

ABSTRACT

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT BY USING PICTURE THROUGH SILENT WAY TECHNIQUE AT GRADE VII OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG

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Learning vocabulary is very complex part of the target language. This is because vocabulary has some fundamental elements to study, such as word class e.g, noun, verb, adj, and adv. Needless to say that SMP students experienced difficulties in mastery the vocabulary.

The objective of this classroom action research is to solve the problem faced by the class teacher of grade VII of SMP Muhammadiyah 3 Bandar Lampung; the problem found was that the students' vocabulary achievement was very low. The students were not interested in learning English as the teaching learning English as the teaching learning process was quite boring for them. So the teacher needed to support the teaching learning process with silent way. The use of silent way was chosen since picture appropriate media to stimulate and motivate the students' interest and attention in understanding the unknown words picture makes language more alive and meaningful and helps to bring the real words into classroom. To find out whether the use of picture is applicable to improve the students' vocabulary achievement and to improve the students' learning activities and the teacher's performance, the research was conducted at SMP Muhammadiyah 3 Bandar Lampung. The subject of the research was students of grade VII B in the academic year 2011/2012.

This classroom action research was conducted in two cycles; each cycle consisted of planning, action, observation and interpretation, analysis and reflection. To collect the data of the learning product and learning process, the researcher used vocabulary task and observation as the instruments. The writer used the indicators dealing with the learning product and learning process. The result of the learning product showed that the use of picture is applicable to improve the students' vocabulary achievement. The research was successful if at least 70% of the students of grade VII B got score 60 or higher; it was based on the KKM (Kriteria Ketuntasan Minimal). In cycle 1, there were 16 students (44.44%) who gained score ≥ 60 , thus he conducted cycle 2, and there were 33 students (91.67%) who gained score ≥ 60 it means that the indicator is achieved.

For the learning process, that is the students' activities, there were only 20 students (55.56%) who did 80% of the activities in cycle 1, then he conducted the other cycle to meet the indicator, and in cycle 2 there were 32 students (88.89%) who did 80% of the activities, it means that the indicator is achieved. Meanwhile, for the teacher's teaching performance the indicator of the research is, if the teacher can get score at least 80 for her teaching performance. The teacher got score 60 in cycle 1 then she got 87 in cycle 2 it means that she could teach the student well after implementing picture. Referring to the result above it can be conclude that the use of picture is applicable to improve the student vocabulary achievement, the teaching learning process (students' activities), and also the teacher's teaching performance.