

**IMPROVING STUDENTS VOCABULARY IN EXPLANATION TEXT BY
USING PICTURESERIES**

*(A Classroom Action Research of the Eleventh Grade Students of SMK
Muhammadiyah 5 Kalitidu Bojonegoro in the Academic 2018/2019)*

THESIS

BY

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LEGITIMATION

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This is to certify that the sarjana's thesis has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Language Education of IKIP PGRI Bojonegoro on August 20th 2019.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction which includes general background of the study, statement of the problems, the objection of the study, significance of the study, and definition of key terms.

A. Background of the Study

As an international language, English has gained popularity around the world, including Indonesia. English is taught as a foreign language in Indonesia and teaching foreign languages especially English for children has become very important in recent years. According to Crystal in Freeman and Long (1991), English is a second language for most people of the world which has increasingly become the international language for business and commerce, science, and technology, and international relations and diplomacy.

English is one of the subjects taught to young learners or junior high school students. The purpose of teaching English is to make students use language to communicate in real life. And in communicating a person requires a broad knowledge of the vocabulary of course. Tarigan (1993) states that the quality of one's language is clearly dependent on the quality and quantity of the vocabulary they have, the greater the likelihood of skilled language.

According to Manser (1995), Vocabulary is the total number of words in a language. While, Morales (2005) stated that vocabulary is a listing of the words used in some enterprise. Furthermore, Hidayati (2007) stated that vocabularies are the words that are taught in the foreign language. From the opinions above, we can conclude that vocabulary is a listing of all words that are taught in the foreign language. Vocabulary refers to the words we must understand to communicate effectively.

Mastery of foreign languages is a necessity in the era globalization like this. It is caused by language is the most important instrument for communicating with people another or can also be called a tool for communication. Vocabulary has an important role in language learning. Although vocabulary is not always a priority in language learning, attention to vocabulary words in language learning have increased rapidly. Many experts now emphasize the need for a systematic approach for vocabulary learning. One of the drivers of increasing vocabulary status in language learning is the development of communicative approaches and methods that emphasize understanding. Proponents of this approach and method state that the initial learning stage should be emphasized in vocabulary and grammar (Nunan, 1991)

Vocabulary is the central and very important language for language learners. Without sufficient vocabulary, someone cannot effectively communicate or express their ideas both orally and in writing form, and someone cannot understand the information it receives. Has a limited vocabulary are also a barrier that prevents students from learning a foreign

language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning. It is undeniable that the vocabulary of most learners' grows through incidental learning as continuous exposure to a language understood in the practice of reading, listening, speaking, and writing. Wilkins in Thornbury (2002), stated "without grammar, little can be conveyed; without vocabulary, nothing can be conveyed"

However, this does not mean that it is less important explicit vocabulary instruction, foreign language learners. Even though they are keen readers with different materials, take a lot of benefits from direct vocabulary instruction. They can effectively expand their vocabulary knowledge. Thus, the instruction meaningful and the interesting course should be organized to achieve successful learning.

Mastering English has many difficulties, one of which is vocabulary mastery. If we have a little vocabulary it will make us difficult in speaking English. Therefore vocabulary is the most important lesson in English language learning. The main obstacle faced was the lack of vocabulary skills. Though, there are several components that must be mastered in English, namely grammar, vocabulary, and pronunciation of Suyanto (2008). To be understood and accepted as students learning English, the three components must be studied properly.

For senior high school level students who learn English as a foreign language that is not used in the community, teaching these three language

components needs to be packaged in an integrated and careful manner. But the main obstacle that occurs in schools is the lack of students' abilities in vocabulary, thus causing the value of each aspect in English, among others: writing (listening), listening (listening), speaking (speaking), reading (reading) not meeting the KKM target (Minimum Completion Criteria) determined by the school.

Vocabulary is the most fundamental thing that should be controlled by a person in learning English is a foreign language for all students and the people in Indonesia. How can one express a language if student does not understand the vocabulary of the language. Especially if it is learned a foreign language, so the vocabulary of the language is something that is absolutely needed by the language learners.

If a student has a sufficient vocabulary, English will automatically give more support to the achievement of the four English languages competent. And vice versa without having the adequate vocabulary of a student will have difficulty in achieving language competence.

It is almost impossible to say exactly how many words there are in English. However, it is still important for English learners to learn English vocabularies as many as possible. The idea that vocabulary is a prominent aspect needs to be taken into consideration in learning language is supported by Harmer (1998). He claims, if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. In line with Harmer's argument, another expert mentions, "without grammar

very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins in Clouston, 1994).

In the context of the prevailing curriculum, vocabulary becomes important when students are required to "respond to meaning" and "express meaning". Without adequate mastery of vocabulary, students will not be able to meet the demands of the curriculum. Therefore, teachers need to devote attention to mastering students' vocabulary.

Here researchers will use picture media in teaching, because the picture has advantages, among others: Media picture is able to overcome the limitations of our observations. For example, cells or leaf crossings that we might not see with the naked eye will be presented clearly in the form of picture, picture media more realistic, Can help overcome limitations of observation, Can overcome space limitations. As well as other media, the picture media also has weaknesses, including: picture only emphasize the perception of the eye, picture of objects that are too complex are less effective for learning movements, the size is very limited for large groups (Yustina, 2011).

