ABSTRACT

The aims of the research are: (1) to identify whether or not picture can improve the students’ vocabulary mastery, and (2) to identify students participation in the teaching learning process when picture is used.

The research belongs to an action research. This research was conducted in the third grade, from October to November 2010. The subjects of this research are the students of the third grade of SDN Gentanbanaran II, Plupuh, Sragen, in the academic year of 2010/2011. There were two cycles of action. In each cycle, the procedure of the research consists of planning, action, observation, and reflection. In collecting the data, the writer used the technique of, observation, interview, test, and analyzed the documents. And the data were collected from the events, the teacher and students, and documents. The qualitative data are analyzed using the following procedures; assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. For the quantitative data, the data are analyzed by
finding and comparing the mean scores in pre-test and post-test (descriptive statistics). The pre-test and post-test 1 were carried out in cycle 1 and the post-test 2 was carried out in cycle 2.

The result of the research shows that picture can improve the students’ vocabulary mastery. The result shows the difference between the student’s ability before and after the action. Based on the research observation field notes, interview, and test result, the students made improvement in vocabulary mastery.

The students can learn vocabulary easier than before actions. They can memorize and understand the English words easily. When pictures are used, in the first and the second cycle, students are enthusiastic in joining learning activity. Students were also active as group members when they do the group task. It is proven by the observational data that the activities outside the learning activity are minimized. The tests score results showed an improvement of the students’ achievement before and after the action in cycle 1 and cycle 2. The students’ mean score in the pre-test was 47.6. The students’ mean score in the post-test 1 was 63.5 and the mean score in post-test 2 was 77.5. It means that there is the difference between the students’ vocabulary mastery before and after the research. It can be concluded that teaching English vocabulary by using picture as a media does improve the students’ vocabulary mastery.

The researcher finds that this research could improve students’ vocabulary mastery and the students’ participation. The use of picture combined with drilling technique can be used to improve students’ vocabulary mastery. He hopes that what he had done provides other teachers inspiration to conduct an action research in their classroom.