make them easier to remember the new vocabulary. The second was about the students’ responses to the picture it material were used by the teacher in teaching vocabulary. The students were comfortable during learning vocabulary by using picture it, and their responses to the topic of material was used in teaching vocabulary was very good, because there are 80 % students stated that they like the picture it material used by the teacher in a learning activity.

DISCUSSION

After the computation of the data, the result of pre test was 56,88 (24 %), post test cycle 1 was 68,2 (52 %), and post test cycle 2 was 76,2 (68%). We can see the comparison before and after teaching vocabulary by using picture it strategy. It
means that picture it strategy, could improve the students’ vocabulary at the first grade students of SMPN 2 Tanjung in academic year 2013/2014. Most of the students could answer the test that was given by the researcher after implementing picture it strategy in teaching vocabulary. The result of this data has answered the first statement of the problem. The improvement of students’ scores was influenced by the motivation. It shows that most of the students like English and vocabulary lesson, because English is one of interesting lesson and vocabulary is part of English that must be mastered, it can be seen from the class percentage reaches out for 88%. Then, it could be concluded that most of the students like when given game in their vocabulary class, they become more active to learn English. Based on the percentage that reach out for 88%. About picture it was implemented in teaching vocabulary, most of the students is like about it. The result of this data has answered the second statement of the problem.

**CONCLUSIONS AND SUGGESTIONS**

**Conclusions**

Picture it strategy can develop and motivate students in learning English, especially in learning vocabulary. So picture it strategy effectively used in teaching vocabulary to improve students’ vocabulary, it was proven by their response is very good, It based on the result of a questionnaire which showed that more than 75% of the students are enthusiastic to participate during the teaching learning process, and their scores between first cycle and second cycle was improved, its proved by the result of the test, more than 80 % of the students’ score of vocabulary mastery test was greater than or equal to 75.

**Suggestions**

In order to improve the students’ vocabulary and to make the teaching learning process more fun and could be caught well, the researcher suggests for all the English teachers, that picture it strategy should be implemented for all students, it aims to avoid the students' boredom and to attract the students' motivation to learn more about English, especially vocabulary. Then students should use the picture it strategy with their friend as medium to improve their vocabulary mastery.
REFERENCES