The purpose teaching English is to make students use language communicate in real life. And in communicating a person requires a broad knowledge of the vocabulary of course. Vocabulary is the central and very important language for language learners. Without sufficient vocabulary, someone cannot effectively communicate or express their ideas both orally and in writing form, and someone cannot understand the information it

14	SW	75	72
15	SN	75	58
16	S	75	70
17	TYY	75	68

Average Score:

$$\begin{aligned}
 M &= \Sigma Fx : N \\
 &= 1.140 : 17 \\
 &= 67,1
 \end{aligned}$$

Based on the data that gets, it can be seen from the table that the result indicated the lowest score is 58 and the highest score is 72. The average value of students from the data is 67,1. while the value of KKM is 75. That means students have not met the standard values specified. Finally the researcher chosen the topic because of some reasons: first, Vocabulary is important, based on Mukorolis (2011) theory, it can be inferred that vocabulary is considered as one of the most prominent aspects in learning language, that is why it is important to find out how to improve students' proficiency in English vocabulary.

Second, students are lack of vocabulary mastery. Unfortunately, what the researcher found after doing her preliminary study was: most of the students observed were lack of vocabulary mastery. It seemed like they faced a difficulty in understanding and remembering all of the words given in the lesson at once. Third, Learning vocabulary is a boring activity The students claimed that the most difficult part in learning English is to memorize the

new vocabulary. They even confessed that they usually feel bored every time they had to learn vocabulary (Mukorolis, 2011).

To improve the vocabulary of the student, the student should have many exercises. In addition to extending the exercise to increase vocabulary can also be done by using the media, so the students are not bored. According to Hainich, the media as an intermediary that transmits information between source and receiver. So, the media is anything that can be used to deliver a message from the sender to the receiver. So as to stimulate the mind, feelings, concerns and interests of students in a way that learning occurs. In teaching English the teacher can use many kinds of media such as: circular cards, flip cards, word cards, and pictures.

This research will use picture as learning media, because the pictures can be used in teaching vocabulary as a medium of teaching, to make the teaching learning process more interesting and fun. It will increase students' interest in learning process in the classroom, because the condition becomes more interesting. It is suitable with the characteristic of the young learners who like playing and talking about here and now so using pictures can be helpful in the teaching vocabulary (Mukorolis, 2011).

Then this research will combine with the Cooperative Learning, because Cooperative learning is a learning strategy that prioritizes collaboration between students in groups to achieve learning goals. Jarolimek & Parker (Isjoni, 2012), said there were five advantages gained in the cooperative learning model, among others, as follows: There was recognition in responding to individual differences, students were involved in class

planning and management, relaxed and pleasant classroom atmosphere, relationship intertwined a warm and friendly atmosphere between students and teachers, and has many opportunities to express pleasant emotional experiences.

Cooperative learning is one type of cooperative learning that emphasizes special structures designed to influence patterns of student interaction and has the purpose of improving academic mastery. This type was developed by Kagen in Ibrahim (2000) by involving students in reviewing the material included in a lesson and checking their understanding of the content of the lesson.

This research offers picture as a medium of teaching. It is hoped that this will be considered more attractive, so students do not feel easily bored, sleepy, and can receive or understand the lesson well. And the teacher agrees to the use of picture as a medium for teaching vocabulary mastery. Using the picture of hope is able to enrich and improve students' vocabulary easily. They also help students understand motivation in learning and increase students' vocabulary.

Referring to the difficulties experienced by the students who have been described above, the researcher wants to implement a new way of improving vocabulary by using picture media. With the goal is expected to increase the vocabulary of students learning English.

So, based on the background above, the research is interested to conduct the research entitled: "Improving Students Vocabulary In Explanation Text By Using Picture Series" (A Classroom Action Research of

the Eleventh grade Students of SMK Muhammadiyah 5 Kalitidu Bojonegoro in the Academic 2018/2019).

B. Statement of the Problems

Based on the above phenomena, this research is aimed at giving answer on the following problems:

1. Can pictures improve students vocabulary in explanation texts through cooperative learning trough cooperative learning for the Eleventh grade students of SMK Muhammadiyah 5 Kalitidu in the academic year 2018/2019?
2. To what extent the use of pictures through cooperative learning to significantly improving the students vocabulary for the Eleventh grade students of SMK Muhammadiyah 5 Kalitidu in the academic year 2018/2019?

C. The Objectives of the Study

The objectives of the research are:

1. To find out whether or not picture series can improve the vocabulary in explanation texts trough cooperative learning for the Eleventh grade students of SMK Muhammadiyah 5 Kalitidu in the academic year 2018/2019.
2. To know the extent of picture series significantly improve the vocabulary in explanation texts trough cooperative learning for the

Eleventh grade students of SMK Muhammadiyah 5 Kalitidu in the academic year 2018/2019.

D. Significant of the study

1. Theorrically

This research can give contribution to scientific development, especially the use of picture series as a medium of teaching vocabulary in senior high school. And provide input on the effectiveness of the use of picture media in improving vocabulary mastery in the ability of students to speak English.

2. Practically

This research very useful for a student especially the student of senior high school to improve their english vocabulary mastery. With using interesting media in learning vocabulary will hopefully be able to make the learning activities become more enjoyable. Later on, they will easy in understanding the material they are learning.

3. Pedagogically

This research gives contribution for english teacher selected appropriate medium of teaching vacabulary implement in english class. And this research will help find out the best medium for teaching vocabulary for the following researcher.

E. Definition of Key Term

To make research title easy to understand, the write give definition of term used, they are as follow:

1. The use Pictures

Use is to employ something for a purpose and to do something with something (Hornby, 1995). Picture is to form a mental image of somebody or something and to imagine some body or something. Picture is painting, drawing, sketch, especially as a work of art (Hornby, 1995). Picture series media is a sequence of images that follow a conversation in terms of introducing or presenting the meaning contained in the picture. It is said to be a series image because the image of one with another image has a relationship of chaotic events.

2. Cooperative Learning

Bern and Erickson (2001) "Cooperative learning is a learning strategy that organizes learning using small learning groups where students work together to achieve learning goals". A group learning with the number of students 2-5 people with ideas to motivate each other among its members to help each other to achieve a maximum learning goal.

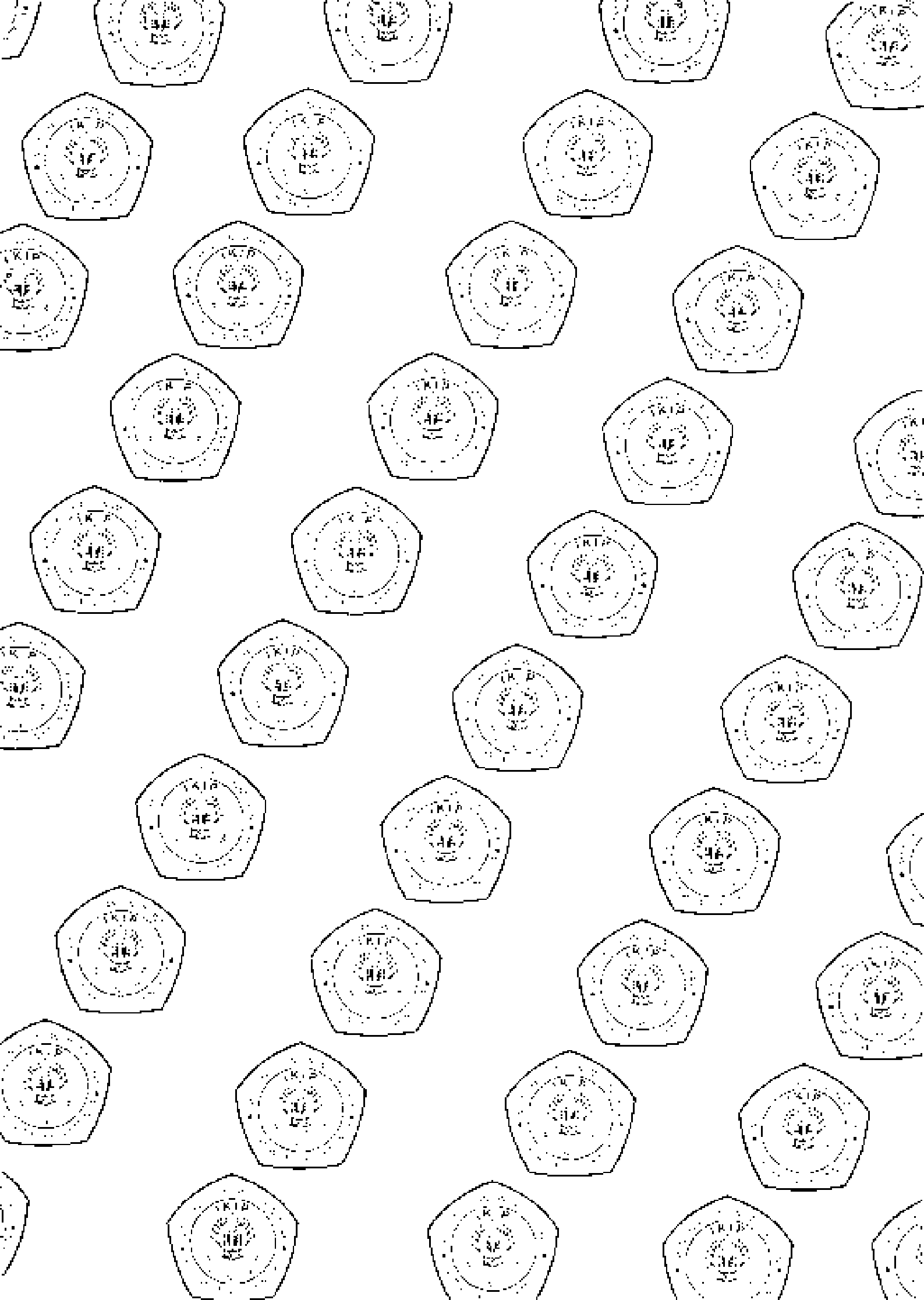
3. Vocabulary

Vocabulary is a collection of noun that means words used in a language. Vocabulary is the basic that must be learnt first by learners. It will help the learner in learning English language well. As Harmand

and Stork (1976) stated that vocabulary is a stock of words which are at the disposal of speaker or writer. As in Brainy Media.com that vocabulary is a list or collection of words arranged in alphabetical order and explained ; a dictionary or lexicon either of whole language, a single work or author, a branch of science or wordbook. Besides, Hindmarsh (1980) stated that vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write.

4. Explanation Text

Explanatory Text is a text that explains the process of the occurrence of a natural and social phenomenon. Explanation comes from English which is from the word "Eksplanation", which means the action explains or explains and the information, statement or fact that explains. According Mahsun (2013) Explanation Text is a text that contains processes related to natural, social, scientific, cultural, and other phenomena.



CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter shows some theories that encourage this study. It consists of theoretical review, review of previous studies, and theoretical framework. There are some opinions or definition from experts of the terms and theories that are used in this study. Moreover in review of previous studies, there are some final projects related to this study that had been conducted by older researchers. Then, in theoretical framework, it presents how the researcher conducts the research.

A. The Theoretical Review

Review theoretical study consists of some theories which support this study. The researcher takes some theories related to the topic from many sources.

1. Definition of Vocabulary

There are many points of view of vocabulary definition stated by different experts. Richards (2002) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. As a core of the component of the language, the students have to have sufficient vocabulary to make them easier when they speak, catching the message, getting the message, and write down the idea in their sentences.

Based on the definition above, it can be concluded that vocabulary is the important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Moreover, learning vocabulary of foreign language presents the learner with several challenges.

Vocabulary is a total number of words which (with rules for combining them) make up a language. Mastery is the process or act to master something and complete control of knowledge (Hornby, 1995). Vocabulary mastery is the knowledge for understanding the words.

Vocabulary of language in communication must be understood and recognize, because without understanding and recognizing the vocabulary of the target language, the verbal communication will not run well for the learner who are in this effort to master or understands the rules of vocabulary of the target language .

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know is a word if they can recognize its meaning when they see it. It means that in learning vocabulary learners have to know the meaning of it and also understand can use it in sentence context.

a. Term of Vocabulary

Vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect

of individual words. In contrast, a systematic approach might devote lesson time to helping learners at each of the following stages of learning vocabulary (Scrivener, 1994).

- a) Meet new words and understand their meaning and the ways they are used.
- b) Practice using the words.
- c) Find ways that help them memorize the words.
- d) Recall and use the word appropriately.

b. Kinds of Vocabulary

Scrivener (1994) divides vocabulary into two kinds, they are productive (active) vocabulary and receptive (passive vocabulary).

- a) Productive (active) vocabulary is the sets of word that are used in spoken communication. Good pronunciation might be encouraged getting the sound and the stress right.
- b) Receptive vocabulary is the use of words that we recognize and understand, but tend not to use ourselves.

c. Vocabulary and Lexis

Lexis plays a vital role or central role in language. The term of vocabulary differ from lexis. Vocabulary refers to word alone. Lexis relates to not just words but element both above and below the word level, smaller elements such as particles (up in the phrasal verb *stand up*) and bound morphemes (un as in unconscious, pre as in pretest, etc) in addition to larger elements such as fixed expressions (raise your hand, come into mind, fall in line, etc).

Besides to differences in size lexis also relates to linguistic unit which tend to co-occur but are not necessarily fixed such as collocations (black hair, wonderful day, etc). Vocabulary items are seen as being prey to grammatical rules, but lexis sees grammar as being achieved (at least in part) by the word themselves (Learning, 2016).

d. Types of Vocabulary Test

Without very little grammar can be conveyed, without vocabulary nothing conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning.

While Dellar H and Hocking D in Thornbury, says that you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. So , a person may be judged by others based on their vocabulary.

1) Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it concludes the other three.

2) Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3) Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its users.

4) Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

e. The Importance of Vocabulary

To show how important vocabulary, Bromley states that vocabulary holds some important roles in teaching learning process.

They are as follows:

1) Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to comprehension.

3) Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

4) Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

2. Explanation Text

Anderson and Anderson (1997) state that the explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why).

Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how and/ or why of particular phenomena, events, and concepts occur in scientific and technical fields. Grammatical features in explanation text include passive voice, simple present tense, conjunctions of time and cause, noun groups and complex sentences.

There are three steps for constructing a written explanation according to Anderson and Anderson (1997). The first step is a general statement about the event or thing that will be explained. Then, a series

of paragraphs that tell the *hows* or *whys*. In this paragraph, the writer tells the sequence of explanation text. The last step is a concluding paragraph as a closing. The researcher concludes what he/ she has explained in this paragraph.

To make a good explanation text, the students have to consider some grammatical features in composing the text. The first consideration is the using of simple present tense to explain why something happened. The verbs in simple present tense will change by adding 's' if the subjects of the sentence are 'she, he, it'; for example go becomes goes.

The second consideration is the using of passive voice. It is often used when the object of the action is more important than those who perform the action. Next, the students have to consider the using of explanation text to give details about what, how and why something happened and the using of cause and effect words to show the explanation of phenomenon such as because, caused by, as a result of, and an effect of.

3. Language Teaching Media

Medium is a media require an active act of creation of a content and communication, and someone who receives and understand the communication, as well as the technologies that carry the medium. A language teachers use a variety of medium to explain language meaning and construction, engage student in a topic, or as the basis of a whole activity (Bates, 2015).

There are different ways to classify media.

a. Print media, non-print media, electronic media

- 1) **Print media.** They include: books, journals, magazines, newspapers, workbook, textbooks.
- 2) **Non-print media:** they include: projected and non-projected media
- 3) **Electronic media:** they include: Audio media, Visual media and Audio-Visual

b. Projected media & non-projected media

- 1) **Projected media:** they require light source for projection. E.g. film projector slides etc.
- 2) **Non-projected media:** they do not require light source. They include 3dimensional objects, 2dimensional objects, prints, charts, models etc.

c. Audio media, Visual media & Audio-visual

- 1) **Audio media:** this form of media carry sounds alone. E.g. audio tapes, record player,
- 2) **Visual media:** These are the ones that can be seen. E.g. TV, computer, white board
- 3) **Audio-Visual:** this term refers to those instructional materials which provide students with audio and visual experiences by appealing to the hearing and seeing senses at the same time. E.g. TV, video tapes, closed circuit television (CCTV).

d. Hardware and software

- 1) Hardware:** this the classification of machines or equipment used in the instructional process. It is upon these gadgets that the software is transmitted. E.g. Television set, tape recorder etc.
- 2) Software:** this classification consists of all materials used with the machine. They are the real carrier of knowledge or information. They include, films, tapes transparencies.

4. Picture as Teaching Media

Media, the plural form of mediator (medium), is a means of communication. Derived from the Latin medium ("between"), this term refers to anything that carries information between a source and a receiver. Six basic categories of media are text, audio, visual, video, engineer (manipulative) (objects), and people. The purpose of the media is to facilitate communication and learning.

A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing (Rivai and Sudjana, 1991). It means that picture is one of the media of communication that can show people, place and thing that are far from us. Pictures are used to help people cope with memory, language, or speech deficiencies (Graber, 2006). In other words, pictures can describe more than the oral communication.

This is the variety of medium that can be helpful in language teaching and learning activity. Teachers always use pictures or graphics

taken from books, newspapers, and magazines, or photographs to facilitate learning. Images can be in the form of flashcards that shaped card small can we hold for students can see it, drawing a large wall of images large enough for all to see in detail, cue cards are small cards used by students in pair or group work, photographs, and illustrations that are usually in the form of textbook (Harmer, 1995).

Pictures are good for beginners and for young learners but not for advanced students. Pictures should certainly be subjected to some practical criteria for assessment of their value, but such criteria should apply to all activities whether they involve pictures or not (Wright, 1989). In many countries, there can be found a lot off pictures. In all countries it is possible to find at least some free or cheap picture material. Below are some things that become a source of the picture (Wright, 1989).

a. Newspapers

Pictures in newspaper are not reproduced very well. However, old newspaper are available everywhere and in some countries are the main source of free picture material. And picture usually small and too indistinct for use with the whole class.

b. Magazines

In many countries magazine are the major sources of useful picture material of a high quality, though they are rarely free.

c. Advertisements and Publicity

These include direct mail leaflets, posters, and advertisements in magazines and newspaper. Sizes vary, making the pictures of use in both class work and group work.

d. Holiday and Business Brochures

These brochures are usually richly illustrated. The picture are usually only big enough for individual work.

e. Catalogues

Catalogues are an amazingly rich source of picture material.

f. Calendars

g. Calendars are usually illustrated and the pictures are usually big enough for class use.

h. Posters

Posters are designed to be big enough to be seen from a distance and they are thus ideal for class use

i. Wall Charts

Wall charts are produced by some institutions to explain what is done in or by the institution.

j. Instructions

Instructions for carrying out a process like a cooking and they can be used in sequencing activities.

k. Old Books

Old children's books are a particularly good source of illustrations which can often charm older students.

l. Comics and Carton Strips

These are heavily illustrated. They are sequence of pictures which are closely related to a narrative text and it is illustrated by hundreds of photographs.

m. Family Photographs and Slides

Sometimes family photographs can be brought to the lesson, shown, and talked about.

n. Playing cards

The cards can be used for their original purpose and the students asked to play the game in the target language.

o. Course Books

Course book is often illustrated with pictures.

p. The Teacher`s and Students` Own Drawings

Picture can be drawn on the board, large paper, and so on.

Pictures can play an important role in motivating students, contextualize the language they use, giving them a reference and in helping to discipline activities. Some types of ready-made images can be used to develop and maintain the motivation, to generate a positive attitude towards the English language, and to teach and reinforce the skills learned several languages.

When selecting an image, we must always remember the following points (Fauziati, 2005).

- a. Grammatical structures that we can practice with it.
- b. The items of vocabulary that we can teach with it.

- c. The size, big enough to see by the whole class.
- d. Appeal to the eye, and entertainment value.

There are various pictures that can be used for teaching a foreign language, such as:

- a. Pictures of single person and single object.
- b. Pictures of people engaged in activities.
- c. Pictures showing some environment (a street, a room, a factory, a farm, nature scenes, etc)
- d. Series of several pictures belonging to one conversational theme (foods, pieces of furniture, work activities, sports, means of transportation, articles of clothing, etc) glued on to a large sheet of heavy paper.
- e. Small pictures glued onto small cards for pair or group work.

5. Cooperative Learning

a. The Definition of Cooperative Learning

Cooperative Learning Cooperative learning is is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson and Johnson, 1999). Jacob, Power, and Loh (2002) assert that cooperative learning comprises principles and techniques for helping students to work together more effectively.

Another definition suggested by Slavin (1995) states that cooperative learning refers to a variety of teaching methods in which

students work in small groups to help one another learn academic content. The higher-level students will help lower-level ones to improve their understanding of the subject.

The idea behind cooperative learning is that by giving a reward to a group rather than individual, the students will be motivated to help one another to master academic materials. Each member of a team is responsible not only for learning the materials but also for helping teammates to understand the subject and complete the task given. Thus, it creates an atmosphere of achievements.

In addition, a cooperative classroom increasingly emphasizes mediated learning. Mediation can be defined as facilitating, modeling, and coaching. Facilitating involves creating a rich environment and activity for linking new information to prior knowledge, providing opportunities for cooperative work and problem solving, and offering students several authentic learning tasks. Coaching involves giving hints or clue, providing feedback, redirecting students' effort and helping them in using the strategy. This is to provide them with right amount of help when they need it.

b. Cooperative Learning Methods

According to Johnson, Johnson, Stanne and Geribaldi (1990), cooperative learning is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Many teachers use cooperative learning in so many

different ways that the lists of methods are impossibly explained in this literature review. Here are some class activities in cooperative learning cited from Mandal (2009).

1) **Numbered Heads Together**

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked to the group. Groups work together to answer the question so that all can verbally answer the question. The teacher calls out a number (two) and each two is asked to give the answer.

2) **Jigsaw**

A group of five is set up and each member of groups learns different material. This is called as origin group. Then everybody who is from the origin group will get together with the expert group consisting of students who will talk the same material. After discussing with the expert group, each member of group gets back to the origin group to teach about the material he has been discussed with the expert group.

3) **Three- step interview**

Students interview each other in pairs during the first step. They then switch their roles as an interviewer and an interviewee. The final step is that members share their partner's response with the team. Interview is used to gain competence in speaking, listening and summarizing.

Cooperative learning also helps the teacher to create enjoyable atmosphere which can maximize the effectiveness of teaching and learning process. In teaching and learning process of speaking, cooperative learning can arouse students' involvement. It encourages the students to actively involve in classroom activities. It creates a learning atmosphere which is full of encouragement and positive relation among the group as well.

B. The Review of Previous Study

There are some studies about the use of media in improving vocabulary which can support this research, and have inspired the researcher to do this kind of research.

The first researcher first is Irnawati (2009), with her research paper entitled "The Use of Picture to Vocabulary Mastery of The Second Year Students of SMP N 2 Suruh in the Academic Year of 2009/2010". There is a significant effect of using pictures to vocabulary mastery for the second year students of SMP N 2 Suruh.

The second researcher is Wahyu Amanah (2009), with her research paper entitled "The Use of Still Picture to Vocabulary Mastery of The Second Year Students of TK Permatasari in The School Year of 2009/2010". In that research, she analyzed that Still Picture help in teaching learning process more interesting to English Vocabulary mastery for Kindergarten students of TK Permatasari Boyolali.

The third researcher is Manikam (2009), with her research paper entitled "The use of Flash game as a medium to improve students vocabulary". It was found that the vocabulary mastery achieved by the seventh grade students of SMP N 1 Kaliwungu is improved after they were taught using picture and Flash game as teaching aid.

The fourth researcher is Afuza Shara (2016), with her research paper entitled "The use of Song to Improve vocabulary Mastery". In her research found that the Song is able to increase the vocabulary Mastery.

The fifth researcher is Lutfina T.W. with her research paper entitled "The Effectiveness Of Tv Cards (Thematicvocabulary Cards) To Improve The students' English Vocabulary". In her research found that the Tv Card is able to increase the vocabulary of English Language of the students.

Presently, the writer tries to make different research with the title "Improving Students Vocabulary In Explanation Text By Using Pictures Series" (A Classroom Action Research of the Eleventh grade Students of SMK Muhammadiyah 5 Kalitidu Bojonegoro in the Academic 2018/2019).

This research is different from previous researches because researcher used picture media for the focus material in explanation text to improve vocabulary mastery in combination with cooperative learning. By using picture media in the explanation text lesson with cooperative learning, this technique is very mild and easily applied in learning English. If the previous researcher applied it in lower level school such as; elementary school and junior high school.

In here the writer will apply it to Senior high school in the material focus in explanation text, whether the pictures media is still able to increase students' vocabulary at the upper class level or not. The researcher hopes that students will better understand and be able to master the vocabulary well with this strategy learning.

C. The Theoretical Framework

Vocabulary is the central and very important language for language learners. Without sufficient vocabulary, someone cannot effectively communicate or express their ideas and someone cannot understand the information it receives. But some students vocabulary ability of senior high school, especially in SMK Muhammadiyah 5 Kalitidu are poor. Because of that condition, the writer does this research.

The writer find that a teacher at SMK Muhammadiyah 5 Kalitidu rarely using instructional media in teaching in the classroom, they are more likely to use the method, it makes students quickly bored, sleepy in class and confused that they do not understand the lessons given by the teacher. And when doing research the writer use picture and song as a medium to teach students of SMK Muhammadiyah 5 Kalitidu .

Vocabulary is the most basic things that must be mastered by someone learning English is a foreign language for all students and the people of Indonesia. How can one express language if students do not understand the vocabulary. Especially when learning a foreign language,

so the vocabulary is something that is absolutely required by the language learners.

If a student has a vocabulary sufficient English will automatically give more support to the achievement of four English of competence. And vice versa without having an adequate vocabulary of a student will have difficulty in achieving language competence.

However, if they want to has the ability in the English. For example, if someone wants to explain how to say something, of course, they have to master the vocabulary, the more people have more vocabulary they can do good in speaking, reading, writing and listening.

As a foreign language, English is not used every day in the community, the English language is difficult to learn. For reduce the difficulty in learning English we need new approaches and strategies that will be used, so that learning English would be easy and interesting.

To improve students' vocabulary, students have a lot of practice. In addition to expanding the exercise to increase vocabulary can also be done by using the media, so as not to make students become bored. Pictures media is able to offer a more pleasant learning media, picture is able to attract attention, increase student motivation and thought provoking more memorable. Everything helps in the process reduce the cognitive load of students receiving something subject matter or message you want conveyed by educators.

The teacher rarely uses media in teaching vocabulary mastery. In this research the writer uses picture and song as a medium of teaching

vocabulary mastery and the writer assumes that the students' vocabulary ability will be better than before. It is because use picture and song as a medium of teaching vocabulary and students will enjoy the teaching learning process. If the students enjoy the teaching learning process, they will understand the material easily.

In this research, the researcher will apply the animation picture to improve English vocabulary, because picture media is really interesting and good way for improve student vocabulary. Referring to the difficulties experienced by the students who have been described above, the researcher wants to implement a new way of improving vocabulary by using media picture. With the goal is expected to increase the vocabulary of students learning English.

This research would be carried out through four activities. The two activities were teaching learning process using pictures as a media of teaching vocabulary mastery. And after the teaching learning process the student did posttest. Before giving the three last activities the writer gave pretest.

With the picture media student so much easier to remember new vocabulary they get. Because they see the direct vocabulary they are learning and also more easily recorded in their memory. Through it, little by little the vocabulary of students will increase, and enabling them to learn English, because they have a lot of vocabulary to speak, and even wrote down their ideas in English.

D. Action Hypothesis

Hypothesis is defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved.

The researcher proposes the hypothesis that:

Ha : There is improvement on students' vocabulary in explanation texts through cooperative learning for the Eleventh grade students of SMK Muhammadiyah 5 Kalitidu in the academic year 2018/2019

Ho : There is not improvement on students' vocabulary in explanation texts through cooperative learning for the Eleventh grade students of SMK Muhammadiyah 5 Kalitidu in the academic year 2018/2019

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the writer presents the research approach and research methodology that will be used in this research. In conducted of the Second years Students of SMK Muhammadiyah 5 Kalitidu Bojonegoro in the Academic 2018/2019.

A. Research Design

The type of research which was applied in this study was action research. Mills (2000) states that action research is systematic inquiry that is done by teachers or other individuals in the teaching or learning environment to gather information and subsequently improve the ways of teachers' teachings and how well their students learn. Elliott (1991) states that action research might be defined as the study of social situation with a view to improving the quality of action within it. It might be defined as an educational study which uses some actions to solve the students' problem during the teaching and learning process.

Otherwise, Wallace (1991) says: "Action research can have 'specific and immediate outcome which can be directly related to practice in the teacher's own context' and is 'an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes'."

The design of research used by the researcher in this study is classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success, of certain activities and procedures. That action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.

From the definitions above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson.

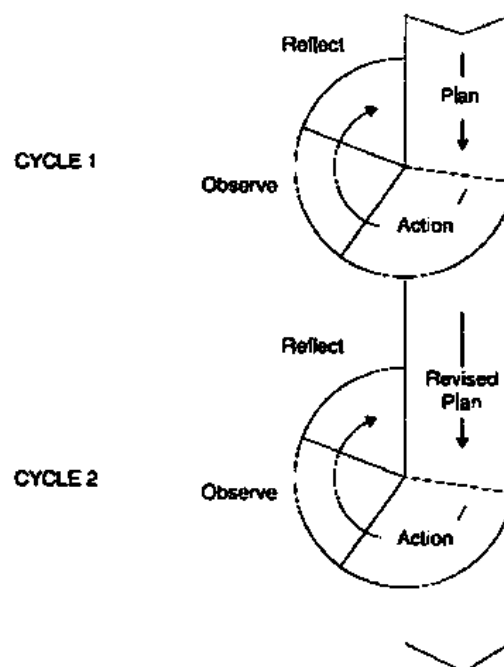


Figure 3. Cycle of action research model based on Kemmis and McTaggart

This action research was conducted into cycle models based on the model of Kemmis (1990) cited in Mills (2000). The models describe the process of action research as a series of cycling activities, each cycle involves four stages of activities. They are planning, acting, observing, and reflecting.

In this action research, there are two cycles; first cycle and second cycle. Before conducting cycle 1, the researcher gives interview to English teacher to find out and describe the situation and the condition of the class and to determine how deep students' understand about vocabulary before it will be implemented.

B. Subject of the Study

This classroom action research was conducted in SMK Muhammadiyah 5 Kalitidu-Bojonegoro. The location of SMK Muhammadiyah 5 Kalitidu on Jl.Raya Cepu-Bojonegoro Dk Dankep Kalitidu kab. Bojonegoro.

The research subjects in this study were the eleventh grade students of SMK Muhammadiyah 5 Kalitidu. They were in the second semester of the years. The numbers of students were 17 students. They studied English once times a week in class lasting 90 minutes in each session.

C. Procedures of Collecting Data

This research uses a classroom action research. The method is to know how the teacher can organize his teaching and learning condition from their own experience. There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and

reflecting. This classroom action research is arranged into two cycles. They are cycle one and cycle two.

The activities that will be done in each cycle is as follows:

1. Pre-Cycle

After conducting interview, the researcher will apply cycle 1 of the research. In pre-cycle the researcher intends to know the initial condition of students. The researcher observes students' activity in class. And this cycle the researcher has done interviewed with English teacher. Based on the interview the researcher knows the problem that is happened to the students and their difficulties in memorized of vocabulary.

2. Cycle 1

a. Planning

Planning was the arrangement for doing something considered in advanced. The plan had to be flexible because it depended on circumstance and the curriculum. After the problem have been known, the researcher as the teacher and the other teacher worked together to plan everything needed in order to solve the students' problem. So the researcher prepared everything related to her teaching and learning process.

The researcher would organize some preparations to start the action (the teaching-learning process using picture series), such as :

- 1) Arranging lesson plan
- 2) Preparing the media related to the material.
- 3) Preparing attendent list of students.

- 4) Preparing teaching material.
- 5) Preparing checklist observation
- 6) Making the test material.

b. Action

Action was the process of doing something. It was the implementation of planning. The researcher was flexible and ready to situation changing in the school. Thus, the action was dynamic, needed immediately decision for what would be done and completed simple evaluation.

The action was realization of language teaching using picture series in explanation text. The teaching-learning process is divided into some sections based on the lesson plan:

- a) Explain the Explanation text using picture series.
- b) Give the opportunity for students to ask question.
- c) Teacher asks students conduct Pictures based on the topic given.
- d) Give assignment for students.
- e) Give the opportunity for students to present their assignment.
- f) Give post-test for students.

c. Observation

The observation is done to check:

- a) The students' activity in classroom.
- b) The students' response during the teaching and learning process.
- c) The students writing vocabulary improvement.

d. Reflection

In reflecting, the researcher reflected on, evaluated, and described the effects of the action. The action of cycle 1 was reviewed by writer, observer, and the English teacher. This described about problems and real issue in action. It also seeks to memorize sense of process. Moreover, the purpose of reflection is to understand the issue which have explored more clearly and decide to do further cycles of action research in order to improve the situation.

Standart minimum of completeness (KKM) was 75. It means that students passed the test when students' score was 75 or above. The writer expected that 85% students could pass the test in the cycle 1. When the percentage of students who pass the KKM was below from 85%, the writer would take the cycle 2.

3. Cycle 2

1) Planning

The result of cycle 1 indicated that there was an improving in the students' vocabulary, but it did not improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so the cycle 2 was conducted. It was also done in three meetings with the same steps:

- a) Arranging lesson plan
- b) Preparing the media related to the material.
- c) Prepare teaching material.

- d) Prepare checklist observation.
- e) Prepare checklist observation.

2) Action

After being revised, the teacher began to teach vocabulary in explanation text by giving information to the students and gave chance to the students to ask some questions which they didn't understand. Then, the teacher distributed the pictures about phenomena and the students to make simple paragraph.

Similar to cycle 1, the action in cycle 2 are:

- a) Teacher explains the material.
- b) Teacher explain about material using Pictures to the students.
- c) Teacher asks students to make group and conduct picture based on the topic given.
- d) Observasion
- e) Give post-test 2 for students.

3) Observation

The researcher invited an observer again to observe activities of students. The observation is done to check:

- a) The students' activity in classroom.
- b) The students' response during the teaching and learning process.
- c) The students writing vocabulary improvement.

4) Reflection

This step is analyzing the whole action that has been done. Based on the data that had been collected, The researcher discussed

and made evaluation. The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.

When the expectation of researcher was not achieved, the result percentage of cycle 2 was below than 85%, the researcher would to conduct cycle 3. But, if the expectation of researcher was achieved, the result percentage of cycle 2 was above than 85%, so the research was done.

D. Instrument of the Research

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed. An instrument could be in form of observation list and test, etc. In this study the researcher used observation checklist, document, and test.

1. Observation Checklist

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher can see from their activities and response during teaching learning process.

Observation sheet will be used to know the students and teachers activity during teaching and learning vocabulary by using

picture series as a medium. The instrument gives monitor and records the students' motivation improvement during the lesson.

2. Test

The researcher used pre-test and post-test. Pre-test gave for students before the lesson (implementation of picture series) was begin. Where as post-test gave for students after the teaching-learning activity. Those were, pre-test and post-test, used to know the extent of picture series significantly improve the vocabulary in explanation texts for the Eleventh grade students of SMK Muhammadiyah 5 Kalitidu in the academic year 2018/2019

E. The Role of the Researcher

In this research, the researcher has a role as a teacher. It was agreed by the English teacher and the headmaster. The researcher also wants to know firsthand how the students are in the classroom, so that researcher can feel the class directly.

F. Prosedures of Analysis Data

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from observing the teaching learning process, and the result of the students' test.

It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using

Pictures series in improving vocabulary. The data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' activeness when the picture technique is introduced.

To find out the effectiveness of the implementation of picture series to improve vocabulary mastery, the writer analyzed the data using qualitative and quantitative research.

1. Qualitative Data

The qualitative data in this research gained of interview and documentation. These descriptive technique are used to analyze data.

2. Quantitative Data

The quantitative data of this research are the result of pre-test and post-test from Cycle 1 and 2.

Those were analyzed by statistical technique:

a. Mean calculation

The mean is the average value of multiple pieces of data. The mean value can be determined by dividing the amount of data with the number of data.

The formula is:

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

Note:

M : Mean

$\sum Fx$: The sum of student's score

N : The total number of students

b. Calculation percentage

The calculation percentage shows the class percentage of students who pass the KKM.

The formula is:

$$P = (F : N) \times 100\%$$

Note:

P= percentage of students who pass the KKM

F= number of students who pass the KKM

N= total number of students

G. Schedule of the Research

The research started on February 7th 2019 until March 14th 2019.

1. Interview: Thursday, February 7th 2019.

At 10.00 A.M – 11.00 A.M.

2. Pre-test: Wednesday, February 13rd.

At 09.00 A.M – 9.45 A.M.

3. Cycle 1, first meeting: Thursday, February 14th 2019.

At 07.00 A.M – 08.30 A.M.

4. Cycle 1, second meeting: Thursday, February 28th 2019.

At 07.00A.M – 08.30 A.M.

5. Post-test cycle 1: Thursday, February 28th 2019.

At 08.30 A.M - 9.15 A.M.

6. **Cycle 2: Thursday, March 14th 2019.**

At 07.00 A.M – 08.30 A.M.

7. **Post-test cycle 2: Thursday, March 14th 2019.**

At 08.30 A.M – 09.15 A.M.